



Summer Camp Week 1 Lesson Plans: Day 1 Farm Introduction

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| BIG IDEA: What role do farms play in our community? | | | |
| Essential Question: | What role do farms play in our community? | | |
| Probing Questions: | Why are farms important? What does organic mean? What are seeds? | | |
| Lesson Objective: | Understanding the role of farms in the community. | | |
| Targeted GLE/Common Core: | Math: | Reading: | Writing: |
| | Measuring temperature in the greenhouse and plotting it on a graph | The Best-Ever Step-By-Step Kid's First Gardening by Jenny Hendy | Writing in journals |
| Activities: Each group will complete a scavenger hunt as they move around the farm. Extension: wear tape sticky side out walking from one rotation to the other. | Opening: Locate bathroom | <ol style="list-style-type: none"> 1. Introduce the farm: rules: Do you think the garden will work well if we don't have rules? Come up with 4 main rules for the farm and write them down; safe, helpful, stay, listen Have the group FCC sign around the rules this is their garden contract Bathroom and cool down rules 2. Share and show the schedule for the day (maybe on a big white board) Have counselors make smaller groups into 4 and give a list with names.) 3. Name that farm tool and describe its function. | |
| | Implementation: | <ol style="list-style-type: none"> 1. Harvesting: Look at seeds different types and size of seeds; plant 2. Animal Maintenance | |

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| Look at the seeds collected. | | 3. Farm maintenance 4. Nutrition | |
| | | Student Choice | Writing in Journal what they learned today, or add to mural. |
| | | Student Leadership | Students will be selected in the small groups to be the main recorder of scavenger hunt. |
| | | Student Planning | Students will have the opportunity to plan areas of further interest on the farm. |
| | Closure/Reflection: | <p>Recognize the different ecosystems on the farm. Why are seeds important?</p> <p>Share one thing you learned and something you want to know more about.</p> <p>Challenge of the day: Try a new harvested vegetable from the garden.</p> <p>Have the students discuss the impacts of the microecosystems on the farm and how they impact each other.</p> | |
| Student Engagement: | Whole Group: Write or draw on sticky notes about the ecosystems on the farm on large chart paper. | Small Group/Pairs: Students will be broken into four farm groups to rotate. They will participate hands on. | Independent: If a child needs cooling down time away from the group, they can work on art, sensory, or scavenger hunt. |
| Material/resource: | White paper for the kids to write in classroom rules Pencils, crayons Farm scavenger hunt; | | |

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| | Seeds |
| Generation On Connection: | What is the farm's role in the community? |
| Math/Literacy Rubric Focus | Students measure soil temperature weekly in compost and soil. They plot it on charts. |
| Suggestions for change or modifications going forward | (To be filled out post-experience) |

Week 1 Lesson Plans: Day 2 Exploring what it means to be healthy.

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| BIG IDEA: Understanding What Healthy Means to your Body and Mind | |
| Essential Question: | <p>What do you eat now/ like that you did not like before?</p> <p>What does being healthy mean to you?</p> <p>What are some of your favorite physical activities?</p> <p>What does your plate look like when you eat, does it resemble many of the rainbow colors?</p> |
| Probing Questions: | <p>Why do you think learning about healthy living is important?</p> <p>How do you think healthy food helps your body and mind?</p> <p>What do you think happens to your body if you don't exercise?</p> <p>Where can we find healthy foods ?</p> <p>What are some body cues that you are doing enough physical activity? How do you feel when you exercise?</p> |

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| Lesson Objective: | Understanding the importance of health and the different components of it. | | |
| Targeted GLE/Common Core: | Math: | Reading: | Writing: |
| | Figuring out how many minutes a day a child should do physical activity (Adding, Multiplying) | <i>Grow Strong</i> by Cheri J. Meiners | Choice : write or draw a picture of your favorite part in the book. Write a reflection on one of today's essential questions. |
| Activities: | Opening: | Group exercises selected by the students (x3 if time permits). | |
| | Implementation: | Student Choice | Writing in Journal what they ate today. Drawing pictures of their food and physical activities. |
| | | Student Leadership | Student will be selected in the small groups to be the main recorder of fruits and vegetables activity |
| | | Student Planning | Based off the favorite foods they wrote down, as a class figure out how many healthy foods were written down. |
| | Closure/Reflection: | <p>Recognize that fruits and vegetables come in different colors, what would happen if you only eat one color of fruits and vegetables?</p> <p>Challenge of the day: Try a new food to share with the class the next time we meet, exercise and share how you felt afterward.</p> <p>Have the students discuss their thoughts on the recipe, what are some things that they would add or change to the recipe? Get creative.</p> | |

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| Student Engagement: | <p>Whole Group:</p> <p>Discussion on MyPlate and how it relates to being healthy</p> <p>Discussion on the Rainbow colors and what each color does for the body.</p> | <p>Small Group/Pairs:</p> <p>Students will be split up into groups based on rainbow colors so they can come up with different fruits and vegetables based on their assigned color.</p> | <p>Independent:</p> <p>If a child needs cooling down time away from the group, heads to the cooking station to help educator with food prep, or uses quiet reading area.</p> |
| Material/resource: | <p>White paper for the kids to write in classroom rules</p> <p>Colored sheets of paper for the fruits and vegetables naming activity</p> <p>Pencils, crayons</p> | | |
| Generation On Connection: | <p>What being healthy means and the different ways that it can be accomplished through food and exercise</p> <p>How to identify a healthy person, family, community</p> | | |
| Math/Literacy Rubric Focus | <p>Create a bar graph of all the fruits and vegetables that the small groups came up with based on all the different colors</p> | | |
| Suggestions for change or modifications going forward | <p>(To be filled out post-experience)</p> | | |