



BIG GREEN LESSONS

Learning Garden Scavenger Hunt: 6th-8th Grades

Lesson Outcomes

- Students will be able to make observations in the Learning Garden
- Students will be able to identify living vs. non-living objects
- Students will understand what resources are needed for plant survival
- Students will be able to compute real world math problems

Standard Alignment

Next Generation Science Standards

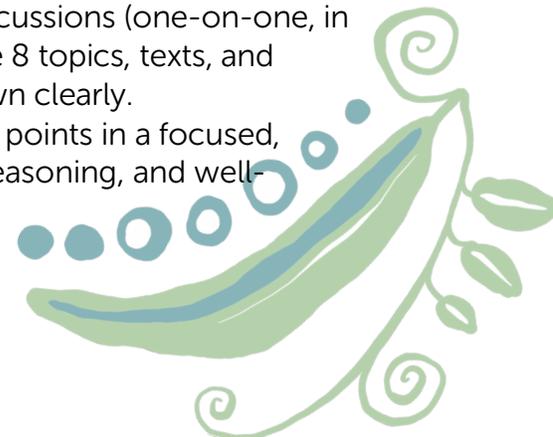
- MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells
- MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

Common Core - Math

- 6.G.A. Solve real-world and mathematical problems involving area, surface area, and volume.
- 7.G.B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Common Core – English Language Arts

- 6.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 6.SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 7.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 7.SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- 8.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 8.SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-



chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Materials & Preparation

- Review lesson and familiarize yourself with the Learning Garden
- Make photocopies of scavenger hunt handout (one sheet per student)
- Gather pencils and coloring materials
- Provide a clipboard or hard surface to write on

Introduction (10 minutes)

Students will become familiar with their Learning Garden by making and recording observations. Students will use their senses and problem solving skills to explore different parts of the Learning Garden and better understand the variety of plants that are growing.

Review any additional rules to the Learning Garden. Query students about known bee/wasp sting allergies before going into the field.

Activity

Students will complete the Learning Garden scavenger hunt individually and break into small groups at the conclusion of the scavenger hunt for a pair and share.

Review with students what it means to make an observation. Ask them to give an example of a good observation of the garden.

Student will search in the Learning Garden for the objects, plants, and animals found on their Learning Garden Scavenger Hunt worksheet and record their findings in the appropriate space.

Once each student is finished with the scavenger hunt, invite them to grab their coloring materials and color in their scavenger hunt. This can continue until everyone is finished.

Conclusion

When students are finished with their scavenger hunt break them up into groups of two for a quick pair and share. Have the students spend 3-5 minutes sharing with their partner what they found.

After the pair and share, bring the entire group together either in the Learning Garden or in the classroom for a group discussion. Review the following questions:

- What was the biggest leaf in the Learning Garden?
 - What was the area of that leaf?



- Does that plant have any advantages over the other plants because of the larger leaves?
- What living things did you find in the Learning Garden?
- What non-living things did you find the in Learning Garden?
- How do you distinguish living versus non living things in the Learning Garden?
(Living things are made up of cells.)
- What was found in the Learning Garden that helps plants survive?
Review the acroymn LAWN: all plants need light, air, water and nutrients to survive.
- Ask students to categorize their findings based on plant resources.
- What would happen to our Learning Garden if one of these resources were unavailable?



Name:

Date:

Learning Garden Scavenger Hunt

Find the tallest plant in the Learning Garden.

What is the name of the tallest plant?

Estimate; how tall is the plant?

Find two living things in the Learning Garden. List them below.

Find two non-living things in the Learning Garden. List them below.

Identify four things in the Learning Garden that plants need to survive.
List below.

#1

#3

#2

#4

Find a decomposer in the Learning Garden.

Name and describe what your decomposer is doing.

Name:

Date:

Learning Garden Scavenger Hunt

Find three different leaves. Sketch and name each leaf in the box below.

<p>Leaf Name:</p>	<p>Leaf Name:</p>	<p>Leaf Name:</p>
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