

Miniature Garden World Story Project

Big Ideas:

- ✓ People connect to story through the arts (Arts 1)
- ✓ Engagement in the arts creates opportunity for inquiry through purposeful play (Arts 1)
- ✓ Inquiry through the arts creates opportunities for risk-taking (Arts 2)
- ✓ Living things have features and behaviours that help them survive in their environment (Science 1)
- ✓ Living things have life cycles adapted to their environment (Science 2)
- ✓ Water is essential to all living things (Science 2)
- ✓ Designs grow out natural curiosity (ADST)
- ✓ Skills can be developed through play (ADST)
- ✓ Language and story can be a source of creativity and joy (ELA 1/2)
- ✓ Curiosity and wonder lead us to new discoveries about ourselves and the world around us (ELA 1/2)

Week	Content	Activities	Essential Questions	Essential Understandings	Evaluation
Week 1 Lesson 1	Hook: Introduce idea of an imaginary garden	-Show picture of a fairy garden or imaginary garden (ie. Hobbit world, etc.) -Look at scale of items/ homes in the garden -Link/ connect to other “little” people (The Littles, the Hobbit, etc.) -Explain summative assignment	-Where could this be? -What is scale?	-Stories take place in unique settings	Introduce garden project
Week 1 Lesson 2	Core competencies	In partners, create mind map of skills needed to create a miniature garden -Link to core competencies posters	How do we build a garden? What skills do we need?	-We need to use all our core competencies for this project -	Self-assessment of these skills: of the skills required, what are your goals for the project?

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Week 2 Lesson 1	Criteria for garden	-Co-create criteria with class: soil, outside collection, bucket, plants, rocks -Introduce idea of drainage: how can make sure soil doesn't get soggy?	- How do we build a garden? -What do we need to build a garden?	-Gardens need drainage -Rich soil is needed to grow plans -Plans need sunlight and water to grow	Formative
Week 2 Lesson 2	Plan for the garden	-Students describe and draw their garden in plan /paper form -Set goals for the project -Outline the story being told in the project	-What steps are required in building a garden?	-Designs require plans with multiple steps -Plans may need to change along the way	Formative: submit paper project plan *Peer assessment – share your plan with a class and receive feedback
Week 2 Lesson 3	Collection	-Go outside, Collect natural items (i.e. small stones, moss, rocks, etc) -Ask students to bring in imagination objects from home (trolls, animals, etc.) for the garden	-How can I express my story in my garden?	-Stories take place in unique settings	Formative
Week 3 Lesson 1	Build the garden	-Set drainage systems : rocks and soil (teacher brings in soil)	-What do plants need to grow?	Plants have needs to survive	Creating 3D garden
Lesson 2	Plant the garden	-Plant plans in gardens (use microgreens, or quick-sprouting seeds from the grocery story)	-How do plants grow?	Plants have needs to survive	Creating 3D garden
Week 3 Lesson 3	Design garden	-Add collections and miniature objects (brought form home) to the garden, as per design set at the beginning of project	-How can I express my story in my garden?	-Stories take place in unique settings	Creating 3D garden
Week 4 Lesson 1	Story map	-Create word map for their story	-What will happen in my story?	-Stories have multiple elements	Story word list

Week 4 Lesson 2	Story map	-Create story map for story -Outline plot, setting, characters, etc. for what will happen in the story (See Reading44)	-What will happen in my story?	-Stories have multiple elements	Story map
Week 5	Write story	-Teach story hooks -Model from other stories – read books, beginnings of books, etc. -Start writing story	-How can we make a story interesting?	-Stories are unique	Rough draft
Week 6	Finalize story SACC	-Peer editing -Make story books to publish in book form -Self-assess core competencies used in the project – refer back to skills map at beginning of unit -Present stories	-How do I publish a piece of work? What makes a good copy?	-Stories can be published -I can still stories	Final story book
Summative Assignments :					
Miniature garden and story : -Build a miniature garden in a small plastic box -Garden will represent an imaginary world, where a story could take place -Students learn about building a project, growing plants, and telling a creative story -Students write a creative story that takes place in their garden -Students present their story and garden to another class/ to each other					
Examples:					

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