LET'S SALSA!!!

Connected Learning Through Gardening

(Let's Salsa!!! was initially a Teacher Mini-Grant, Watch Us Grow!)

One of the most delightful things about a garden is the anticipation it provides. ~W.E. Johns

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BGEC NO COOK
SALSA

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INTRODUCTION

Rationale:

Let's Salsa!!! is a comprehensive, cross-curriculum experience designed to actively engage the students in the creating and planting a vegetable garden. Gifted students and autistic elementary students bonded together as they developed and nurtured their very own salsa garden. This meaningful hands-on, authentic real-life experience encouraged all students, to understand, inquire, and discover understanding of the world in which they live. Students experienced the life-long skill and benefits of teamwork while developing an understanding of basic science concepts through the interactions with materials, ideas, and those different from themselves.

The primary years are a crucial time of development. educational experiences. These years significantly influence students for the rest of their lives. Let's Salsa!!! allowed our primary autistic unit (participating to individual capacity) along with fourth and fifth grade students in our gifted program for math and science to engage in experiential learning while experiencing a high rate of success planting a salsa garden - tomatoes, peppers, onions, herbs - and cultivating the garden in order to make their own salsa to share with our unconditionally giving Dade Partners. More than just plants grew from this garden. These students were exposed to experiences which instilled in them a sense of responsibility and accomplishment and enabled them to learn about the environment and about the relationship between plants and people.

Let's Salsa!!! focused mainly on the gardening concepts and environmental issues within our school and our community and understanding others different from ourselves.

In addition to the fabulous Salsa Garden, the groups worked together to make a homemade, "no cook" salsa that was bottled and shared with our Dade Partners, faculty members, and, of course, the students.

Additional Note – My teammate and I would like to share why we chose our students to link with our autistic unit in this endeavor. Autism is the fastest growing developmental disability. Presently, there is no medical detection or cure. It is a complex neurological disorder affecting each child differently and affecting 1 child out of 150. Parents notice unusual behaviors in their child who is unable to convey basic needs and who fails to reach developmental milestones. There is no cure…often never an "I love you." Their loving, rare smiles and spirit speaks louder than words. Early intensive therapy can help these children lead a fuller life. We hoped our children would be inspired to be more understanding and caring to those with a disability and together engage to create a better world.

Value:

From Let's Salsa!!!, our students learned that a vegetable garden has a dual purpose. They learned how to grow food for our consumption and the students experienced the satisfaction that comes from caring for something over time and observing the cycle first hand. Our students were able to engage in environmental awareness by exploring the workings of nature.

Through Let's Salsa!!!, students:

A. Prepared and cared for the earth/soil (dig, rake, level, weed)

B. Planted and harvested tomatoes, peppers, onions, herbs, and pole beans
C. How to care and be responsible for their garden (watering, weeding, observing)

Additional activities included but were not limited to:

A. Reading and writing - through science-note booking as evidenced in their gardening journals.
B. Math Skills - through planning and organizing garden and recording and graphing plant progress.
C. Science and nature - through garden preparation tending to the garden.
D. Social Skills- through working with other children and by learning to care for and nurture a living thing to sharing the end product as a random act of kindness with others who do acts of good deeds for our school.
E. Field Trip Experience to Fairchild Tropical Gardens (which also has a program for special needs students)

Schedule For Salsa Garden:

December, 2007

A. Planning the garden
B. Prepare the soil

January and February, 2008

A. Purchasing and planting plants
B. Tending to the garden
C, Time and patience

March, 2008

A. Tending to the garden
B. Harvesting
C. Preparing and distributing

April, 2008

A. Field Trip to Fairchild Tropical Gardens

Materials and Facilities:

Materials and facilities will be discussed in detail in the implementation section of Let's Salsa!!!

