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| **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? |
| **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:** | | | | | |