

# Camp COMO Garden Curriculum/Schedule



**Week One: June 26-June 30, Intro to the Garden**

**Week Two: July 3-7, What Plants Need to Grow**

**Week Three: July 10-14, Pretend Gardeners and Gardens in Art**

**Week Four: July 17-21, Parts of a Plant/Salad Party/Seed Dissection**

**Week Five: July 24-28, Campaign for Veggies - Healthy Food Study**

**Week Six: June 31- Aug 4, Veggies Continued - tasting**

**Week Seven: Aug 7-11, Parts of a Flower**

**Week Eight: Aug 14-18, Weeds!**

**Week Nine: Aug 21-25, Flowers - pressed flowers**

**Week Ten: Aug 28-Sept 1, Garden Wrap-up**

**Group 1: K-1st Grade - Garden Time: Weekly on Fridays, 1-2pm**

**Group 2: 2nd-4th Grade, Garden Time: Weekly on Fridays, 10-11am**

**Group 3: 5th-7th Grade, Garden Time: Weekly on Fridays, 11-12pm**

# Week 1: A Note From Mother Nature

*Dear Girls and Boys,*

*Hello and Welcome! I am so happy to have you here today. You will be learning how to care for a very special garden. Are you ready to become gardeners???*

*I have a few very important questions for all of you. First, where do you think all of these wonderful plants came from? Were they always plants or did they start from something much smaller?*

*Next, how are you going to take care of these special plants? What will they need in order to grow into big, healthy plants?*

*Lastly, can you guess what all of the different types of plants are? Maybe you can play a guessing game with your friends and teachers. I know that you are all very smart and will probably know most of the plants.*

*Please don't forget to write back to me. You can also draw me pictures! Thank you so much for caring for our garden. You are all great helpers and I know that you will enjoy your time!*

*Have fun!*

*Love,*

*Mother Nature*



# Week 1 Garden Activity: Intro To The Garden

## Materials Needed: Found in Garden Bin

- Letter from Mother Nature
  - Books
- Materials for making journals

## Process (all groups):

Introduce yourself and children- form a circle and play “My name is \_\_\_\_\_ and I like to eat \_\_\_\_\_” Each child goes around the circle and says their name and their favorite food. The speaker holds a ball. The next speaker passes the ball but first has to repeat what the child said before. Then he or she says name and favorite food, passes the ball and the game continues until all have spoken. Keep in mind how many favorites are veggies. Report out which veggies were favorites... if any!

- Read a letter from Mother Nature- have a child get from the mailbox. Listen to responses from Mother Nature’s Questions
- Review garden rules/responsibility- Dos and Don’ts
- Ask such questions as... Who has a garden? What do you know about gardening? What do you want to know about gardening?...
- Possible books-
  - The Tiny Seed by Eric Carle
  - Zinnias Garden by Monica Weington
  - How Does My Garden Grow by Gerda Muller
- Have kids partner up and go around the garden and play guessing games of which plants are in the garden.
- Come back quickly and have kids share our guesses. You tell them and point out the correct plants.
- Explain the weekly journal. Each child will have a “magic spot”. This is where the child will sit and observe their plant at the end of each lesson. They will draw and write about what they see using detail.
- Students can create the cover of their journal- has to be related to gardening, and they can start their first journal entry.

## Teacher Note:

Each week, after each lesson, try to leave time at the end for students to observe their magic spot and draw and write in their journal. Also, if you would like to do the weekly activities in a center, then one of the centers can be journals, and the kids can rotate so that all will have time to do their journals.

# Week 2 Garden Activity: What Plants Need to Grow

## Materials Needed: Found in Garden Bin

- Songs Printed
- Story Books
- Visual posters of nutrient absorption
- For Older groups seed necklace:
  - Plastic baggies (jewelry bag)
    - String
    - Cotton balls
    - seeds

## Discuss:

Plants, like people and animals, need "food" to grow. People and animals get their food by eating it. Plants make their own food by using air, water and energy from the sun and absorb nutrients from the soil.

## Younger Group:

Learn the song, Oh, A Plant Needs Lots of Things, (sung to the tune of "She'll Be Comin' Round the Mountain")

Oh, a plant needs lots of things so it can grow.

