



LESSON TITLE

Garden

EST. TIME ____ SEASON F W SP S LOCATION INDOOR OUTDOOR GRADE ____ LESSON # ____

SUBMITTED BY:

Name _____ Email _____

School _____

? ESSENTIAL QUESTION(S)

Insert here the big-picture, conceptual question the students will be exploring and working toward answering in this lesson.

✂ MATERIALS

Insert here

- Things that May Be Growing in the Garden
- Things to Bring Out to the Garden
- Handouts

Abc VOCABULARY

Insert here new words to define before the lesson (for the teacher/student).

✓ ASSESSMENT

Insert here tools to assess student learning and development of life skills

- Observational Checklist
- Student Journals

PREPARATION

(INSERT ESTIMATED TIME ____)

Insert here the steps the educator will need to take to prepare for the lesson.

TEACHER BACKGROUND

Insert here any major concepts the educator needs to know to teach this lesson effectively.

LESSON DESCRIPTION

Insert here a 1-2 sentence overview of the lesson, describing what students will do.

LEARNING OBJECTIVES

Insert here the learning objectives from the Scope and Sequence that are addressed in this lesson, making sure to include:

- Content Learning Objectives
- Life Skills Learning Objectives

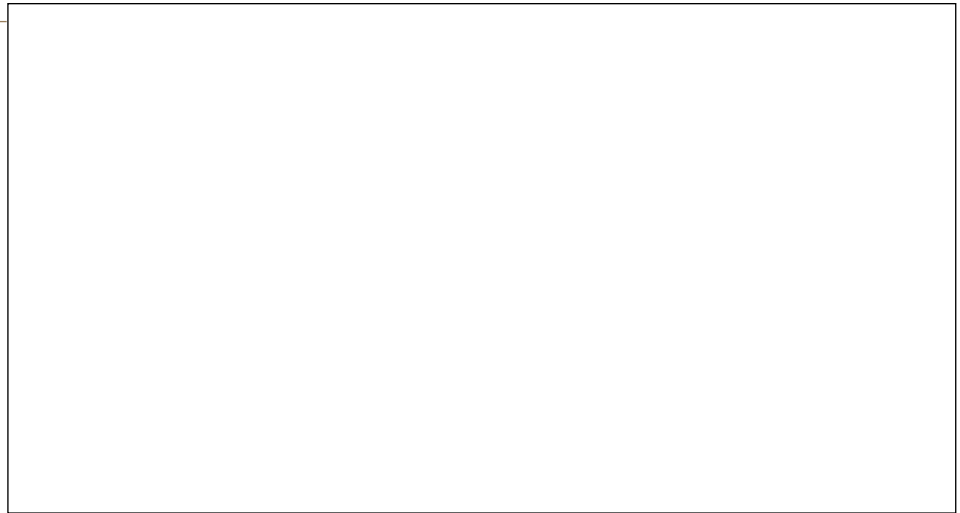
ACADEMIC STANDARD CONNECTIONS

Insert here connections to Academic Standards from the Scope and Sequence, as well as any relevant state standards for English Language Arts, Social Studies, Math, Science, Art, etc.



HEALTH STANDARD CONNECTIONS

Insert here connections to the Health Standards from the Scope and Sequence, as well as any state health standards.



CULTIVATE CURIOSITY *engage*
(INSERT ESTIMATED TIME ___)

Insert here a “hook,” or an opening activity you will use to engage students with the essential question driving this lesson, connect to their prior knowledge on the subject, and inspire in them a thirst to learn more.

ROOT AROUND *explore*
(INSERT ESTIMATED TIME ___)

Insert here an opportunity that you will provide students to explore physical materials and/or open-ended questions related to the lesson topic. Ensure time for students to make discoveries and raise questions.

GROW UNDERSTANDING *explain*
(INSERT ESTIMATED TIME ___)

Insert here the steps for leading a discussion and introducing new information to students once they are fully engaged with the topic and have questions and discoveries to share. When introducing new, important vocabulary to students, write the terms in CAPITALS and define them.



OBSERVE THE FRUITS *elaborate*

(INSERT ESTIMATED TIME ___)

Insert here an opportunity for students to apply new learning in a meaningful, real-world context, and an opportunity for you to evaluate how well they have achieved the learning outcomes. Remember to use the Observational Checklist while they are working to assess students' development of Personal and Community Life Skills.

REFLECT *evaluate*

(INSERT ESTIMATED TIME ___)

Insert here guiding questions to engage students in a reflective discussion about what they've learned, and also about collaboration, communication, or other Life Skills they practiced.



ADAPTING FOR INDOORS

Insert here ideas for making this lesson work indoors in inclement weather.

CONNECTIONS TO KITCHEN LESSONS

Insert here opportunities to connect with specific kitchen lessons from the Scope and Sequence, or general ideas for connecting with the kitchen.

POSSIBLE EXTENSIONS

Insert here possible lesson extensions from the Scope and Sequence for the classroom, cafeteria, community, or BAM! Box connections; or any other ideas for extensions.

ADDITIONAL RESOURCES

List here any additional, relevant resources that might be useful for teaching this lesson, such as links to visual aids or other, published lesson plans.

OTHER COMMENTS

List here any additional comments

Please complete form and email to programs@emeril.org

See garden lesson plans in Instruction section for examples of how to develop each of the lesson plan key elements outlined in this template.