

Mehrhof Hall PO Box 110675

Gainesville, FL 32611-0675

Phone: (352) 273-4525 Fax: (352) 392-1413

http://gardeningsolutions.ifas.ufl.edu/schoolgardens

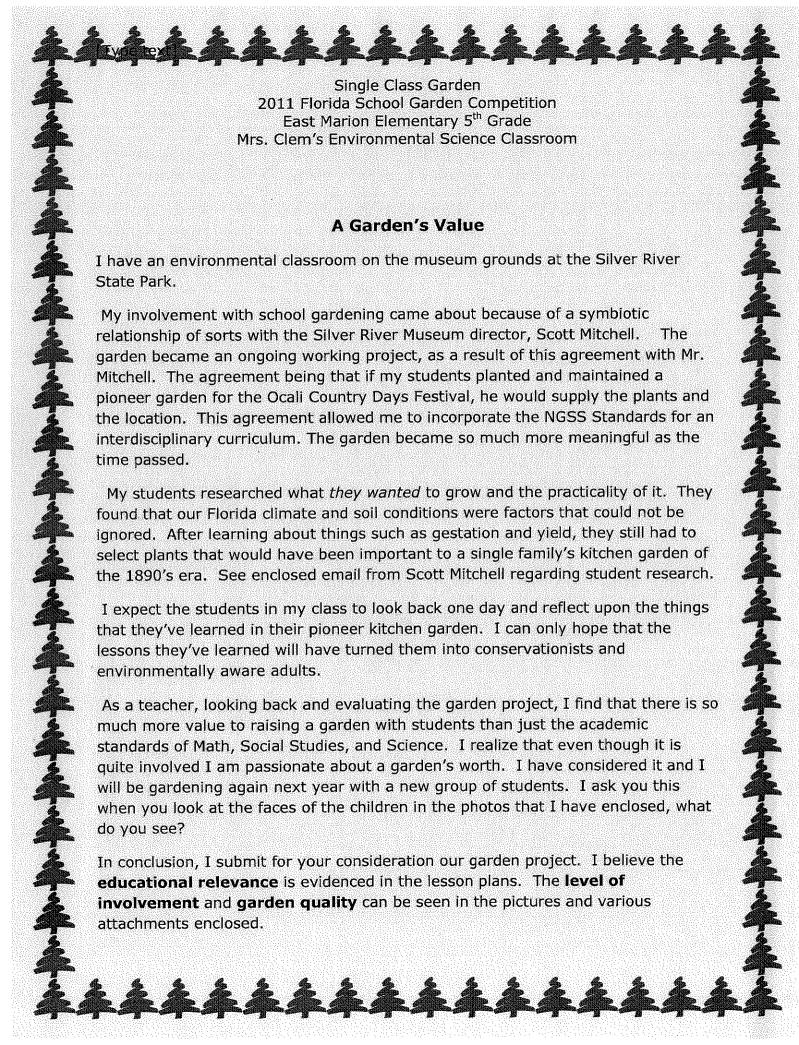
2011 Florida School Garden Competition ENTRY FORM

School East Marion Elementary
Teacher(s) & Grade(s) involved in garden program
Sondra Clem / 5th grade
Contact Person Sondra Clem
Time contact person can be reached 7:05 Am - 4:00 Pm M-F
Phone (35a) 671-4816 Fax (35a) 671-4811
Address (please include city and zip code)
14550 NE 14th Street Road
Silver Springs FL 34488-9447
Email address Sondra. cleme marion. k12. FL. us
CATEGORY (Please mark only one)
SINGLE CLASS GARDEN (Garden used by one class only)
Number of students in class and grade <u>23</u> /5 th
MULTIPLE CLASS GARDEN (Garden used by more than one class or grade,
but not by the entire school)
Number of students involved in the garden and grades
ENTIRE SCHOOL GARDEN (Garden that is used by all grade levels at the
school)
Number of students involved in the garden and grade

