Green Thumbs Up - 4th Grade

Desired Results

Goals of Program

Students will...

- Enrich their understanding of place through inquiry.
- Experience National Parks as places for learning and recreation and develop a personal connection with their local national park.
- Understand the uniqueness of the Golden Gate plant habitats through community based habitat restoration.

Transfer

1. Engage in reflective thinking as they analyze and make judgements of their experiences.
2. Demonstrate understanding of the importance of their contributions to their local communities
3. Lead and participate in community stewardship efforts that will enrich their lives and neighborhoods.
4. Engage in scientific inquiry and prediction.

Meaning

Enduring Understandings

Students will understand that:

1. Intricate connections among plants, pollinators, and people are essential to sustain a healthy ecosystem.
2. Stewardship of cultural and natural resources in public spaces depends on community participation and service.

Essential Question

Why do plants, pollinators, and people need each other?

Acquisition

Students will know...

- Plants adapt to a changing environment
- Role of pollinators in the plant cycle.

Students will be able to...

- Pose questions from their own observations.
- Explain how plants and pollinators adapt for survival.
- Report findings.

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Evidence

Students will show their learning by...

On-site activities:

1. Students create a Found Poem as they analyze and reflect on the different activities they engaged during their field trip.

2. Students analyze the work accomplished during their service activity, and clearly state in form of a poem, a short story, or drawing their contribution to the plant nurseries growing goals.

Post-site activities:

1. Students create a story of about stewardship in a garden or about the interconnections among plants, pollinators, and people.

2. Students will receive a Burpee's Bee Garden package and will use it as a starter for a butterfly garden. Students will observe the plants life cycle and their interactions with pollinators. Or create a garden through the Pollinator Partnership curriculum (www.pollinator.org)

3. Students will engage in a "Bioblitz" survey of the schoolyard, concentrating on pollinators and the plants they pollinate. Students can conduct a "Bioblitz" in their neighborhood as well, and compare the results with the data from their schoolyard.

4. Students will perform a phonology project of their school garden by observing the garden once a week for 15 minutes and record their observations. They offer explanations and predict developments.

CA Common Core State Standards	Next Generation Science Standards
Speaking and Listening: 1.4: Engage effectively in a range of collaboration discussions (one-on-one, in groups, and teacher lead). Writing Standards: 2: Write explanatory texts… 3.4: Write narratives to develop real or imagined experiences or events.	4LS1.A: Structure and Function Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1) 4LS1.D: Information Processing Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2) components and their interactions. (4-LS1-1),(4-LS1-2)