Oh, a plant needs lots of things so it can grow.

It needs water, seeds, and light,

And some soil that is just right,

Oh, a plant needs lots of things so it can grow.

Oh, a plant needs sunlight and a lot of rain.

Oh, a plant needs sunlight and a lot of rain.

It needs warmth and soil and air,

And it needs gentle care,

Oh, a plant needs sunlight and a lot of rain.

**OR...**

Learn the song Parts of a Plant by Meish Goldish (sung to the tune of "The Wheels on the Bus")

The roots of a plant grow underground.  
Underground, underground.  
The roots of a plant grow underground,  
Roots are part of a plant.

The stems on a plant hold up the leaves,  
Up the leaves, up the leaves.  
The stems on a plant hold up the leaves,  
Stems are part of a plant.

The leaves on a plant are making food,  
Making food, making food.  
The leaves on a plant are making food,  
Leaves are part of a plant.

The flowers on a plant are growing seeds,  
Growing seeds, growing seeds,  
The flowers on a plant are growing seeds,  
Flowers are part of a plant.

## Older Groups:

Explain nutrient absorption:

### **Air**

During the process of photosynthesis, plants use carbon dioxide to make food and release oxygen, as a result.

### **Water**

Roots carry water and nutrients to the plant. Water is also used during the process of photosynthesis by helping to release energy from stored food in the plant. Water pressure also helps to promote the growth of stems and leaves.

### **Nutrients**

Plants derive most nutrients from the soil. Nutrients can also come from fertilizers. Nutrients help plants grow and function properly and act similar to vitamins for humans.

### **Sunlight**

During photosynthesis, plants take energy from sunlight to produce sugars or food.

Once the teams have finished, discuss what each team identified as a need and a want.

Make sure that students identify shelter, food, water, and air.

## Activity (older Group): living Necklace

Once the nutrient cycle and plant growth has been discussed ask campers to hypothesize what they think prompts a seed to sprout (germinate) first, Sun or Warmth.

1. Have campers record their hypothesis in their garden journals
2. Next campers will create their seed necklace
  - a. Place moist cotton ball into a small plastic bag
  - b. Place seed on cotton ball
  - c. Wear necklace either over the shirt or under
3. Observe seeds daily and record results in journals
4. Discuss results at the end of the week

\*After five days open the bag to allow the seedling to get oxygen and add water. You can either plant the seed in soil at this point, or it can live for about two more weeks on the cotton ball, as long as it is provided with water and oxygen.

**Additional Ideas:** To take this hands-on activity further, try these ideas with campers.

1. **Learn what a seed needs to germinate:** A seed is alive! It needs water, soil (or cotton in this case to hold the moisture), the appropriate temperature, air or carbon dioxide. Most seeds are not affected by light or darkness, but some seeds, including species found in forests, will not germinate until an opening in the canopy allows sufficient light for growth of the seedling.
2. **Hypothesize what environmental conditions affect germination:** Ask students where they think the seeds will germinate best ( a sunny window, dark corner, warm place, cold place). Place seed bags in the areas proposed, have students record their hypothesis, monitor seed germination, and draw daily progress or seed anatomy (roots, root hairs, cotyledons, etc.).
3. **Discuss what a plant needs after germination and grow a crop of beans:** (Add light and nutrients to the list above.) The bean seedlings can be planted in soil, be grown and finally harvested. The harvested beans can be eaten fresh (green) or dried. The dried beans can also be planted to grow another generation of bean plants.
- 4.

## Week 3: A Note From Mother Nature

*Hello Again!*

*Today we are going to use our imagination! I know that you have great imaginations. If you were able to plant your own garden of anything possible, what would be in it? Would you have a garden full of toys? If so, what kind of toys would you plant to grow? Or how about a candy garden? What kind of candy would you plant? It sounds kind of silly, but what else would you want our garden to grow!*

*Be creative!*

*Mother Nature*



# Week 3 Garden Activity: Pretend Gardens

## Materials Needed: Found in Garden Bin

- Book
- Art materials
- Journals
- Images of gardens from various artists

### Activity: (Younger Group)

Book: Imaginary Garden by Andrew Larsen

1. Review what the plants are in the Children's garden.
2. Read the above book.
3. Listen to the responses from Mother Nature's letter.
4. Go around for all to share their garden choice.

