



Teaching *for*
TRANSFORMATION

Joy in Growing Seed Planting for the Community Garden

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Deep Hope:

My deep hope is that we will find **joy in the daily moments**, both when we are successful and when we struggle, that help us to grow in Christ.

Essential Learning Targets:

- ① I can learn to bless others by sacrificing my own time and resources.
- ① I can be a servant-worker by bringing joy to those I do not
- ① know. I can learn that there is order in the world and how
- ① things grow. I can learn that plants need soil, water, and



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Curricular Outcomes:

Literacy - Speaking and Listening:

CCSS ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in larger groups.

CCSS ELA-Literacy.SL.K.1B Continue a conversation through multiple exchanges

Science:

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

LS1.C: All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

Patterns in the natural and human designed world can be observed and used as evidence



Habit(s) of Learning:

Students practiced **Curious Thinking** by asking questions during the planting process. Most of them had never done something like this before.

Students practiced **Gracious Communicating** while they were waiting their turn, helping those in their group, and praying for the people our seeds would benefit.



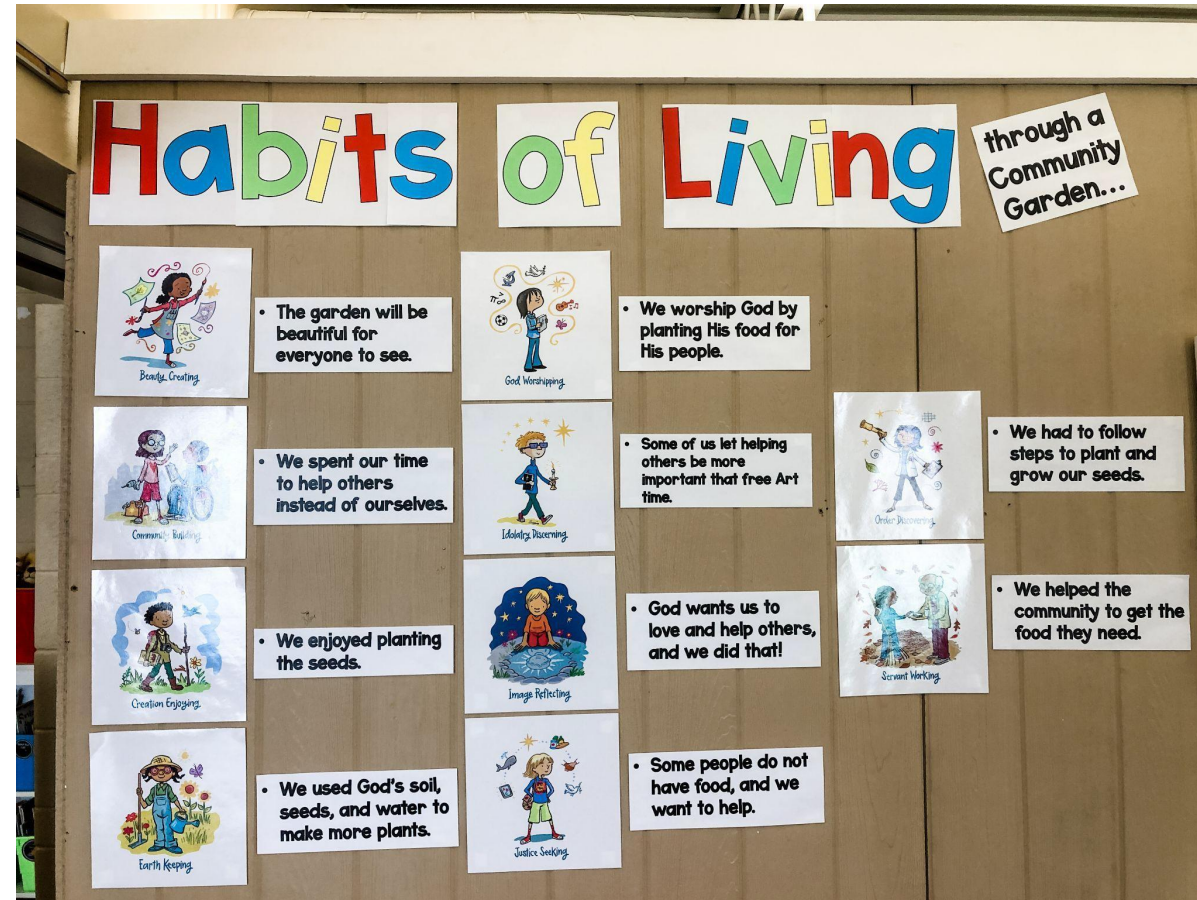
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Storyline: Joy in Growing

We learned that when we use our time to do something new and help others, we feel proud of our accomplishments.



Throughlines:





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Throughlines - reflections from the

students:

Throughline #1: Beauty-Creator

The garden will be beautiful for everyone to see.

Throughline #2: Community-Builder

We spent our time to help others instead of ourselves.

Throughline #3: Creation-Enjoyer

We enjoyed planting the seeds.



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Throughlines - reflections from the

~~students:~~

Throughline #4: Earth-Keeper

We used God's soil, seeds, sunlight, and water to make more plants.

Throughline #5: God-Worshipper

We worship God by planting His food for His people.

Throughline #6: Idolatry-Discerner

Some of us let helping others be more important than Free Art time.



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Throughlines - reflections from the

~~students:~~

Throughline #7: Image-Reflector

God wants us to love and help others, and we did that!

Throughline #8: Justice-Seeker

Some people do not have food, and we want to help.