Resources:

Resources floret's Salsa!!! included but were not limited to:

1) The internet and school media center for additional information.
2) A field trip to Fairchild Tropical Gardens and an accepted invitation to be one of the schools to field-test The Fairchild Tropical Challenge Elementary Division
3) Guest speakers
4) Faculty and parent volunteers

Standards:

1) Student uses the writing process effectively: LA.B. 1.2
2) Student writes to communicate ides and information effectively: LA.B. 2.2
3) Student increases comprehension by re-reading, re-telling, and discussion: LA.A 1.14

4) Students understand that all matter has observable, measurable properties: SC.A. 1.2
5) Student uses scientific processes and habits of mind to solve problems: SC.H. 1.2

Evaluation:

In addition to student's science-note booking, students are evaluated through the educational tools of teacher observation and pupil participation as students acquire an understanding and ability to work with others and in achieving garden success.

Jottings From The Disseminator:

After an initial field trip to Fairchild Tropical Gardens during the spring of 2007, students, teachers, and students fell in love with the outdoors and the environment outside their classroom structure. From using GPS systems used on the Fairchild grounds to hands-on activities to touring the garden, this field trip quickly became the highlight of the year. Everyone became saddened when the day ended but there was such excitement in conversation during the trip back to school which enthusiastically focused upon:

- "When can we return?"
- "Can we start our own garden?"
- "Can we plant vegetables? We'll eat them."
- "Can we plant flowers?."
- "Can we plant trees?."
- "We'll do everything."

My teammate has far more of a "green" thumb than I'll ever have and yet, at this time, we both cringed with the thought of undertaking a garden of any magnitude. Although I so admire gardens of others whether veggies or plants, I pray for their survival once they're under my care! With never planting a garden, the fear of whether or not I could successfully guide the students in planning and caring for a garden possessed me. I thought to myself, "I'm making a big deal out of this and I'll just tell the students this can be addressed in the fall and they'll forget it. We have enough on our plate or rather I don't need anything more on my plate until the end of the school year." My teammate agreed.

We were wrong on so many counts…The students did not forget. The actuality that our school was going to have a garden and we were going to be at the helm emerged when asked to participate in field testing The Elementary School Fairchild Tropical Challenge. Ms. Conte and I felt honored and accepted the challenge. After we were invited to attend an opening kick-off breakfast, the entire challenge, including the garden, seemed so rewarding and enriching for our students and us. Once committed, there are no words though to describe the inspiration, dedication, enthusiasm, and excitement shared by our students, staff, and parents to co-create this salsa garden and having it become a reality. From preparing the soil to witnessing the first glimpse of green surfacing to tending the plants to harvesting the crops to popping the first bite of our home-grown veggies into our mouths, each step had its own rewards. We watched daily with awe and delighted in our own success!

No Child Left Behind decreases the time allotted for environmental education and field trips, research shows that children who spend time outdoors are healthier, happier, and smarter. With the global warming crisis looming, children who spend time outdoors may also be the ones who help save the planet. far more time indoors than out. children's time is often structured. sedentary, indoor lifestyles, doctors treat more and more children for diabetes, obesity, attention disorders, and depression. teaching children to love the environment outside their windows deep understanding of how the environment works, Kids are incredibly influential. They can help to bring about change in their families, their schools, and their communities. We need to educate them and we need to empower them. Gardening is a "door-opener" to many positive experiences for our children. We did it and you can too! We'll assist you!

Our School's First Salsa Garden

After a school-wide survey our garden
was birthed with two things in mind.
Cover the area from the drain pipes
and maybe grow food of some kind.

After researching what we might grow
A salsa garden was the way to go.

With the help from custodian Don, 4th and 5th graders
dug up rocks and prepared the soil.
Planting the tomatoes, peppers, onions, chives, herbs…never
realizing how much we'd have to toil.

All of a sudden, we saw the "fruits" from our work.
Enthusiastic students and teachers during guided tours were
the perk.

We harvested our herbs and veggies with such care.
Then prepared and bottled our salsa with a real "pro flare.

