



Summer Camp Week 1 Lesson Plans: Day 1 Farm Introduction

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 	

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;		

	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.

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>

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>	

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>		