Explain the following activity:

1. Draw a detailed picture of your garden- at least 5 colors, include the layout of the garden
2. Write about your garden- writing length will vary for each group
3. Leave time to share drawings of gardens

### Activity: (Older Group) Gardens in Art

Book: Gardens in Art by Lucia Impelluso,

1. Review what the plants are in the Children's garden.
2. Read the above book.
3. Listen to the responses from Mother Nature's letter.
4. Go around for all to share their garden choice.
5. Discuss with campers the many ways that gardens have influenced artists over many years. Show imagery of artist renditions and
  - a. Discuss the elements of the garden that each artist focused on.
  - b. Discuss the medium used by the artists and style of art (classic, modern, pop)
6. Campers will create a detailed picture of their imaginary garden using their chosen media.
7. Campers will write about their gardens including what they were inspired by from the Children's Garden.



## Week 4: A Note From Mother Nature

*Good Morning,*

*Glad to see you all again. Thanks for taking care of our garden. It means a lot to me. Let us talk about what parts of the plant we eat. Can anyone tell me what plants we eat the roots of? Or how about the leaves, or the flowers?*

*Let's talk more...*

*Mother Nature*



# Week 4 Garden Activity: Parts of a plant/Salad Party/Seed Dissection

## Materials Needed: Found in Garden Bin

- Book
- Salad materials
- Journals
- Parts of a plant images
  - For Dissection:
- Large beans (lima, pinto, or kidney)
  - Magnifying glass
  - Recording sheet
- Anatomy of a seed images and worksheet

## Activity: (All Groups)

\* CHECK FOR ALLERGIES!\* Bring paper plates, plastic knives for older kids, napkins, olive oil, salt\*

Begin with a lesson on what part of plants we eat:

- Explain that we eat all parts of plants- roots, stems, leaves, seeds, and fruit
  - Pass around image examples
- Play a game- call out different vegetables and ask what part of the plant we eat. For example, we eat the leaves of a lettuce plant, and root of a carrot plant.
- As you call out, have kids show the body part that relates to the plant part that we eat:
- Point to or show: feet- roots, hips- stem, arms- leaves, teeth- seeds, head- fruit
- Be sure to call out variety of examples of each plant part

Possible books- **younger groups-** An Alphabet Salad by Sarah Schuette, **Older groups -** Plants as Food by Paul McEvoy, Plants We Eat by Christine Peterson

Tell kids that they will have a chance to eat all parts of the plant by having a salad party. Kids can go around and pick what they want to eat in their salad. Possible plants are:

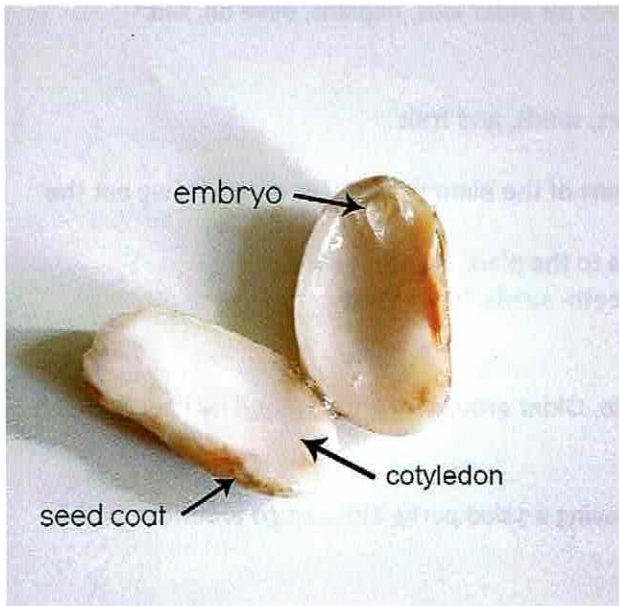
- Lettuce
- Onions
- Radishes
- Tomatoes (if ripe)
- Carrots
- Cucumbers
- Squash
- Any other veggie that kids want to include

