



# Garden Planning

## Goals

Students learn what people need to create a successful a garden and what plants need to thrive. Through a hands-on activity, students learn about mapping and construct a “bird’s-eye-view” picture of a garden bed. Through a reflection process, students work together to make group decisions in planning a classroom garden.

## Curriculum Alignment

Find a list of which Common Core State Standards and NC Essential Standards this lesson plan aligns with on the lesson plan page at [www.growing-minds.org](http://www.growing-minds.org).

## Materials

- White paper
- Vegetables to taste
- Poster of vegetables to plant in the spring
- Poster of examples of “bird’s-eye-view” drawings
- Drawing and writing materials

## Preparation

You will need to make two posters – examples of these posters and the corresponding images are attached to this lesson plan.



**Books to Read**  
This Year's Garden  
by Cynthia Rylant

## Vocabulary

Bird’s-eye-view: a view from high above, how a bird would see something.

## Activities

### Read a Book

To help students start thinking about garden planning and the cycle of a garden read This Year’s Garden by Cynthia Rylant. Discuss what the people in the book planted and did in the garden. Relate that to where the class is in the garden and season cycle.

### Discussion and Brainstorm

Begin by talking with students about their garden experience, who has a garden at home, who has grandparents with gardens? Have students brainstorm a little about why someone would grow a garden. For example- for growing a garden for nutrition, fitness, fun, and/or beauty. Students should have a chance to share their favorite things about gardens and gardening. Explain to students that this year the class gets to make a garden and all of the students get to help plan what they’ll plant.



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Discuss different types of gardens – vegetable, flower, herb, etc. Discuss what you will need to make the garden - tools, site, water, sun, seeds, plants, teamwork, etc. What are things we need to consider when planning out a vegetable garden? What do plants need to grow – air, water, light, space, temperatures, weather? Are there certain types of vegetables that won't grow in our garden in the spring? Note: this lesson can be modified for planning a fall garden.

Show students the poster of vegetables that the class can plant in spring. Which of the vegetables have the students tried? Give them a taste of several of the vegetables listed on the poster.

## Design a Dream Garden Bed in Garden Journals

Ask students if they can guess what a "bird's-eye-view" may be? Show students the poster of the examples of bird's-eye-views. Talk about perspective and how you are going to draw a picture from the perspective of a bird looking down on a garden. This is each student's chance to illustrate what his or her ideal garden bed would look like.

Have students consider the following:

- What they want to **plant**
- Have them think about how much **space** different types of plants might need
- **How many** of each plant do they want – would you want only one carrot plant, 50 hot pepper plants?

Give each student a piece of white paper and colored pencils. Refer again to the poster of vegetables that can be planted in the spring. Which vegetables do they want to include in their garden? Ask them to draw a map of their dream garden bed, using the photos of the vegetables and the birds-eye-view drawings as guides.

## Tally It and Wrap It

Create a class list of the things students want to plant, add a tick mark each time a plant is included in another student's plan.

Discuss similarities and differences between students' garden bed plans. How could the class combine all the students' gardens into a class garden? Looking at the class list, pick the top 3 or 4 things to plant. Will the plants they chose grow in the spring and in your area?