TYPE of school garden that you use with your students. (Please mark only one)

	Vegetable
	Flower
	Combination vegetable/flower
$\overline{}$	Other, please specify Pioneer Kitchen garden 1890's era
Pleas hr	se indicate the number of hours a week, on average; your students spend in the garden. 」
1. P	lease mark all the activities that your students participate in <u>prior to gardening</u> .
_	✓ Planning the garden Preparing the garden
_	Designing the garden Choosing plants
(-	V Other Researching plants, Soil, weather, time pera 1890's)
(E	Fa. 15703)
_	
2. P	lease mark all the activities that your students participate in while in the garden.
	✓ Planting
	✓ Observing ✓ Recording ✓ Harvesting
	Playing Sitting Fertilizing
	Experimenting Control of the Control
	V Other Constructua rope tence to keep wild lite of
	of garden, math-measuring-perimeter-area, Speaki
3 P	visitors during the festival lease indicate the percentage of time, on average, that you used the garden as an instruc
	ool in your classroom. 25 %
	lease mark the subject area(s) into which you have incorporated school gardening. Check
4.1	nat apply.
th	· · · ·
th	
th	Math
tr	✓ Math ✓ Science ✓ Social Studies ✓ History ✓ Health/Nutrition ✓ Language Arts Music ✓ Physical Ed. ✓ Environmental Ed.
th	Math Science History Health/Nutrition Music Ethics (responsibility and nurturing) Science Language Arts Environmental Ed.
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tŀ	Math Science History Health/Nutrition Music Ethics (responsibility and nurturing) Science Language Arts Environmental Ed.
	Math Science History Health/Nutrition Music Physical Ed. Ethics (responsibility and nurturing) Other, please specify Art - drawings And plant ske-
	Math Science History Health/Nutrition Music Ethics (responsibility and nurturing) Science Language Arts Environmental Ed.
5. P	Math Science History Health/Nutrition Music Physical Ed. Ethics (responsibility and nurturing) Other, please specify Art - drawings And plant ske-
5. P	Math History Music Ethics (responsibility and nurturing) Other, please specify Please indicate the number of years that a school garden has been part of your curriculum. Please indicate the types of volunteers that have helped you and your students with the garden.
5. P	Math History Music Ethics (responsibility and nurturing) Other, please specify Preserved a school garden has been part of your curriculum. Please indicate the number of years that a school garden has been part of your curriculum. Please indicate the types of volunteers that have helped you and your students with the gardeners Master Gardeners Science Language Arts Language Arts Environmental Ed. And Plant Skeen Please indicate the number of years that a school garden has been part of your curriculum. Please indicate the types of volunteers that have helped you and your students with the gardeners Master Gardeners Senior citizens Parents
5. P	Math History Health/Nutrition Music Ethics (responsibility and nurturing) Other, please specify Hease indicate the number of years that a school garden has been part of your curriculum. Hease indicate the types of volunteers that have helped you and your students with the gardeners Master Gardeners University students Science Scienc
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7.	Please indicate the source(s) of information used to assist in the incorporation of school gardening into your school's curriculum. Check all that apply.
	County Extension service Versonal knowledge Veducational journals/publications National Gardening Association's Growlab/Growing ideas newsletter Other, please specify State Park + Museum personnel
8.	Please indicate the types of educational material(s) used in the classroom to support the use of school gardening in the curriculum.
	✓ Library books Computer software
	✓ Internet
	FilmstripsPersonal books
	Tom St. John's River Water Management and
	Southwest Florida Water Management Districts
	Please read and sign below
pro the ag of ottl stu	submitting the same you acknowledge and agree that the University of Florida (and Walt Disney orld Co.) may reproduce the same, and all materials may be displayed (in part or in whole) at the 12 Epcot® International Flower and Garden Festival and for other promotional materials. Such esentation materials (and School Garden packets) will NOT be returned to you (they will become exproperty of the University of Florida and Walt Disney World Co.) Finally, you acknowledge and ree that should your school be selected as a winner under the competition, then to the extent any the photographs or materials submitted contain the names of likeness of students, teachers and/or ners, you will be required to have adult individuals sign (and the parents/guardians of such idents) sign consent/release forms provided by us so that we can display those photographs or aterials concerning your winning garden. Such requirement would be a condition of your accepting a ward.
Ιh	ave read and understand the above.
_	
	Tondes Clem Marcholl, 2011
Si	gnature Date