Throughline #9: Order-Discoverer

We had to follow specific steps to plant and grow our seed.



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Throughlines - reflections from the students:

Throughline #10: Servant-Worker

We helped the community to get the food that they need.



Formational Learning Experience:

Real needs: Micah 6 Community in Pontiac provides several community gardens for those in need

Real people: Residents of the areas where the gardens are located

Real work: Students will plant peas, beans, tomatoes, and cucumber seeds to become seedlings and plants for the various community gardens.



INVITE

This was the invitation that was shared with our students' families:

The Micah 6 Community in Pontiac serves their community by providing a community garden. This year, OCS elementary students have the opportunity to get some baby plants started for them to use for their growing season. If you would like to donate items, please send them in sometime before we leave for spring break (by April 1), so we can get these into their planters as soon as we come back to the classroom in a few weeks!

Items needed for planting:

- Potting Soil/Seed Starting Mix
- Any of the following seeds: Tomato, Cucumber, Beans, or Peas
- Paper cups or Small Planters

(anything left over after the service project may be used in our School Garden!)

Additionally, they are always in need of donated garden items (used is fine!) such as the following:

shovels hoses rakes

sprinklers



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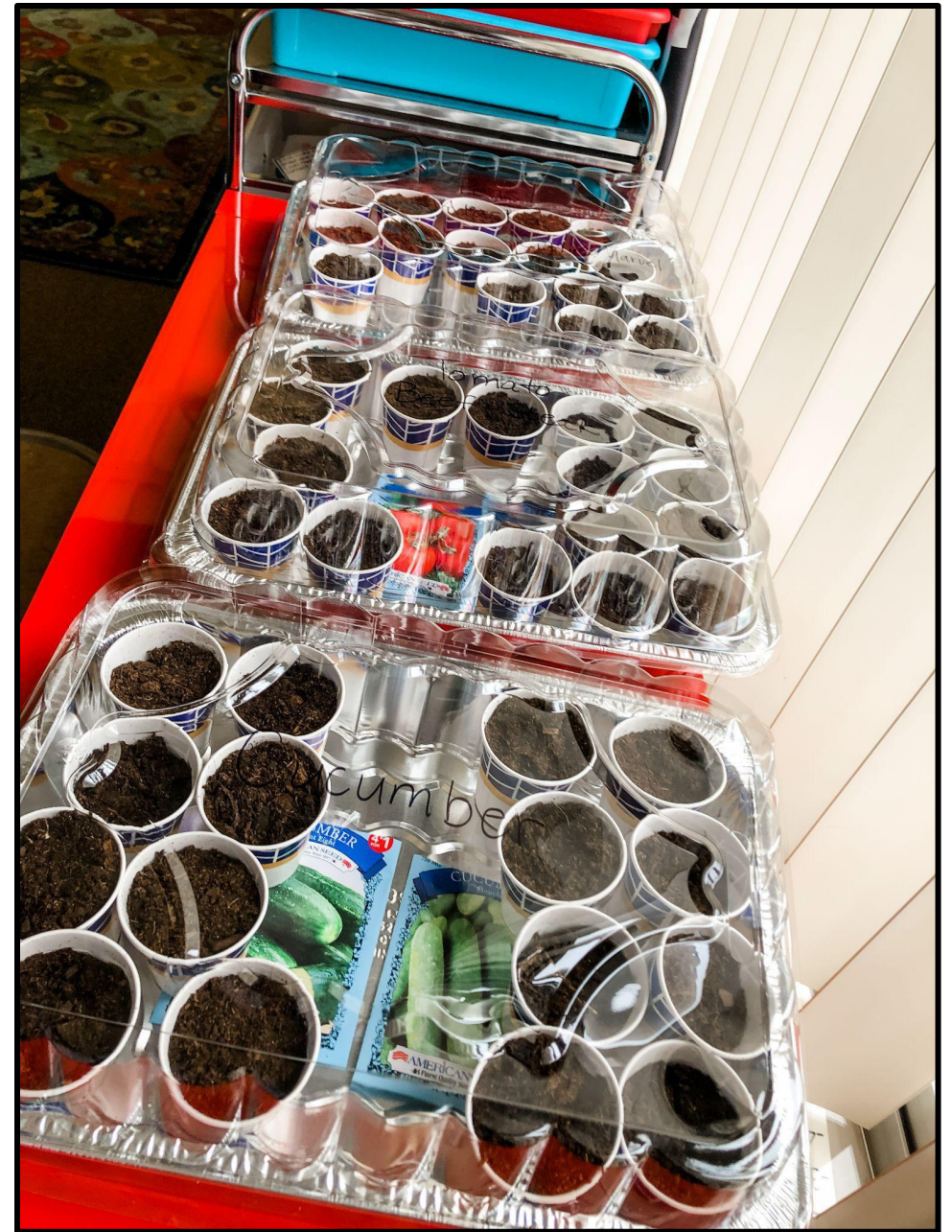
NURTURE

The students were so excited during this entire process. I was even blessed when some of them chose to continue the project instead of having their Free Art time, which they love.



EMPOWER

The students took full responsibility for this project. They only had to be told once what to do, and then they just took off. They worked the whole time...and then some. They even suggested that we have a new Classroom Helper job of someone to water the seeds so that they could make sure they grow.





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EMPOWER





Student Reflections:

Students were asked to finish this sentence when we discussed our project...

I felt.

They chose: **happy, proud, normal, sad*, good**

*When I asked this student to tell me more about why he felt sad, he explained that he couldn't stop thinking about the people who don't have the food that they need. I'd say that's a life changed!



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