\*Be sure to have a washing station at the hose before they eat\*

## Activity: (Older Groups Extension) Seed Dissection

### Process:

1. Pick up a soaked bean and examine it.
  - a. Ask campers what they observe about the outside of the seed. What does it feel like, and look like?
2. Pose the questions: What do you think the inside of the seed will look like? Why? Illustrate your prediction on your paper.
3. Have campers rub the soaked bean between your fingers. The seed coat should rub off. Why do you think the seed coat is important?
4. Now campers split your seed in two. (There is a slit going down the middle of your seed where it should come apart with a little help.)
5. Invite campers to observe the inside. (Use a magnifying glass if you'd like). Describe and/or draw what you see. Were your predictions correct?
6. Have campers paste their science sheets into their journals



### Teacher Note:

- – Different seeds require different amounts of time to soak in the water before being easy to dissect. We used pinto beans. They were ready within 12 hours.
- – It's easier to see the baby plant after the seed dries out. After the dissection, set your bean aside and reexamine it after it's dry.

# Week 5: A Note From Mother Nature

*Hello!*

*So nice to see you. I have a very important question... Why should we eat vegetables? I know that it is sometimes more fun to eat cookies and candy. But what do vegetables give us when we eat them? Do they make us strong and healthy? How many parents or family members tell you that you must eat your veggies?*

*Let us talk about why we should all eat those yummy vegetables in our garden!*

*Mother Nature*



# Week 5 Garden Activity: Campaign For Veggies!

## Materials Needed: Found in Garden Bin

- Book
- Printed health reference charts
- Materials for creating posters
- Journals

### Activity: (All Groups)

1. As a group, discuss the value of eating vegetables- vitamin content
  - a. Refer to... Vegetable Nutrition Facts chart from [fda.gov](http://fda.gov) (cannot copy and paste on this document)
    - i. Books: Vegetables on My Plate by Schuh, Mari C, The Vegetable Group by Helen Frost
2. Team or pair students up to choose a vegetable to become an expert on its nutritional value and create a poster to present
3. Have them refer to books and charts (print out charts)
4. Give 3 reasons why the vegetable is good for you

### Posters Should Include:

- Provide a large picture/ drawing of the vegetable
- Give a description of the look, taste, smell, feel and sound of the vegetable
- Have small groups present their posters and advocate for the veggie

\*\*Place posters around COMO if want

## VEGGIES

| Vegetable (1/2 cup)      | Calories | Fat (g) | Carbs (g) | Protein (g) |
|--------------------------|----------|---------|-----------|-------------|
| Cucumber                 | 6.8      | 0.1     | 1.4       | 0.4         |
| Romaine Lettuce (1 cup)  | 7.8      | 0.2     | 1.4       | 1           |
| Cabbage                  | 11.1     | 0.1     | 2.4       | 0.5         |
| Summer Squash            | 11.3     | 0.1     | 2.5       | 0.7         |
| Radish                   | 11.6     | 0.3     | 2.1       | 0.3         |
| Celery, cooked           | 13.5     | 0.1     | 3         | 0.6         |
| Eggplant, cooked         | 13.9     | 0.1     | 3.3       | 0.4         |
| Caulliflower, cooked     | 14.3     | 0.3     | 2.5       | 1.1         |
| Zucchini, cooked         | 14.4     | 0       | 3.5       | 0.6         |
| Banana Peppers *         | 17       | 0.3     | 3.3       | 0.9         |
| Green Beans              | 17.1     | 0.1     | 3.9       | 1           |
| Tomato                   | 18.9     | 0.3     | 4.2       | 0.8         |
| Green & Red Bell Peppers | 19       | 0.1     | 4.6       | 0.6         |
| Potato                   | 57       | 0       | 13        | 1           |
| Spinach, cooked          | 20.7     | 0.2     | 3.4       | 2.7         |
| Mushrooms, cooked        | 21.1     | 0.4     | 4         | 1.7         |
| Broccoli, cooked         | 21.8     | 0.3     | 3.9       | 2.3         |
| Asparagus, cooked *      | 22       | 0.3     | 3.8       | 2.3         |
| Pumpkin, cooked          | 24.5     | 0.1     | 6         | 0.9         |
| Leek                     | 27.1     | 0.1     | 6.3       | 0.7         |
| Brussel Sprouts          | 30.4     | 0.4     | 6.8       | 2           |
| Onion                    | 30.4     | 0.1     | 6.9       | 0.9         |
| Carrot, cooked           | 35.1     | 0.1     | 8.2       | 0.9         |
| Peas                     | 58.7     | 0.3     | 10.5      | 3.9         |
| Sweet Corn               | 66.2     | 0.9     | 14.6      | 2.5         |
| Sweet Potato, cooked     | 103      | 0.1     | 24.3      | 1.7         |

