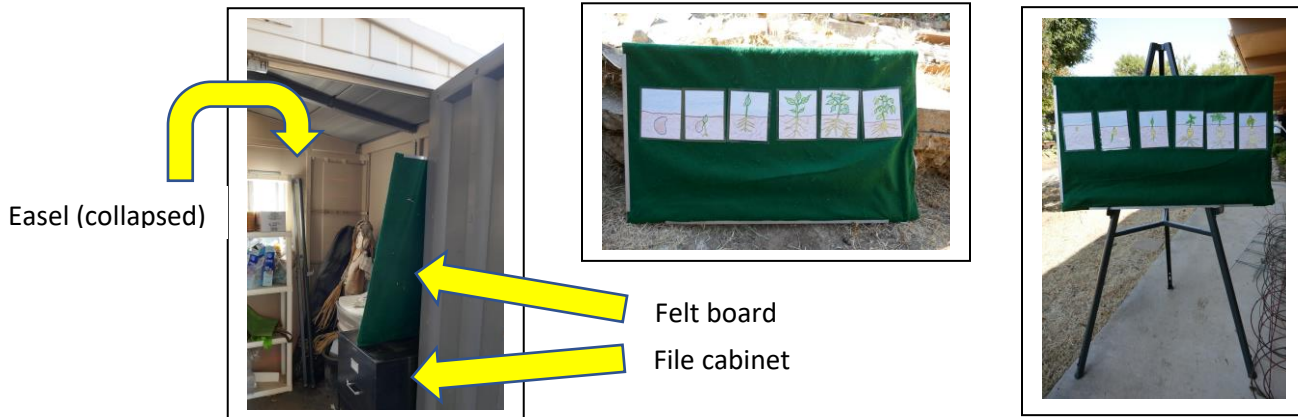


Card Activities

- Cards backed with Velcro can be displayed on a felt board leaned against a wall or placed on an easel. Cards are stored in specific files in the SHED file cabinet. The board and easel are also stored in the SHED near the file cabinet. The SHED lock has the same combination as the BARN lock.



- Ask younger students to hold the cards and line themselves up in the correct order or groups. Helps get the wiggles out! Note: only some card sets involve a specific order or groups.
- Choose cards that you feel are appropriate for your class. Some cards may be too simple or too difficult, depending upon the students in your group.
- Because of time limitations, some cards may be more suited to the Planter or Explorer. Although they have been divided in the following table, anyone may use them.

Items/Activities for use by:	Planter	Explorer
	<p>Card activities:</p> <ul style="list-style-type: none"> • Six components for a Seed to Grow • Life Cycle of a Seed • Stages of Growth 	<p>Card activities:</p> <ul style="list-style-type: none"> • Garden Pests and Garden Friends
	<p>Card activities:</p> <ul style="list-style-type: none"> • Definitions: <ul style="list-style-type: none"> - Vegetable versus Fruit - Sow (Square Foot Gardening), Germinate, Thin, Harvest - Sprout/Thinning/Late Seedling/Flower 	

Below are card sets stored in the SHED. You can use them during your garden visit.

- Six components for a Seed to Grow

- Soil
- Space
- Seeds
- Air
- Sun
- Water



- Life Cycle of a Seed

- Hints:

- Cards are numbered in the correct order on the back (e.g. 1A through 6A). Hopefully, your students won't see the small numbers first!
 - Use the Velcro board or ask students to hold the cards and line themselves up in the correct order.

- A: Plant above ground (e.g. beans, peas, etc.)

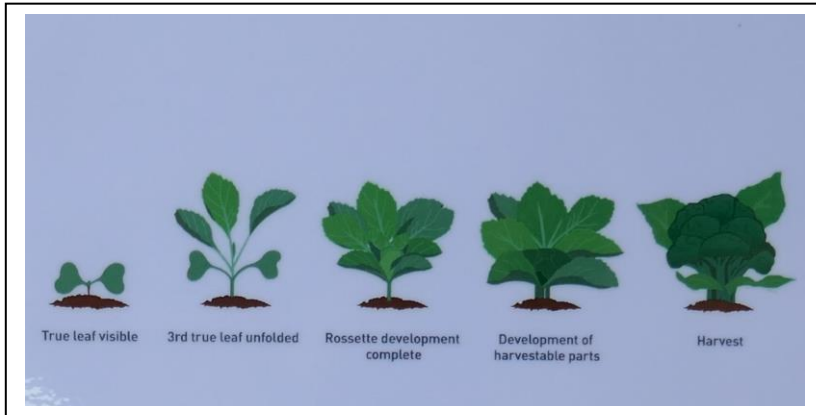


- B: Plant below ground (e.g. potato, carrot, etc.)