Single Class Garden, East Marion Elementary 5th Grade, Mrs. Clem







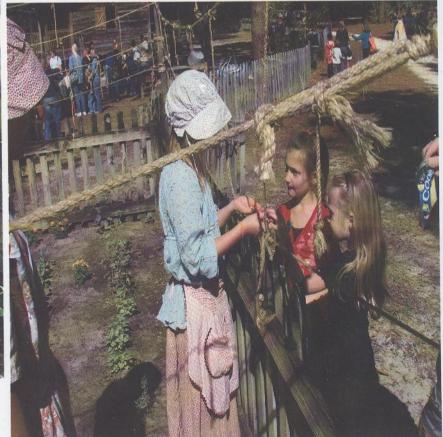




Single Class Garden, East Marion Elementary 5th Grade, Mrs. Clem



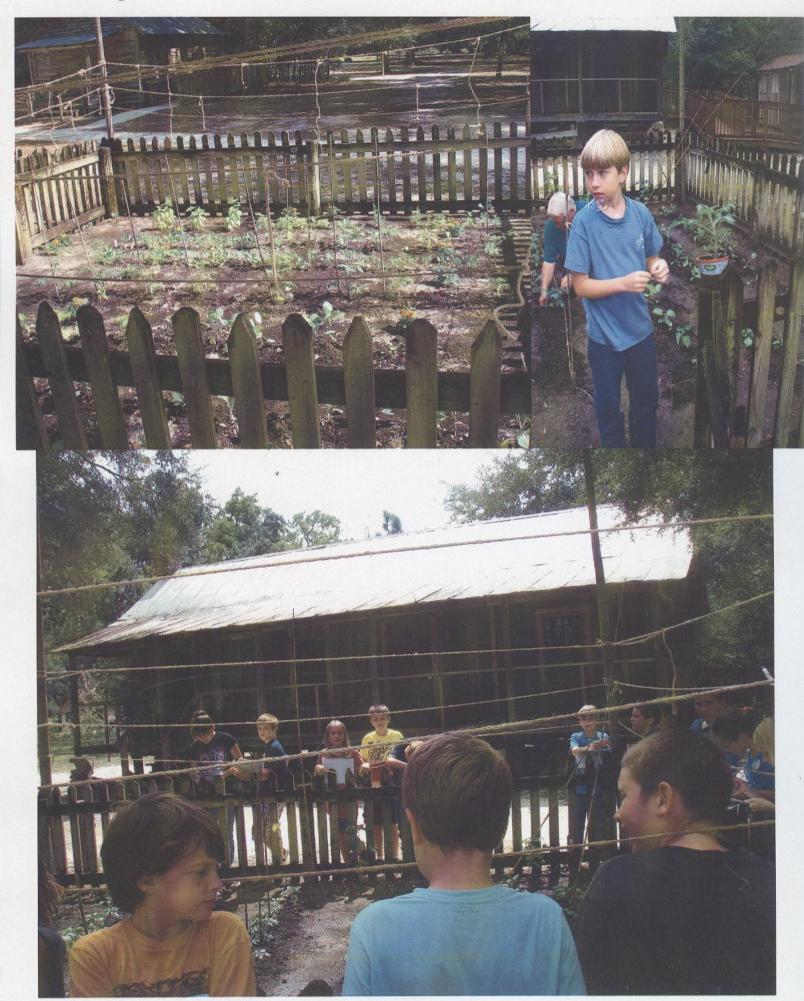


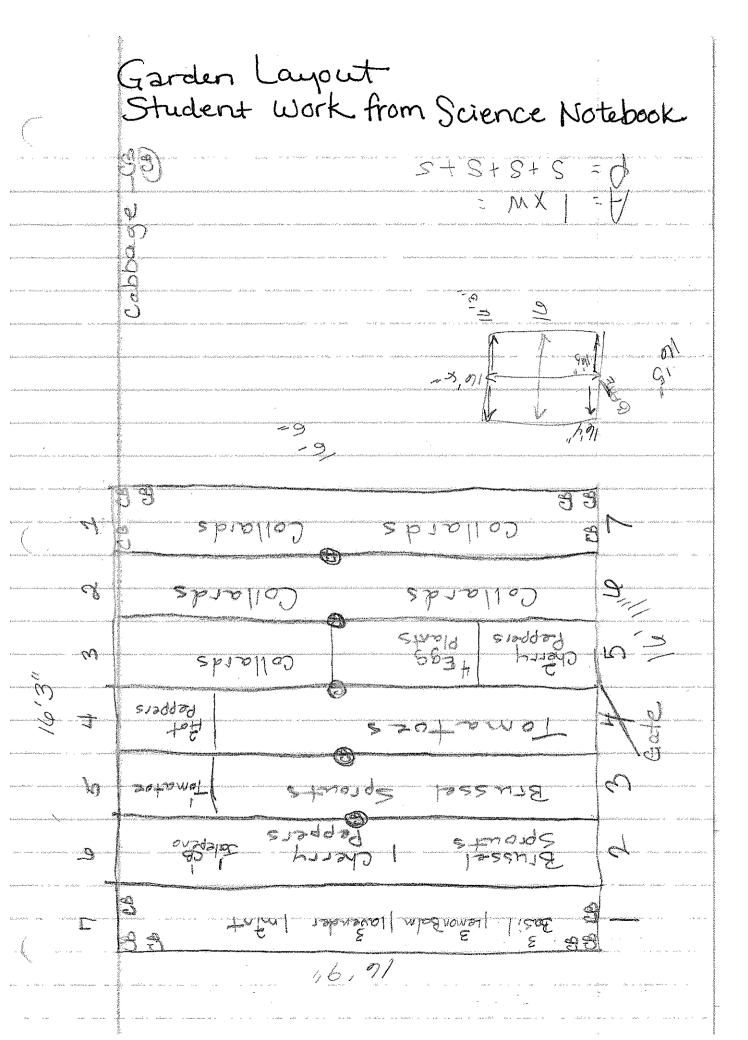


Single Class Garden, East Marion Elementary 5th Grade, Mrs. Clem



Single Class Garden, East Marion Elementary 5th Grade, Mrs. Clem





Clem, Sondra - East Marion Elementary School

From:

Hearn, Michael - East Marion Elementary School

Sent:

Friday, March 25, 2011 10:00 AM

To:

Clem, Sondra - East Marion Elementary School

Subject:

FW: Great Work!

----Original Message----

From: Mitchell, Scott - Silver River Museum Sent: Tuesday, September 21, 2010 9:23 AM

To: Clem, Sondra - East Marion Elementary School Cc: Hearn, Michael - East Marion Elementary School

Subject: Great Work!

Ms. Clem,

Your 5th grade students did an excellent job of researching plants for our Pioneer Garden here at the Silver River. We were impressed by their suggestions that took soil, growing season, pests, water and sunlight, and why various plants would have been for a family kitchen garden. Their garden note-cards and letters were well written and informative. We have prepared the garden for planting and will buy vegetables and herbs next for your class to plant.

We should coordinate in the next day or two to select a day your students can come and plant. Thank you again and we look forward to having you and your class here this year.