After tasting and sharing with community partners who
have helped us in every way,
The salsa garden became a reality and brought wonders for
many a day.

Grade Three Students
Ms. Conte's and Ms. Slonin's Classes
April, 2008

IMPLEMENTATION

The thought of undertaking a garden can be overwhelming and the planning is crucial from initiating to caring for a garden. Where to begin? (Experiences shared are those of Ms. Conte's and myself and what worked for us. Hopefully, they'll assist you.) Just try to keep an initial garden uncomplicated, enjoyable, and purposeful.

1) ***Attain permission and "buy-in" from your principal*** – Share that hands-on gardening will enrich your curriculum through inquiry-based learning, improve student's learning interest, develop teamwork, inspires a respect for nature and the environment, encourages student to eat veggies, and encourages physical activity and outdoor learning experiences. Be sure you illicit your principal's suggestions and approval for site location and keep in mind to locate as close to a water facility as possible. (Your administration and The Ed. Fund are valuable resources for your garden needs.)
    - Keep in mind the vegetables, especially, require a predominately sunny spot and water for optimum growth.
    - Although you want water close by, hoses are often difficult for younger children to handle and you might consider watering cans. Show students how to gently let the water go right to the roots of the plants.
2) ***Involve students in all stages of the planned garden*** – Creating teams or committees helps to micro-manage the "troops" and yet actively involves all students in order to ensure and maintain project success and prevent "burnout".
    - Children love to "play in dirt" and other than limited gardening at home, most haven't "birthed" or cared for or truly understand a project of this nature. Allow them to help you prepare the soil, even if it is stomping on it with shoes covered with plastic bags.
    - Allow the children, if age appropriate, to assist in selecting the type of garden to be planted. Vegetables are a wise choice because children like to eat and many aren't exposed to the type you might plant. You might include some flowers or decide to just do flowers. Some flowers suggestions for an easy starter are zinnias and cosmos and sunflowers. Students are amazed at how high the sunflowers grow.
    - Try to keep your first garden space small and begin with a few selections of either flowers or vegetables in order for your garden to be manageable as well as successful.
3) ***If possible, recruit staff, school approved parent and/or volunteers*** – "It takes a village…" to guarantee a flourishing garden. We were amazed how many staff members willingly came forth to assist with the garden or gave praises to those involved once they saw it in the beginning stages. (Many went home to create home gardens!) "Build it and they will come."
4) ***Design the garden type*** – When you plan what to put in your garden, keep in mind the time needed for the varieties planted to mature. Again, start small as too large of an area can be a beginner's nightmare to keep up. Think time and space.

For a vegetable garden also keep in mind…sun, water, and soil are vital. Most veggies need about six hours per day, otherwise the crop will not ripen and the plants will not thrive. Regular watering is needed for vegetables to fill out and some - like the tomatoes - can crack open if too much water is given after a period of under watering.

- Being first time gardeners, we selected most plants that had been started and were planted in "eco" friendly pots. Thus, they had to just be planted into the ground and success is more likely than a start from seeds.
- Once planted, it's a great idea to mark each plant with a tag or picture so that the students will be able to see what each plant will look like. You might want to name the garden so the rest of the school will know to whom the garden belongs and it instills further pride in caring for the garden.

5) ***Funding*** – Tools, soil preparation, fertilizer, plants, stakes, mulch, etc. can become costly unaffordable. You might be fortunate to borrow some tools and garden needs, donations from staff and/or parents or volunteers, local businesses. The easiest way though is to adapt an IMPACT II grant! Consider costs before getting started.
6) ***Soil Prep***** - First remove all grass and weeds and then prepare the soil. Good soil, one rich in organic matter, is most important to generating healthy plants that are more resistant to disease and pests and to growth. Most students love getting dirty and love to assist in this stage. For safety, a small group with adult supervision is best. Remember to have all involved to wear gloves and clothing that can get dirty.
7) ***Garden Journals*** - A garden journal helps to keep students interested and focused on the academic side of your gardening as well. The journal can continue throughout the garden season with notes, graphs and pictures of the garden. They might include any "traumas" – bugs, any destruction to garden, obstacles, etc. – and they may write down what they enjoyed best and what they learned about gardening.
8) ***Keeping the Garden Going*** – The "growing" season is usually at least three months and it takes time and energy to keep up and keep going. You do learn as you go. Students will research and share more information than ever needed. Involve students and solicit adult volunteers. Everyone benefits! It is such an enriching and worthwhile educational journey.