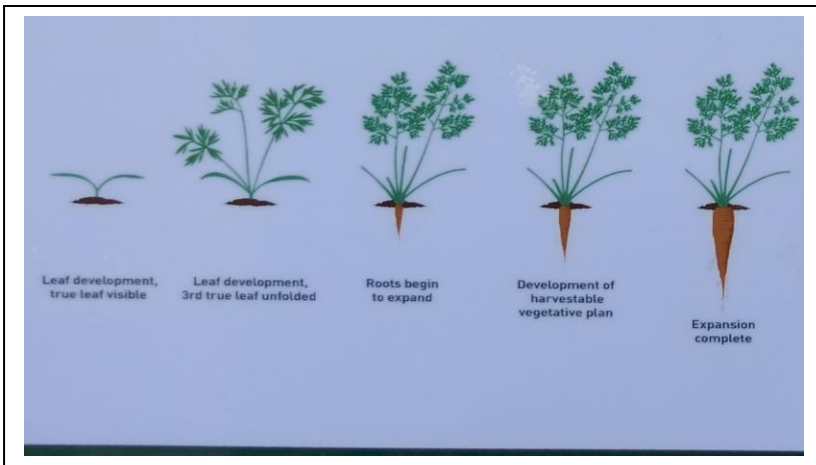


- Stages of Growth

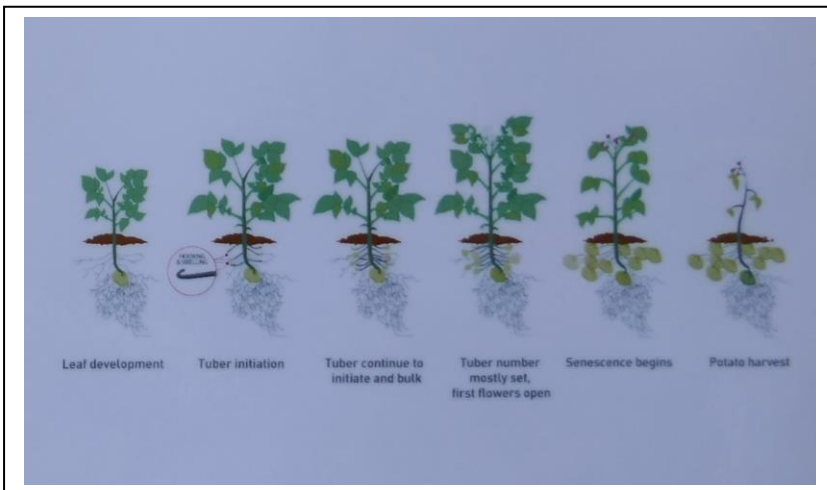
- These cards are 8 ½ x 11 “. One plant on each card.



Broccoli



Carrot



Potato

- Garden Pests and Garden Friends

- More detailed explanations and samples of the cards are at TMAGarden.org; see “Outdoor Learning Lab - Tools and Resources in the Shed”

Briefly:

- Goal: To help students know which creatures are Friends they should protect and which ones are Pests.
- A set of cards.
 - Each card with one Pest (hurt the garden) or Friend (help the garden).
 - In some cases, the animal/insect might act as both.
 - For example, birds eat grubs (bird as Friend) but also, especially in a drought, eat lettuce (bird as Pest).
- Instructions:
 - Ask the student/group to put the card in its appropriate group of Pest or Friend.
 - Use the Velcro board or ask students to stand in the different groups.
 - **Hints:** To help students stay focused –
 - Hand out one card at a time
 - After the students classify the card into one group, hand out the next card.
 - **Hints:** When you don’t know if their answer is right, this is the perfect time to say, “Growth Mindset! That’s a great question! Let’s remember that point and try to find more about it later.”

- Definitions

- Explain definitions for:
 - Fruit versus Vegetable
 - **Hints:** For the vegetable section, cover the words and pictures and ask the students for examples of parts of plants that we eat. See if they can come up with their own examples.
 - **Hints:** When you don’t know if their answer is right, this is the perfect time to say, “Growth Mindset! That’s a great question! Let’s remember that point and try to find more about it later.”
 - Sow (Square Foot Gardening), Germinate, Thin, and Harvest
 - Sprout/Thinning/Late Seedling/Flower
- Younger children can put in order the steps of planting for the card set “Sow, Germinate, Sprout, Thin, and Harvest”
- View the cards on TMAGarden.org; see “Outdoor Learning Lab - Tools and Resources in the Shed”