	Gr	Standard	Activity
Sept	**1-4**	K-LS1-1. Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow. K-LS1-1(MA0 recognize that all plants and animals grow and change over time. 1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant 2-LS2-3(MA). Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live. 3-LS1-1. Use simple graphical representations to show that different types of organisms have unique and diverse life cycles. Describe that all organisms have birth, growth, reproduction, and death in common but there are a variety of ways in which these happen. 4-LS1-1. Construct an argument that animals and plants have internal and external structures that support their survival, growth, behavior, and reproduction.	-Harvest summer crop
	1	1-LS3-1. Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind.	-Garden observations
	2	2-LS2-3(MA). Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live.	-Observe pollinators
	5	5-LS2-1. Develop a model to describe the movement of matter among producers, consumers, decomposers, and the air, water, and soil in the environment to (a) show that plants produce sugars and plant materials, (b) show that animals can eat plants and/or other animals for food, and (c) show that some organisms, including fungi and bacteria, break down dead organisms and recycle some materials back to the air and soil.	-Clear out beds, compost -Late Sept plant cover crop

Oct	**2**	2-LS2-3(MA). Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live. 2.K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same design problem to compare the strengths and weaknesses of how each object performs.	-Collect perennial seeds -Bulb dissection and bulb planting -Test shovel vs. bulb planter
Nov	**K-3**		-Start gathering milk jugs
	5	5-LS2-1. Develop a model to describe the movement of matter among producers, consumers, decomposers, and the air, water, and soil in the environment to (a) show that plants produce sugars and plant materials, (b) show that animals can eat plants and/or other animals for food, and (c) show that some organisms, including fungi and bacteria, break down dead organisms and recycle some materials back to the air and soil.	-mulch leaves and cover beds
Dec			-Prepare milk jugs
Jan			-Winter Sow perennials -Order seeds
Feb			
Mar	**K**	K-LS1-2(MA). Recognize that all plants and animals grow and change over time.	-Force forsythia
	5	5-LS2-1. Develop a model to describe the movement of matter among producers, consumers, decomposers, and the air, water, and soil in the environment to (a) show that plants produce sugars and plant materials, (b) show that animals can eat plants and/or other animals for food, and (c) show that some organisms, including fungi and bacteria, break down dead organisms and recycle some materials back to the air and soil.	-Cut cover crop and mix into soil

Apr	**3**	CCSS.MATH.CONTENT.3.MD.C.7.A Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	-Measure and make a grid for square foot gardening -Determine area of each bed
	5	5-LS2-2(MA). Compare at least two designs for a composter to determine which is most likely to encourage decomposition of materials.*	-Test soil-Add compost/amendments
	K-4	K-LS1-1. Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow. K-LS1-1(MA0 recognize that all plants and animals grow and change over time. 1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant 2-LS2-3(MA). Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live. 3-LS1-1. Use simple graphical representations to show that different types of organisms have unique and diverse life cycles. Describe that all organisms have birth, growth, reproduction, and death in common but there are a variety of ways in which these happen. 4-LS1-1. Construct an argument that animals and plants have internal and external structures that support their survival, growth, behavior, and reproduction.	-Indoor start: tomatoes, peppers, basil, marigolds -Direct sow: spinach, lettuce, sugar snap pea, radish -Observations of growing seeds
	3	3-LS3-2. Distinguish between inherited characteristics and those characteristics that result from direct interaction with the environment.	-Plan experiments to test interactions with environment
May	**K-4**	See above	-Indoor start: pumpkins, gourds, sunflowers -Mid may transplant indoor starts to larger pots -Observations for all grade levels
	3	3-LS3-2. Distinguish between inherited characteristics and those characteristics that result from direct interaction with the environment.	-Observe April experiments

Jun	**K - 4**	See above	-Harvest April plantings -Direct sow bush bean, carrot, cucumber, broccoli, squash -Plant out tomatoes, peppers, basil, marigolds
		2-LS2-3(MA). Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live.	-Observe pollinators -Design hand pollinators
		1-LS3-1. Use information from observations to identify similarities and differences among individual plants or animals of the same kind. 3-LS3-1. Provide evidence, including through the analysis of data, that plants and animals have traits inherited from parents and that variation of these traits exist in a group of similar organisms.	-Observations -compare varieties of carrots, radishes