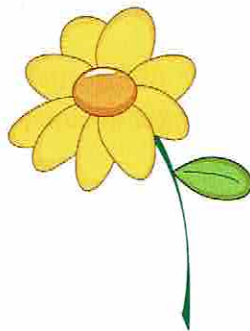
# Week 6: A Note From Mother Nature

*Good Day!*

*Anyone hungry yet? What if I told you that today you will be eating some yummy foods, but will not know which yummy foods they are? Would you be brave enough to eat them? I know you will be. We have lots of great vegetables right here in our garden. Why not eat them! I bet you can guess what you are eating by using your senses. What are the five senses anyway?*

*Have Fun!*

*Mother Nature*



# Week 6 Garden Activity: Veggie Test

## Materials Needed: Found in Garden Bin

- Book
- Pre-Cut veggies
- Journals

### Activity:

Possible book : Your Senses at the Grocery Store by Kimberly Hutmacher

\* Prepare beforehand: cut up several pieces of each veggie. (Enough for one piece per child.)\*

1. Hopefully by this time, there will be a variety of vegetables to pick and taste.
2. Allow students to use their senses to play a guessing game about veggies.
3. **Younger groups**
  - a. Review the 5 senses with each group. They will probably not use sense of hearing to guess the veggie.
4. Have children sit in a circle and pass out a piece to each of them. Their eyes should be closed.
5. First, allow them to use your sense of smell, touch, and sight. Then allow them to eat the veggie slice to guess what it is.
6. Tell them to keep guesses in their mind until the very end.
7. Allow children to describe each veggie using their senses.
8. **Older groups**
  - a. Can create a group chart/graph of favorite veggies
9. Children can draw (**draw only for younger groups**) and write about their favorite veggie.

## Week 7: A Note From Mother Nature

*Hello girls and boys!*

*I can see that you are doing a wonderful job with our garden! I am so pleased! One of the best ways to embrace the beauty of a garden is to understand the plants that grow within. I would love for you all to explore flowers even closer and share what you see with each other and your families. Have fun and I will be checking in again soon!*

*Mother Nature*





# Week 7 Garden Activity: Parts of A Flower



## Materials Needed:

- A fresh cut flower (- try to find one that has a large open bloom where you can see the "insides" and not just all petals. Tulips and daffodils are great choices.)
- A small somewhat sharp paring knife
  - Magnifying glass
  - Cutting board
  - Paper towels

## Process (All Groups):

Possible books: The Magic School Bus Plants Seeds: A Book About How Living Things Grow By Joanna Cole

The Reason For A Flower: A Book About Flowers, Pollen, and Seeds By Ruth Heller

1. First, have campers identify the outside parts of the flower (petals, stem, etc).
2. Carefully take your paring knife and begin at the bloom on the flower -- with medium pressure, make a cut into the petals and base and then pull your knife down the flower and continue cutting through the top layer of the stem. (this is a good opportunity to discuss knife skills with older campers)
3. Now begin at the top of the flower and gently pull apart the petals on either side of your cut.
4. When you first open the flower, you'll see the male parts which are called the stamen. They are the long tubes and on the ends (the anthers) are where you'll find the pollen. It looks like yellow powder in the flower pictured.
5. If you carefully pull back the petals and separate the stamen, you'll find one long tube in the center -- this is the female part of the flower -- also called the pistil.
6. The top of the pistil is called the stigma and is usually sticky. The pistil is usually taller than the stamens.
7. The red flower is a better picture of the stamen and anther.





