


# WHAT SHOULD WE PLANT?

Garden

Grade 6 • 45 mins • Fall, Winter, Spring, Summer • Indoor and Outdoor 

ADAPTED

GRADE 6

SCHOOL PARTNER  
LESSON PLAN

SUBMITTED BY

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## ? ESSENTIAL QUESTIONS

- When can we plant different crops in our garden? Why is it important to plant within the suggested window— what factors are involved ( temperature, hours of daylight, days to maturity, etc)?
- How do we use a regional planting guide?
- What weather conditions might affect the success or failure of a plant/crop?
- How does our region’s geographical location influence what we can plant?
- How are conditions different in other regions and why?

## MATERIALS

- Seeds in labeled packets
- Trays, pots, or a designated garden location that is prepared for planting and measured to accommodate the number of plants/students
- [LSU planting guide](#) (1 per student) and/or laminated USDA map (color copy)
- Planting table
- Dry erase markers
- Eraser
- Measuring tools for proper planting
  - Rulers
  - Tape measure
  - Seed depth measurement tool
- Popsicle sticks
- Sharpie markers to label plants

## Abc VOCABULARY

- Region
- Direct Seed
- Sow
- Transplant
- Harvest/Maturity

### NOTE:

Adapted from **Grade 6 Garden Lesson #5: Why Do We Have the Foods We Do?**, pg 204.



## ASSESSMENT

**Observational Checklist**

- Students place fingers on the planting guide table in the correct columns and rows to obtain the information (given a crop students can locate: the planting date for our region, the plant spacing, the planting depth, and days to harvest)
- Students can determine if it is an appropriate date to plant seeds for a given crop using the guide
- Students use measurements for appropriate seed/plant spacing in the garden
- Students use tools to plant seeds to the correct depth in the garden and in containers or trays

## PREPARATION (40 MINS)

Photocopy and laminate the USDA Region Map and Planting Table from the LSU planting guide. Organize all planting materials and designate a space for planting in the garden.

## TEACHER BACKGROUND

The teacher should familiarize themselves with the LSU planting guide and have an understanding of the climate of their region.

## LESSON DESCRIPTION

Students will use a regional planting guide to determine which seeds we can plant in our garden based on the date and our geographic location. Students will work together to find information in the guide, then use that information to plant and label crops in trays, containers, or directly in the garden.

## LEARNING OBJECTIVES

**Content Learning Objectives***Garden and Food Systems*

**GFS.6.2** Understand what foods grow best in your specific geographic location

**GFS.6.5** Define local and seasonal eating

**Life Skills Learning Objectives***Personal Life Skills*

**PLS.1** Students are self-aware and show respect for their own needs, the needs of others, and the environment. They practice safe and conscientious behaviors in the garden and kitchen environments.

**PLS.2** Students are able to express empathy and caring for themselves, others, and the environment.

**PLS.3** Students cultivate honest and responsible behaviors that contribute to the learning of the community.

**PLS.6** Students actively seek creative and resourceful solutions.

*Community Life Skills*

**CLS.4** Students appreciate and are respectful of differences and diversity in their communities

## ACADEMIC STANDARD CONNECTIONS

**NGSS.6.ESS2.D Weather and Climate**—Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.

**CCSS.ELALITERACY.RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

*Lesson Sequence**Engage***Cultivate Curiosity:**

Timed Pair Share: If you could grow any 3 fruits or vegetables in your garden, what would you choose?

Whole group share: Call on students to answer the following:

- Name a fruit or vegetable you would like to grow. (Students can use the silent connection sign to agree.)
- What will (example crop such as broccoli) need to grow? (elaborate on types of soil, hours of sunlight, temperature, amount of rain etc)
- What time of year does broccoli grow and how long does it take?
- Can you think of something that would not grow here in Louisiana—why not?

*Explore***Root Around:**

- Distribute and discuss the USDA zone map and ask the following questions:
- What do you notice about the map? What do you think the map shows us? What do the colors on the map represent? Why would this be useful to gardeners and farmers? (We'll revisit this throughout the year) Can you find our state on the map? Can you find a state with a much colder climate on the map? Can you find an area with a similar climate? How would these temperature differences affect what and when a grower might plant?

*Explain***Grow Understanding:**

- Distribute and Discuss Planting Table: 10 minutes
- Allow students to look over and discuss the planting table. Review column headings together and define. How is the first column organized? (alphabetical by crop). Discuss direct seed vs. plants—what does this mean? (Direct Seed is a seed planted right into the garden, plant means we transplant a plant that was started a few weeks prior). Find the correct column (South La Planting Dates Fall) and Determine which crops we can plant in the garden/in a tray for later transplanting.

*Elaborate***Observe The Fruits:**

Give each group several packs of seeds, ask them to find the planting dates for our region to determine which crops we can plant today. Review the plant spacing, seed depth, and days to maturity/harvest. Students should also determine whether to plant in the ground or in a tray/container for later transplanting. Students can then plant the seeds and label them using a popsicle stick and marker.

Record what we planted today on a large calendar and its location on the garden map if applicable. Students record this information in their journals.

*Evaluate* **Reflect:**

- What did you enjoy about today's class, what was your favorite part?
- Did anything about our class surprise you? Did you learn any new information or skills in class today? What could you teach someone based on what we did today?
- What connections can you make between what we did today and the kitchen?
- How did you or a classmate show a school value or honor our garden agreements?

**ADAPTING FOR INDOORS**

Plant seed in trays or containers for transplanting into the garden at a later date. Create a monthly planting calendar for our region. Assign each group a month of the year.

**CONNECTIONS TO KITCHEN LESSONS**

In the garden, discuss common meals in your state that include the top 3 crops. Contrast with common meals in a state with a very different climate.

**POSSIBLE EXTENSIONS**

**Community:** Take a look at local weather reports to discuss the weather and the climate (and the difference between the two). Invite local farmers in to discuss how the climate affects their decision making on the farm.

**OTHER COMMENTS**

It is sometimes challenging for students to convert the numeric date format used in the planting table to the month of the year. If time allows be sure to discuss the source of the planting guide—your local agricultural extension office and its connection to the university. Provide students with the printed guide to take home if they would like one and the link to the website for future reference.