**Composting can make a garden more productive and healthier. Due to this being a first endeavor, we did not attempt composting. A most informative, easy to understand site is found at http://www.howtocompost.org/.

Successful school gardens are built on the basis of committed people.
location of the garden on the school grounds, assessing what you have and need, designing what you want, and figuring out how to construct and care for it.

PREPARING FOR GARDEN TOURS

SALSA GARDEN FACT SHEET

Types of Plants:

⇒ Cherry Red Tomatoes
Light– Full sun
Fruit Size- 1 inch
Maturity 65 Days

⇒ Sweet Bell Peppers
Light-Full sun
Maturity 70-80 days

⇒ Bush Beans
Light-Full sun
Maturity-62 days

⇒ Onions
Light– Full sun
Maturity– 60 days

⇒ Chives
Light– Full sun

SPECIAL THANKS TO…..

⇒ *The BRIDGE students who researched and worked diligently in order to plan, plant, and achieve a fabulous Salsa Garden.*

⇒ *The BGEC staff for their assistance maintaining the garden.*

⇒ *The BGEC PTSA for supporting our Salsa Garden.*

⇒ *The Education Fund for Adaptor Grant awards.*

Salsa Garden Tours

Bob Graham Education Center
15901 N.W. 79th Avenue
Miami Lakes, Fl. 33016

Salsa Garden

Bob Graham Education Center

Connected Learning Through Gardening

THE BRIDGE PROGRAM

GARDEN TOURS

Gardens are great places to learn for virtually any subject area. Following are ideas and links to more information for learning and activities in both the garden and your classroom.

ART & CREATIVE THINKING

Sign Making-give the garden an Identity by giving it a name and making garden signs.

Create a Photo Exhibit-chart the progress and changes in the garden with a photo exhibit in the classroom

Sketch the beauty of nature as you view the garden.

WRITING & VOCABULARY

Keep A Garden Journal-each student keeps a "journal" with entries including observations, activities, drawings, and conclusions.

Garden Vocabulary- develop a list of new garden terms students learn (ex.: mulch, stems, germinate).

Garden Spelling Bee-many plant and flower names can be challenging to spell. Such names could be added to regular spelling lessons for "extra credit."

Create garden poems that express your feelings about our school garden.

MATH & SPATIAL SKILLS

Make a Map- students will be given an assignment to draw a "map" of our salsa existing garden, detailing locations of the various plants and pathways.

Measuring Tools- students will be given the opportunity to use real world measuring tools while reading a rain gauge, thermometer with the correct units of measure.

Measure the Plants – using a meter stick, students will learn to measure the plant stems and leaves to the nearest centimeter and meter.

Can you identify the plants in our salsa garden?

Identify the parts (stem, leaf ,petals etc.)

GARDEN STARTED JANUARY 23, 2008

Topics of interest for students to include as a garden tour guide:

Types of plants in our garden (give information regarding the plants)

✓*Husky Cherry Red Tomatoes*

Full Sun

Fruit size (1")

Maturity-tomatoes in 65 days

Plant is disease resistance

Stake tomato plants to avoid drooping

✓*Sweet Bell Peppers*

Light: Full Sun

Days to Maturity: 70 – 80 days

Mulch and keep well watered

✓*Pole Beans*

✓*Basil*

✓*Onions*

✓*Chives*

Procedure- Steps we followed in order to plant our garden.