Scott E. Mitchell, Director Silver River Museum & Environmental Education Center 1445 NE 58th Avenue Ocala, FL 34470

(352) 236-5401
scott.mitchell@marion.k12.fl.us
www.SilverRiverMuseum.com

Marion County Public Schools An Equal Opportunity School District

Thornton, Sandra - East Marion Elementary School

From:

Mitchell, Scott - Silver River Museum

Sent:

Thursday, November 18, 2010 2:24 PM

To:

Clem, Sondra - East Marion Elementary School; Thornton, Sandra - East Marion Elementary

School

Cc:

Hearn, Michael - East Marion Elementary School; Sandy, Christine - Elementary Education

Subject:

Ocali Country Days

Ms. Clem and Ms. Thornton,

I want to compliment you both and your fifth grade class here at the Silver River. The students are fantastic and were a big help during Ocali Country Days. I am always amazed by the questions they ask whenever I visit them and their garden project is very nice.

You are doing a great job with the students. We have been impressed by how the EME class conducts itself while here at the museum. We would like to offer a pizza party of some other special treat to your students for all their help last week. Please let me know what you think would be appropriate.

Thank you both for reinvigorating such a worthwhile program and please let us know if we can help in any way.

Scott E. Mitchell, Director Silver River Museum & Environmental Education Center 1445 NE 58th Avenue Ocala, FL 34470

(352) 236-5401 scott.mitchell@marion.k12.fl.us www.SilverRiverMuseum.com

Marion County Public Schools An Equal Opportunity School District



Mrs. Clem 5th

Science Environmental Class Week of 9/27 /2010

	Math	Science	Social Studies	Reading LA	Woter
0	8:00-9:30	9:30- 10:30	10:30- 11:00 SSA22	12:35-1:55:/ 11:35-12:05	DARE 1:15-2:00 Media
FOCUS LESSON	 MA5.1.3 MA5.1.4	A 1.2.4	SSA21	A 221 A 6 2 2	Center 8:30-8:45
MONDAY	Multi-Digit Division	Nature of Matter	Native American Cultures	Text Features	
MON	We begin to plant	and maintain a	- single family	Pioneer /Kitchen	
TUESDAY	Make-up	Applied science Garden work	Discuss student research. A historical look at how some rural families farmed to sustain life.	Nouns: Plural forms p.39-40 42-43 45-46-47	
WEDNESDAY	Acalectics Comprehensive Pre-Post Make-up 2.6 Interpret the remainder.	Wild fire Safety Magazine	Map Symbols	Nouns: Proper Common p.33-34 37-38	
THURSDAY	2.7 Divide by 1-digit divisor Strand Review Book 2	Lab Activity #1	Grid Lines Latitude/ Longitude	Run-on Sentences p.25-26	Student Intern: Lindsey Wigginton Monday Tuesday 8/30-10/18
FRIDAY	3.1 Partial Quotients	Use gridded paper to Lay out a map of the garden	Studying Real Maps of states in the U.S.	Letter writing mechanics and proofreading p.41	Computer Lab Main Bldg. Mon/Fri 8:30-9:15



	Problem	Maintenance	Discuss how	Grammar	
FRIDAY	Problem Solving Real World p.88	Maintenance the Garden Measure the plant height Record weekly Rainfall from gauge on steps	the concern for individual rights and freedoms led to the bill of rights	Practice Book p.61 Plurals and Possessives	Assistant working with small groups re-teaching / remediation. See assistant's
		outside the classroom	(SS5C15)		plan book.



Science Environmental Class Week of: 10 /18 /2010

Lunch 12:06-12:31				
Specials: 11:05-11	:35	ARI-Mon		
Silver River Days:	Tues. We	ed. Thurs. Fi	ri.	



