### Greeting

**ACTIVITY**

“Good morning. Is it sunny, cloudy, rainy? How will the weather help a garden today?”

**LEARNING SKILLS**

Science, observation

**MATERIALS**

N/A

### Morning Meeting

**ACTIVITY**

Talk about what you did yesterday and discuss the plan for the day. Refer to the garden plan that you may have made few weeks ago, if you have it. Are you ready to plant? What would your child like to do today?

**LEARNING SKILLS**

Planning and organization, reflection

**MATERIALS**

Daily chart, paper, pencils or markers

### Transition

**ACTIVITY**

Observe a morning snack. Cut an apple into quarters. Ask your child to examine the seeds. Show your child an apple tree or photos of apple trees. An apple tree grows from seeds or seedlings, it blooms and then it makes apples! Now enjoy the apple. Can you plant the seeds?

**LEARNING SKILLS**

Science, food sources

**MATERIALS**

Apple (can use orange or tomato)
### Pre-Exploration

**ACTIVITY**
Talk about the garden plans that you may have made a few weeks ago. Then, ask your child, “What would you like to plant?” If possible, get a few plants at the grocery store or order seeds online.

**LEARNING SKILLS**
Science, natural world, planning, decision-making

**MATERIALS**
Plants or seeds

### Purposeful Exploration

**ACTIVITY**
Ask your child to build a garden. You can do it outside or plant one in a pot. What are the steps? Let your child do the digging, planting and watering. Have him or her tend to the garden each day. If you can’t get plants, make a compost. Ask your child to layer leaves, grass clippings and dirt in a pile. Wet it with a hose. Turn the pile weekly with your child. What happens to the materials? Discuss how composting turns waste into soil builders.

**LEARNING SKILLS**
Science, natural world, planning, decision-making

**MATERIALS**
Dirt, pots or a space outside, water, seeds or plants

### Post-Exploration

**ACTIVITY**
Talk about your garden or compost. Guess how long it will take to see seedlings, plant growth or a change in the compost.

**LEARNING SKILLS**
Science, prediction

**MATERIALS**
N/A
### MEALTIME

**ACTIVITY**
Talk about all the colors you will be eating for lunch. How many colors will you eat (e.g., orange for carrots, green for lettuce)? Why do you think food comes in so many different colors? Can you identify a food for each color of the rainbow?

**LEARNING SKILLS**
Color recognition, counting

**MATERIALS**
N/A

### TRANSITION

**ACTIVITY**
Try this fun and quick independent activity. Ask your child to cut photos of food from a magazine. Next, your child can make a healthy food collage using fresh, colorful foods.

**LEARNING SKILLS**
Fine motor skill development, healthy habits, decision-making

**MATERIALS**
Scissors, paper, glue, old magazines

### LEARNING LAB

**ACTIVITY**
Show your child different types of soil (e.g., sand, loam and clay). You can find different types in most backyards. How are they the same? How are they different? Ask your child to pour water through them. Which one drains the fastest? Which one do you think is good for growing a garden? Next, give your child some grass seed and a carton or bin with potting soil. Add grass seed. Cover with plastic wrap and keep moist. In a few weeks, grass will grow. Cut the grass with scissors.

**LEARNING SKILLS**
Science, natural world, inquiry and observation

**MATERIALS**
Grass seed, types of soil, container, plastic wrap, water
### OUTSIDE TIME

**ACTIVITY**

Have your child keep watch and observe an ant picnic by placing four shallow plates on the ground. Ask your child to fill the plates with different materials (e.g., crackers, cheese, water or fruit). Wait and watch. Will ants come? Which food do they like the most? Were there other bugs? For exercise, march like ants around the yard. Check back later to see if the food was eaten or if there are ants there still.

**LEARNING SKILLS**

Science, inquiry, testing, prediction, data collection

**MATERIALS**

Plastic plates, small food samples

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### REST TIME

**ACTIVITY**

Time to relax. Establish a routine before naps that supports your child in calming his or her body and settling the mind. Try stretching your bodies or lying on your backs and slowly taking deep breaths. Put on some soothing music.

**LEARNING SKILLS**

N/A

**MATERIALS**

Music player

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### TRANSITION

**ACTIVITY**

Bees are important to a garden. Take a break in the day and fly and buzz around like bees. Where is the beehive? Fly back to it.

**LEARNING SKILLS**

Movement, coordination

**MATERIALS**

N/A
**Child’s Choice**

<table>
<thead>
<tr>
<th>Activity</th>
<th>This may be a good time to do the one thing your child wanted to do today. You can also do this activity anytime during the day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Skills</td>
<td>N/A</td>
</tr>
<tr>
<td>Materials</td>
<td>N/A</td>
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</tbody>
</table>