What do plants need to grow?

What are the needs of our salsa garden?

✓Sun

✓Water, soil should be kept moist

✓Air

What are the main parts of the plant and what they do for the plant?

✓Roots – Roots hold the plant in place. Roots take water and nutrients from the soil to the stem.

✓Stem – carries water and nutrients to the leaves

✓Leaves – take in sunlight and air. They use sunlight, air. They use sunlight, air, water, and nutrients to make food for the plant.

Kaitlin Castillo
March 24, 2008
#74

Salsa Garden Lesson Plan

First, I would introduce myself to the class and the teacher. Then, I would tell them that they're going to learn many new and interesting things today in this mini field trip.

Second, I would explain the Fair Child Tropical Challenge. I would explain the different challenges and how all the bridge students helped plant the garden. I would end this part by saying "... but, this garden isn't just to win a challenge, we are also helping the environment and giving back to others."

Third, I would talk about the biodegradable (organic) pots that were used. Also, I would explain to them that if we needed pesticides we would use the organic kind. I would tell them that the entire garden is edible and we will be making salsa using the vegetables. We will be giving the salsa to PTA members and other community service members. I would tell this to the 4th and 5th grade classes. For the 3rd graders and the smaller kids I would talk about how the pots used are better for the soil and also discuss the organic bug killer. I will tell them that everything in the garden can be eaten and how we will make salsa from it. Once we make the salsa we are going to be giving it away.

Fourth, I would talk about the four different kinds of plants in the garden (tomatoes, peppers, onions, and chives) and giving them one fact about each. For example, for tomatoes: they are disease resistant. For peppers: maturity is in 70 days to 80 days (able to eat). For onions: they come in three different colors, red, yellow, and white. Then finally, for chives: they belong in the onion family.

Fifth, I would talk about the basic parts of the plants to the smaller kids (leaves, stem, and roots). For the upper grades I would also talk about photosynthesis, tissues, and cells.

Sixth, I would explain how you can make this a science experiment. I would ask the students for a good problem statement. Then a hypothesis and the variables. For the lower grades I would use words like question (problem statement), guess (hypothesis), and what changes for the garden (variable).

Seventh, I would ask if anyone had any questions so that they could be answered while I am doing this 8 students will go to see both gardens and then line up for their teacher.

Eighth, I would say thank you for coming and give the teacher their brochure of the garden.

Salsa Garden Lesson plan

The garden was planted on January 23, 2008.

Husky Red tomatoes

They need full sun, they are 1 inch, they mature in 65 days, the plant is disease resistant, you need to stake the tomato plants to avoid drooping

Sweet Bell Peppers

They need full sun, they mature in 70-80 days, you need to have them in mulch and keep them well watered.

We are also planting pole beans, onions, and chives.

1. Introduce yourself to the class.
2. Explain how you planted the garden.
3. Tell them what you will do with the vegetables.
4. Tell a group of students depending on the size of the classroom to get closer to the garden. (if it is a small class you may be able to take them all)
5. Explain to them every vegetable.
6. Depending on the grade of the class explain at a high level or at a lower level.
7. Depending on how much time you have explain vaguely or explain it more into detail.
8. Steps we followed in order to plant our garden?
9. What do plants need to grow?
10. What are the needs of our salsa garden?

Edgar Carrero

Salsa Garden

BGEC Salsa Garden Tours

Take your class on a fabulous learning experience. Visit our salsa garden! Teachers please sign up below if interested in joining us! Hosted by the "BRIDGE" program.