Mrs. Clem 5th

Science Environmental Class Week of: 11/1/2010

	Nath	Science	Social Studies	Reading LA	Notes
0	8:00-9:30	9:30- 10:30	10:30- 11:00	12:35-1:55:/ 11:35-12:05	DARE 1:15-2:00 Media
FOCUS LESSON	M.A.5.A.6.2 M.A.5.A.4.1 Order of Operations	C224 Force and Motion	SS 5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies.	L.A.2.1.2 - Elements of a story LA5167-Base words and suffixes	Center 8:30-8:45
MONDAY	Make a GCF List Problem Solving Lesson 7 Pages 255-258	CCTV Energy Transfer RS 24-25	Students Must Dedicate This Week To The Preparation		
TUESDAY	Mid-Chapter Checkpoint Page 259 Test Prep Page 260	Balanced Forces RS32-33	And Set Up Of Role Playing In The Gracker Village	Reviewing subjects and predicates. No spelling Homework	ESE
WEDNESDAY	Rename Fractions and Mixed Numbers Page 261-264	What is Work? How is it Measured? RS 34-35	Students Will Meet With the People That They Will Be Placed With	No spelling list Story Elements Taught from Read Aloud Scat	New Computer Times Bldg #1 8:45-9:15 Tuesday Bldg #8 8:15-8:55 Wed /Thurs.
THURSDAY	Add and Subtract Fractions Pages 265-268	Motion RS36	During The Festival and Volunteer For Miscellaneous Jobs at their Posts	Fluency checks done at River on Tuesday	Student Intern: Ms. Weaver Monday Tuesday 10/18-12/3
FRIDAY	FCA#5 Prime Factorization 5.A.2.4	How do people use energy resources? RS 26	Also, weeding and garden prep will be necessary	Substitute Plans for Thursday and Friday include A Myth about Good and Evil	Computer Lab Main Bldg. Mon/Fri 8:30-9:15

NGSSS – Social Studies Standards

GRADE: 5

Strand: AMERICAN HIS	
tandard 1: Historical Inq	uiry and Analysis
BENCHMARK CODE	BENCHMARK
SS.5 A.1.1	Use primary and secondary sources to understand history.
SS.5.A.1.2	Utilize timelines to identify and discuss American History time periods.
tandard 2: Pre-Columbia	an North America
BENCHMARK CODE	BENCHMARK
SS.5.A.2.1	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).
SS.5.A.2.2	Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).
SS.5.A.2.3	Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, an interactions with the environment.
tandard 3: Exploration a	nd Settlement of North America
BENCHMARK CODE	BENCHMARK
SS.5.A.3.1	Describe technological developments that shaped European exploration.
SS.5.A.3.2	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
SS.5.A.3.3	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
BENCHMARK CODE	U DE CHARLES DE LA COMPANION DELA COMPANION DE LA COMPANION DE LA COMPANION DE LA COMPANION DE
SS,5.A.4.1	Identify the economic, political and socio-cultural motivation for colonial settlement.
SS.5.A.4.2	Compare characteristics of New England, Middle, and Southern colonies.
SS.5.A.4.3	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
SS.5.A.4.4	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.
SS.5.A.4.5	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
SS.5.A.4.6	Describe the introduction, impact, and role of slavery in the colonies.
tandard 5: American Re	volution & Birth of a New Nation
BENCHMARK CODE	BENCHMARK
SS.5.A.5.1	Identify and explain significant events leading up to the American Revolution.
SS.5.A.5.2	Identify significant individuals and groups who played a role in the American Revolution.
SS.5.A.5.3	Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.
SS.5.A.5.4	Examine and explain the changing roles and impact of significant women during the American Revolution.
SS.5.A.5.5	Examine and compare major battles and military campaigns of the American Revolution.
SS.5.A.5.6	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.
SS.5.A.5.7	Explain economic, military, and political factors which led to the end of the Revolutionary War.
SS.5.A.5.8	Evaluate the personal and political hardships resulting from the American Revolution.
SS.5.A.5.9	Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).
SS.5.A.5.10	Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.



