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| Title/Focus | Entry Event: Just the Berries |
| Overview | Students will listen to a story and discuss the events in that story. We will relate the story to our school garden and decide what to grow in our garden. Students will come up with how we can grow strawberries all year long. |
| Standards | **ELA.2.R.C1.3** –describe how characters in a story respond to major events and challenges in literary texts.  **ETS1-1**: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. |
| Materials/Advance Preparation Needed | * Book: “The Little Mouse, the Red-ripe Strawberry and the Big Hungry Bear.”   Wood, Don and Audrey. *The Little Mouse, the Red-ripe Strawberry and the Big*  *Hungry Bear*. Child’s Play-International, 1984. Print.   * Strawberries, and another fruit if an allergy is present * Toothpicks * Small cups |
| Procedures/Steps  (Emphasis on students making inquiry, e.g., posing questions/ problems and working towards answers and solutions) | **Teacher Preparation:**   * Ascertain if any students have a strawberry allergy and have an alternative fruit for them to taste. * Read and have on hand the book “The Little Mouse, the Red-ripe Strawberry and the Big Hungry Bear.   Have some questions ready for students about how characters in a story respond to the major events/challenges in the book. (What the little mouse does? Etc.) Buy some strawberries and cut them up. Have an idea of how you are going to lead the class discussion about being able to have strawberries all year long. Create a chart with student ideas.  **Introduction:**   * Preview the cover of the book, “The Little Mouse, the Red-ripe Strawberry and the Big Hungry Bear and have students tell a neighbor their story prediction.   **Lesson:**   * Read the book to the whole class, discuss third person point of view, and have students describe how characters in a story respond to the major events/challenges in the book. |
| Procedures/Steps (continued) | * Ask students, “What connection can you make between this book and our school garden?” (We hope they say strawberries! If they don’t, lead them toward that conclusion) * Ask, “Can you think of a way for us to have strawberries all year long?” Discuss as a class and make a plan for planting and growing strawberries in the classrooms. When planning, write down student ideas and discuss how each idea could become reality. We want students to bring up the EarthBox and how it can be used to solve the problem of growing strawberries in the classroom all year long. Prior experience with the garden and growing indoors should help them come to this conclusion. * Ask, “What materials would we need to make this plan happen?” Discuss and make a list of materials. |
| Assessment (What will be the evidence of student learning?) | **Closure/Assessment:**   * Everybody eats a strawberry. YUM! YUM! * Teacher will use observation and class discussions to assess understanding of how a character responds to challenges in a text. * Observation will also be used to assess if students can ask questions, make observations and gather information to solve our lack of fruit in the school garden. |