Mrs. Lara
Mrs. Leal & Mrs. Espinosa
Ms. M. Rodriguez & Ms. Hudson
Kotavian
Ms. Gallagher / Ms. Perez
Mrs. Walker / Ms. Soler - After 12:30
Mrs Gonzalez / Pollack
Mrs. Wade
B. Yongwe
[illegible]

Mrs. Wiggins / Tish
Easterling / Garber
Stander / Gaylor
Frazin / Carvajal
Boisvert / Johnson
Mrs. Umschweis & class
Athena DeCook

BGEC NO COOK SALSA

3 C Chopped Tomatoes
1 C Chopped Onions and Scallions
1 C Chopped Peppers (not hot)
1 T Minced Fresh Garlic
Lots of Fresh Basil and Cilantro Chopped
Extra Virgin Olive Oil (to taste)
Sea Salt (to taste)
Pepper (to taste)

Combine and toss tomatoes, onions, scallions, garlic, basil and cilantro. Add salt, pepper, and olive oil to liking. We found that a bit more olive oil might have to be added because after it sits for a few hours, the ingredients soak up the oil.
Hot sauce may be added.
Cover and put in frig.
Let sit for a couple of hours.

Miami-Dade County Public Schools

MEMORANDUM

February 15, 2008

TO: Ms. DeeDee Conte and Ms. Carole Slonin, Bridge Teachers
Bob Graham Education Center

FROM: Robin Behrman, Ed. D., Principal
Bob Graham Education Center

SUBJECT: SALSA GARDEN

Please accept my congratulations on the phenomenal success of the salsa garden. Under your direction, the Bridge students did an outstanding job overseeing and maintaining the growing of an array of vegetables.

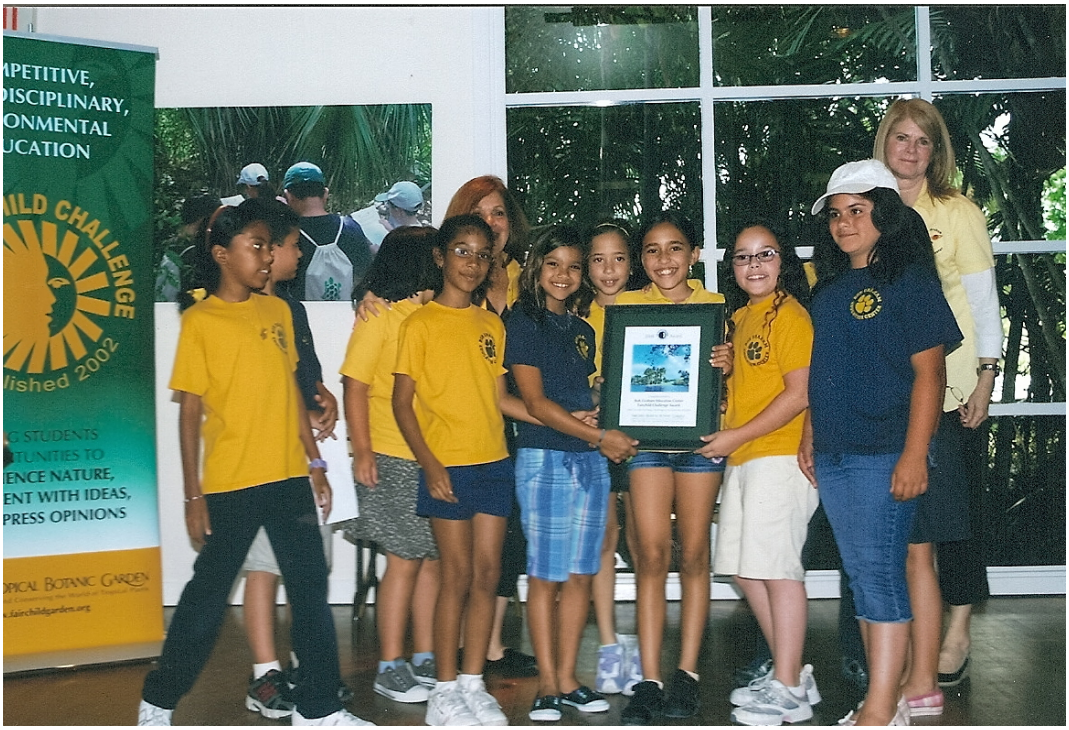
I am sure that you are quite proud of the accomplishments of your students. Both of you are exceptional educators.