Mrs. Clem 5th

Science Environmental Class Week of 11/8/2010

į		Math	Science	Social Studies	Reading LA	Notes
Focus		8:00-9:30 M.G.5.1	9:30- 10:30	10:30-11:00	12:35-1:55:/ 11:35-12:05	DARE 1:15-2:00 Media
LESSON	8th	Students will make a		Read the beginning		Center 8:30-8:45
MONDAY		graph with plotted points of the garden		chapter of Strawberry Girl by Lois Lenski to the class.		
TUESDAY	9th	Benchmark pg. 105-106	Using the solar oven we will prepare our lunch. Discussions of the differences between Convection ovens and microwaves will ensue.	Students will be actively engaged in the Cracker Days Event. Learning first hand from the many storytellers and historians on site.	Class Set The Talking Earth by Jean Craighead George Shared Reading Chapter1	
WEDNESDAY	10th	1/2 day Go Math pg. 107-108	⅓ day	1/2 day Strawberry Girl By Lois Lenski Chapter 2	1/2 day FCA The Talking Earth Chapter 2	New Computer Times Bldg #1 8;45-9:15 Tuesday Bldg #8 8:15-8:55 Wed/Thurs.
THURSDAY	11th	Benchmark pg.109-110		Strawberry Girl Chapter 3	.The Talking Earth Chapter 3	Student Intern: Ms. Weaver Monday Tuesday 8/30-10/18

BENCHMARK CODE	BENCHMARK
MA.5.G.5.1	Identify and plot ordered pairs on the first quadrant of the coordinate plane. Cognitive Complexity/Depth of Knowledge Rating: Low
MA.5.G.5.2	Compare, contrast, and convert units of measure within the same dimension (length, mas or time) to solve problems. Cognitive Complexity/Depth of Knowledge Rating: Moderate
MA.5.G.5.3	Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement. Cognitive Complexity/Depth of Knowledge Rating: High
MA.5.G.5.4	Derive and apply formulas for areas of parallelograms, triangles, and trapezoids from the area of a rectangle. Cognitive Complexity/Depth of Knowledge Rating: High

BENCHMARK CODE	BENCHMARK
MA.5.A.6.1	Identify and relate prime and composite numbers, factors, and multiples within the contex of fractions. Cognitive Complexity/Depth of Knowledge Rating: Moderate
MA.5.A.6.2	Use the order of operations to simplify expressions which include exponents and parentheses. Cognitive Complexity/Depth of Knowledge Rating: Moderate
MA.5.A.6.3	Describe real-world situations using positive and negative numbers. Cognitive Complexity/Depth of Knowledge Rating: Moderate
∞MA.5.A.6.4	Compare, order, and graph integers, including integers shown on a number line. Cognitive Complexity/Depth of Knowledge Rating: Moderate
MA 5 A 6.5	Solve non-routine problems using various strategies including "solving a simpler problem and "guess, check, and revise". Gognitive Complexity/Depth of Knowledge Rating: High

Supporting Idea 7: Data An Data Analysis	
BENCHMARK CODE	BENCHMARK
MA.5.S.7.1	Construct and analyze line graphs and double bar graphs. Cognitive Complexity/Depth of Knowledge Rating: High
MA.5.S.7.2	Differentiate between continuous and discrete data, and determine ways to represent those using graphs and diagrams. Cognitive Complexity/Depth of Knowledge Rating: Moderate

NGSSS - Science Standards

Big Idea 15: Diversity and Evolution of Living Organisms

A. Earth is home to a great diversity of living things, but changes in the environment can affect their survival.

B. Individuals of the same kind often differ in their characteristics and sometimes the differences give individuals an advantage in surviving and reproducing.

BENCHMARK CODE	BENCHMARK
SC.5.L.15.1	Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.
	Cognitive Complexity/Depth of Knowledge Rating: High

Big Idea 17: Interdependence

A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.

B. Both human activities and natural events can have major impacts on the environment.

C. Energy flows from the sun through producers to consumers.

BENCHMARK CODE	BENCHMARK
SC.5.L.17.1	Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.
	Cognitive Complexity/Depth of Knowledge Rating: Moderate