8. You can see that the anthers look all fuzzy again -- that's the pollen that's collecting on the tips. For pollination to take place, the pollen needs to be transferred from the anthers to the stigma.
9. Now I know what you're thinking -- can you take the pollen from one flower and move it to the stigma of the same flower (basically, can a flower self-pollinate)? It depends on the plant -- for example, these flowers have the male and female parts in the same bloom. But if you've ever seen a pumpkin vine grow, you'll see that the vine produces both male and female blooms. So the pollen from the male bloom has to somehow get to the female blooms in order for a pumpkin to begin to grow.
10. If you look at the base where all the stamen and stigma come together, there is a small bulge in the flower. This is the ovary (yep, another female part). Carefully peel back the greenery surrounding it and you will reveal the egg cells!! I know -- totally cool!!

## Question Time!

1. Do you think bees know it's their 'job' to pollinate flowers?
  - a. The bees and other insects track pollen on their legs and feet unintentionally and carry it around to each flower they visit.
2. Can humans pollinate a flower?
  - a. All we have to do is transfer the pollen from the anther of one flower to the stigma of another flower. In fact, some gardens and scientists use this type of pollination technique in order to come up with new flowers or see how some flowers will develop when there aren't insects to pollinate them.



## Week 8: A Note From Mother Nature

*Hi gardeners!*

*I have been seeing that you all are very busy taking care of our garden, and I am so grateful for that. I have a question... Are you pulling out the plants, or the weeds? Oh, ok. You are pulling out the weeds. But why do we need to pull out weeds? Why are they harmful to our plants? What do they take away from the plants?*

*Hopefully you can explain!*

*Mother Nature*



# Week 8 Garden Activity: Weeds!

## Materials Needed: Found in Garden Bin

- Book
- Images of common weeds
- Garden gloves

### Activity (All Groups):

Potential book: Weeds Find a Way by Cindy Jensen- Elliot, Weeds by Alexander Campbell Martin

1. Discuss why gardeners think weeds are harmful to plants in their gardens.
2. If not already said, explain that weeds take a plant's water, soil, air, and sunlight.
  - a. Weeds are particularly well suited for survival. Their roots are strong and often intricate or deep. Furthermore, they produce numerous seeds that adapt well to unfriendly conditions. Once their seeds find a suitable environment, they will take over an area using the food, water, and space desired for crops and decorative plants like in a garden.
3. What happens when a plant doesn't have those things?... they don't survive.
4. Have today be a weed pulling and collecting day- Gather children to see what types of weeds they collected. (familiar weeds are dandelions and buttercups)
  - a. Have printed images of common weeds found in gardens
5. Look at the similarities and differences among the weeds.
6. See if they can identify the weeds.
7. Talk about how easy or difficult it was to pull those weeds... may need to wear gloves!
8. Allow children to draw a cartoon image of a weed and plant. What would the plant say to the weed? What would the weed say to the plant?
9. If time allows, have children share.

### Larger concepts to discuss with older groups

- Discuss that some people spray poisons to kill the weeds on their lawn, but scientists know that these chemicals may be harmful to pets and can get into our drinking water that lies under our lawns. Weeds are tough to control because they have seed pods that contain hundreds of seeds. The best and safest way to get rid of weeds is to dig them out by hand before they go to seed. You have to make sure that you dig out the roots too! This is called physical control.

## Weed Observation Boxes For All Groups:

1. Obtain two or three window boxes and fill them with dirt.
2. Place the boxes in different areas outside and wait about a week.
3. Take the children on a mini field trip every three days to observe what plants appear first and grow most quickly. (weeds)
  - a. Note: You may wish to bring the boxes inside when it is time to observe the progress of the plants.
4. Try just picking the weeds and continue observing for several days. (The weeds will grow back.) This can be an ongoing camp activity. Allow the children to practice digging up these weeds, making sure they get the roots. Remind the children that weeds aren't all bad! Nature does not have weeds!
  - a. They provide food for some animals like bees (nectar) and butterflies (milkweed), and some people eat dandelion greens!
  - b. They help hold soil in place and recycle nutrients back to the soil when they decay.
  - c. Some people think they add to the beauty of the landscape.
  - d. However, when they crowd out desired plants in lawns, gardens, and farmers' fields, they have to go!