WHAT WE FOUND OUT THROUGH Let's Salsa!!!.....

It:

- built an understanding of and respect for nature and our environment
- motivated kids to eat and love vegetables
- provided opportunities for hands-on learning, inquiry, observation and experimentation
- promoted physical activity and quality outdoor experiences
- taught kids to nurture and care for other living things while developing patience
- was fun and functional
- included sustainable practices
- was kept simple
- taught the importance of weed and grass removal
- taught soil preparation, including bringing in soil and making improvements to existing soil
- taught the planting of seeds and plants
- showed us that children who can be challenging in the classroom often excel in the garden
- was a "kid-generated" (teacher directed….) garden and thus they respected and cared for it
- *is an activity that we will definitely do again!*

Bob Graham Education Center placed first for the 2008 Fairchild Challenge Pilot for Elementary Schools School Garden or Habitat Restoration



Children's Books Related To Gardens and Gardening

Primary – Perk -2nd

Home illustrated by Jeannie Baker. Greenwillow, 2004 (0-06-623935-4) $15.99
This is a wordless book revealing "home" also includes the world that's outside our window and how we can help make it a more beautiful place.

Jack's Garden written and illustrated by Henry Cole. Greenwillow, 1995 (0-688-13501-3); Mulberry, 1997 (0-688-15283-X) $4.95 pb
Jack's Garden is about the basic components that go into a garden.

My Zoo; *My Farm*; *My Garden*; *My Family* written and illustrated by Jane Conteh-Morgan. Bantam Rooster, 1995 (0-553-09733-7; 0-553-09732-0; 0-553-09731-3; 0-553-09730-6) $4.99 each
This book is part of a series and is about a girl doing her simple gardening chores with the help of a friendly bird.

Jody's Beans by Malachy Doyle. Illustrated by Judith Allibone. Candlewick, 1999 (0-7636-0687-1) $15.99
This book is an introduction to the basics of gardening.

Muncha! Muncha! Muncha! by Candace Fleming. Illustrated by G. Brian Karas. Atheneum, 2002 (0-689-83152-8) $16.00
Lessons about the uselessness of growth, benefits of sharing, and the drawbacks of trying to over-control nature are shared in this book similar to *The Tale of Peter Rabbit.*

Alison's Zinnia written and illustrated by Anita Lobel. Greenwillow, 1990; Mulberry, 1996 (0-688-14737-2) $4.95 pb
The book emphasizes the individual letters and their progression in the alphabet, while giving the enjoyment of gardening.

Inch By Inch: The Garden Song by David Mallett. Illustrated by Ora Eitan. HarperCollins, 1995 (0-06-024303-1); HarperTrophy, 1997 (0-06443481-8) $5.95 pb
This book is as much fun to read as it is to sing. 3rd graders enjoyed as well. "Mother Earth will make you strong if you give her love and care."

This is Your Garden written and illustrated by Maggie Smith. Crown; Sagebrush, 2001 (0-613-35475-3) $15.60 library binding
How a flower garden is made and tended and the joy of gardening is described in this delightful book.

Intermediate – 3rd and Up

The Secret Garden by Frances Hogdson Burnett. Illustrated by Tasha Tudor. 1911; 1962; 1998 (0-397-32165-1) $16.95
This story is about a spoiled, lonely girl who finds a mysterious hidden garden. A wonderful read-aloud!

Seedfolks by Paul Fleischman. Illustrated by Judy Pedersen. HarperCollins, 1997 (0-06-027471-9) $13.95; HarperTrophy, 1999 (0-06-447207-8) $ $4.95 pb
The first seeds are the beginning of something magical, as one by one, the residents of Gibb Street come together to find what they need in a garden. The book is compiled of thirteen short narratives about the power all people have to turn ugliness and despair into beauty and hope. Intriguing book!

