



GRADE	NEXT GENERATION SCIENCE STANDARDS	LESSONS
<b>All</b>	<p>Next Generation Science Standards (NGSS) Cross Cutting Concepts:</p> <ul style="list-style-type: none"> <li>● Patterns</li> <li>● Cause and Effect</li> <li>● Systems and System Models</li> <li>● Energy and Matter: Flows, Cycles, and Conservation</li> <li>● Structure and Function</li> </ul>	<ul style="list-style-type: none"> <li>● Scavenger Hunts</li> <li>● Walk and Talk</li> <li>● Shared Research Projects</li> <li>● Nature Journaling (designing questions and investigations, collecting data, communicating findings)</li> <li>● Seed planting and seed saving</li> <li>● Habitat investigation</li> <li>● Decomposition</li> </ul> <p>Visit <a href="https://www.slcww.org/wwvf2s-garden-lessons">https://www.slcww.org/wwvf2s-garden-lessons</a> for all the lessons that the Farm to School program can offer. Most individual lessons work for a range of grade levels as well as a range of subjects concepts. We can also help you brainstorm if you want to use the garden for _____ but aren't sure where to start!</p>
<b>Kinder</b>	<p><a href="#">K-LS1-1 From Molecules to Organisms: Structures and Processes</a> - Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p><a href="#">K-ESS2-1 Earth's Systems</a> - Use and share observations of local weather conditions to describe patterns over time.</p> <p><a href="#">K-ESS2-2 Earth's Systems</a> - Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p> <p><a href="#">K-ESS3-1 Earth and Human Activity</a> - Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.</p>	<p><a href="#">5 senses</a> (WWVF2S)</p> <p><a href="#">Seed exploration/Pea planting</a> (WWVF2S)</p> <p><a href="#">Burma Shave</a> (LifeLab)</p> <p><a href="#">Build your own bugs</a> (WWVF2S)</p> <p><a href="#">Little Munchkins</a> (Life Lab)</p> <p><a href="#">Animal Antics</a> (Life Lab)</p>



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<p><b>1st</b></p>	<p><a href="#">1-LS1-1 From Molecules to Organisms: Structures and Processes</a> - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p> <p><a href="#">1-LS3-1 Heredity: Inheritance and Variation of Traits</a> - Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p>	<p><u>Parts of a plant/Salsa Making</u> (WWVF2S)</p> <p><u>3 sisters</u> (WWVF2S)</p> <p><u>Is it an Animal</u> (LL)</p> <p><u>Fruits to Flowers</u> (LL)</p> <p><u>Animal Hunt</u> (LL)</p>
<p><b>2nd</b></p>	<p><a href="#">2-LS2-1 Ecosystems: Interactions, Energy, and Dynamics</a> - Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p><a href="#">2-LS2-2 Ecosystems: Interactions, Energy, and Dynamics</a> - Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p> <p><a href="#">2-LS4-1 Biological Evolution: Unity and Diversity</a> - Make observations of plants and animals to compare the diversity of life in different habitats.</p>	<p><u>Soil dissection – fava bean planting</u> (WWVF2S)</p> <p><u>Flowers lesson</u> (WWVF2S)</p> <p><u>Scientist At Work</u> (LL)</p> <p><u>2nd grade lesson series</u> (WWVF2S)</p> <ul style="list-style-type: none"> <li>❖ <u>fall outline</u></li> <li>❖ <u>spring outline</u></li> </ul>
<p><b>3rd</b></p>	<p><a href="#">3-LS1-1 From molecules to Organisms: Structures and Processes</a> - Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> <p><a href="#">3-LS3-1 Heredity: Inheritance and Variation of Traits</a> - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p>	<p><u>Seed Saving</u> (SGP Lane Co)</p> <p><u>Planting Greens/Eating diversity</u> (WWVF2S)</p> <p><u>Interview An Organism</u> (WWVF2S via UC Berkley BEETLES)</p> <p><u>What's In A Name</u> (LL)</p>



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	<p><a href="#">3-LS3-2 Heredity: Inheritance and Variation of Traits</a> - Use evidence to support the explanation that traits can be influenced by the environment.</p> <p><a href="#">3-LS4-3 Biological Evolution: Unity and Diversity</a> - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p><a href="#">3-LS4-4 Biological Evolution: Unity and Diversity</a> - Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p>	<p><u>3<sup>rd</sup> Grade Lesson series</u> (WWVF2S)</p> <ul style="list-style-type: none"> <li>❖ <u>fall outline</u></li> <li>❖ <u>spring outline</u></li> </ul>
<p><b>4th</b></p>	<p><a href="#">4-LS1-1 From Molecules to Organisms: Structures and Processes</a> - Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p><a href="#">4-ESS2-1 Earth's Systems</a> - Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p>	<p><a href="#">Beautiful Soil/Healthy Soil</a> (WWVF2S)</p> <p><a href="#">Planting potatoes</a> (WWVF2S)</p> <p>Habitats and Interactions (WWVF2S)</p> <p>Habitat Scavenger Hunt (WWVF2S)</p> <p><a href="#">Habitat Hunt</a> (WWVF2S)</p>
<p><b>5th</b></p>	<p><a href="#">5-LS1-1 From Molecules to Organisms: Structures and Processes</a> - Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <p><a href="#">5-LS2-1 Ecosystems: Interactions, Energy, and Dynamics</a> - Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p> <p><a href="#">3-5-ETS1-1 Engineering Design</a> - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p>	<p><a href="#">Potato harvest</a> (WWVF2S)</p> <p><a href="#">Tomato and pepper seedling</a> (WWVF2S)</p> <p><a href="#">Designer tomatoes</a> (WWVF2S)</p>