### BROADLEAF WEEDS



### GRASSY WEEDS



From moneywort to chickweed; wildflowers to witchgrass – wither the weeds budding in your garden. Identify them with this helpful chart.



Common Horsetail  
All US except  
Southeast



Dallisgrass  
Southern US



Dandelion  
All US



German Knotweed  
Atlantic Seaboard  
+ Pacific NW



Goosegrass  
All US but  
Northwest



Japanese Clover  
Southern US



Mallow  
All US except FL



Moneywort  
All US but Northern  
Great Plains



Mouse-Ear  
Chickweed  
All US except  
Deep South



Quackgrass  
All US but AZ + FL



Speedwell  
Eastern US  
VA + northward



Virginia Buttonweed  
Southeastern US



White Clover  
All US except  
Deep South



Witchgrass  
All US but  
Great Plains



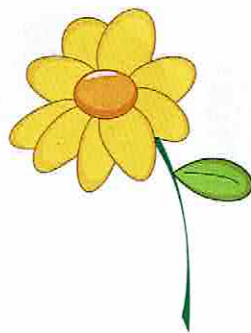
Yarrow  
All US except FL

# Week 9: A Note From Mother Nature

*Hello Gardeners,*

*I have seen you admiring the many beautiful flowers in the garden! I want to invite you to take time to choose some of your favorite blossoms to include in a special art project that will preserve their beauty. I can't wait to see the many wonderful things you create using the natural beauty around you! Go be creative gardeners and I'll check back soon.*

*Mother Nature*



# Week 9 Garden Activity: Pressed Flowers

## Materials Needed: Found in Garden Bin

- 1 cup baking soda
- 1/2 cup corn starch
- 3/4 cup of warm water
  - rolling pin
- round cookie cutter or cup for cutting your clay circles
  - pressed flowers
  - mod podge
  - paint brush
  - string

## Activity: To make Clay (All Groups)

1. Mix the dry ingredients in the pan then stir through the warm water. Mix over a medium heat, stirring as it starts to bubble and come away from the sides of the pan. When it has started to dry and resemble a soft play dough consistency, take it off the heat and leave it to cool for a few minutes. Turn it out onto the counter and knead it for a couple of minutes to make it super soft and pliable. It should look and feel like bright white play dough!

## Activity: Pressing Flowers (All Groups)

1. Cut out your clay with a cup or a round cookie cutter.
2. Poke a hole where your string can go through.
3. Bake at 100 degrees C for an hour.
4. Choose your flower layouts.
5. Add a layer of mod podge to the front of your ornament and place your flower(s) on top
6. Gently paint a layer of mod podge over top of the flower and ornament.
7. Be sure to make sure your holes don't get clogged with mod podge and if they do poke it out with a needle
8. String your ornament and display





# Week 10: A Note From Mother Nature

*Dear Gardeners,*

*I want to thank you from the bottom of my heart for doing such a fantastic job taking care of our garden. It has been so much fun working with you. I will not say goodbye but instead, see you soon. Please pass along my thank you to someone who you would like to thank that was involved with the garden. Enjoy the rest of your summer and always remember to care for our beautiful earth!*

*Mother Nature*



# Week 10 Garden Activity: Thank You Cards and Wrap Up

## Materials Needed: Found in Garden Bin

- Supplies for card making
  - Garden Book

### Activity (All Groups):

1. Allow this week to finish up any activities that you have not gotten a chance to do yet.
2. Leave time to have all children create thank you cards to the Garden Club.
3. In the card, have children draw and write about their favorite part of the garden.
4. Be sure to have the kids say thank you for all of their help in buying the plants and spending their own time taking care of the garden.
5. You may want to read a book of choice relating to gardens/nature.
6. Be sure to pass back the student journals and have them do their last entry. Look back and reflect on how much their plant has changed throughout the course.
7. You can also have kids share their cards and talk about their favorite parts of the gardening program, or what they would have liked to do more of or differently.