The Half-Brothers by Ann Lawrence. Walck, 1973 (0-8098-2425-6)
This book has a "storyline sharing the goodness of things grown in the earth. It is set in a mythological kingdom.

Rose Daughter by Robin McKinley. Greenwillow, 1997 (0-688-15439-5); Ace, 1998 (0-4410-0583-7) $6.50 pb
A charming book that shares the magic of roses. (recommended for girls)

Young Gardener written and photographed by Stefan and Beverley Buczacki. Other Photographs by Anthea Sieveking. Illustrations by Peter Luback. Frances Lincoln, 2007 (978-1-84507-295-7) $19.95
This book is a delightful guide about what-to-do-when.

Fly Traps! Plants That Bite Back by Martin Jenkins. Illustrated by David Parkins. Candlewick, 1996 (1-56402-896-8) $15.99
This book depicts plants that eat animals and the scientific processes that make the plants so interesting.

My Backyard Garden written and illustrated by Carol Lerner. Morrow, 1998 (0-688-14755-0) $16.00
This book is a guide for creating a small vegetable garden. The instructions cover all the basics and describes what to do at each stage of the gardening process.

The Children's Garden Book written by Olive Percival Huntington Kibrary Press, 2005, (978-0-87328-210-9) $24.95, hardcover
This book has illustrations and instructions for fifteen fanciful children's gardens and shows children the pleasures of one's own garden may be achieved through planning, patience, dedication, and imagination.

Suggested Sites for Additional Information

Links to Sites For Children With Gardening Emphasis

Texas Aggie-Horticulture's KinderGarden Site

http:// aggie-horticulture.tamu.edu/kindergarden/index.html

Junior Master Gardener

http://jmgkids.us/

Science Fair Project Links

http:// aggie-horticulture.tamu.edu/scienceprojects/

4-H and Youth Horticulture - NC State

http://www .ces.ncsu.edu/ depts/hortlhil/4 h-index.html

Arizona Youth Gardening

http://cals.arizona.edu/youthgardens/index. php

Backvard Wildlife Habitat Program - National Wildlife Federation

http://www .nwf.org/schoolyard/

Composting for Kids

http:// aggie-horticulture.tamu.edu/sustainable/slidesets/kidscompostl cover .html

Gator Gardening for Kids (Florida)

http://gardeningsolutions.ifas.ufl.edu/schoolgardens/

Missouri Botanic Garden's Kids Learning Network

http://www.mbgnet.netl

Kids Gardening - National Gardening Association

http://www.kidsgardening.coml

National Junior Horticultural Association

http://www.njha.org/

Seeds of Change Garden

http://www.mnh.si.edu/archives/garden/

USDA for Kids (United States Dept. of Agriculture)

http://www.usda.gov/wps/portal/!utlpCs. 7 _0_A/7 _0_1 OB?navid= YOUTH_RESOU RCES&parentnav=EDUCATION_OUTREACH&navtype=RT

U.S. EPA Explorers Club (environmental kids' club site)

http://www .epa.gov/kids/

Give Water A Hand - for young people taking action in their community

http://www .uwex.edu/ erc/youth.html

Young Entomologists Society

http://members.aol.comlYESbugs/bugclub.html

…and one more worthwhile site from a previous IMPACT II Disseminator

Refer to Sow It! Grow It! Know It! By Beth Davis, NBCT, who presented this project at the 2007 Expo. It has additional ideas for gardening as well as charts that may be used for measurement of vegetables during growth.

How to find????

- Go to www.educationfund.org
- Click on Curriculum Instructional Idea Packets
- Under Related Information, click on Curriculum Idea Packets
- Click on Sow It! Grow It! Know!

Earth is here so kind, that just tickle her with a hoe and she laughs with a harvest. ~Douglas William Jerrold