

## 2011 Florida School Garden Competition ENTRY FORM

School Mendenhall Elementary

Teacher(s) & Grade(s) involved in garden program

Kimberly Long - 3rd grade  
Jessica Finer - Final Intern

Contact Person Kimberly Long

Time contact person can be reached 8:15-8:45, 2:30-3:30 M-F

Phone (813) 872-5221 Fax (813) 872-5224

Address (please include city and zip code) Mendenhall Elementary

5202 Mendenhall Drive

Tampa, FL 33603

Email address Kimberly.long@sdhc.k12.fl.us

### **CATEGORY** (Please mark only one)

☒ **SINGLE CLASS GARDEN** (Garden used by one class only)

Number of students in class and grade 18, 3rd grade

☐ **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

\_\_\_\_\_ Other, please specify \_\_\_\_\_

Please indicate the number of hours a week, on average; your students spend in the garden. \_\_\_\_\_

1-1½ hrs.

1. Please mark all the activities that your students participate in prior to gardening.

☒ Planning the garden

☒ Preparing the garden

☒ Designing the garden

☒ Choosing plants

☒ Other, study of plants, soil, farming, nutrition and gardening

2. Please mark all the activities that your students participate in while in the garden.

☒ Planting

☒ Watering

☒ Weeding

☒ Observing

☒ Recording

☒ Harvesting

\_\_\_\_\_ Playing

\_\_\_\_\_ Sitting

☒ Fertilizing

☒ Experimenting

\_\_\_\_\_ Other, \_\_\_\_\_

3. Please indicate the percentage of time, on average, that you used the garden as an instructional tool in your classroom. 20%

4. Please mark the subject area(s) into which you have incorporated school gardening. Check all that apply.

☒ Math

☒ Science

☒ Social Studies

☒ History

☒ Health/Nutrition

☒ Language Arts

\_\_\_\_\_ Music

☒ Physical Ed.

☒ Environmental Ed.

☒ Ethics (responsibility and nurturing)

\_\_\_\_\_ Other, please specify \_\_\_\_\_

5. Please indicate the number of years that a school garden has been part of your curriculum. 9 years

6. Please indicate the types of volunteers that have helped you and your students with the garden.

\_\_\_\_\_ Master Gardeners

\_\_\_\_\_ Senior citizens

\_\_\_\_\_ Parents

☒ University students

\_\_\_\_\_ Garden club members

\_\_\_\_\_ 4-H members

\_\_\_\_\_ High school students

\_\_\_\_\_ FFA

☒ Older students at your school

\_\_\_\_\_ Other, please specify \_\_\_\_\_

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.

<input type="checkbox"/> County Extension service	<input type="checkbox"/> 4-H education materials
<input type="checkbox"/> Teacher in-service training	<input type="checkbox"/> Lifelab
<input checked="" type="checkbox"/> Personal knowledge	<input type="checkbox"/> Master Gardener training
<input checked="" type="checkbox"/> Educational journals/publications	<input checked="" type="checkbox"/> Friends/volunteers
<input checked="" type="checkbox"/> National Gardening Association's Growlab/Growing ideas newsletter	
<input type="checkbox"/> Other, please specify _____	

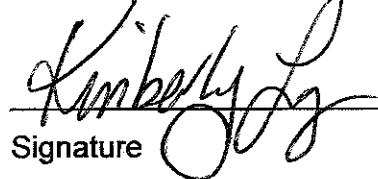
8. Please indicate the types of educational material(s) used in the classroom to support the use of school gardening in the curriculum.

<input checked="" type="checkbox"/> Library books	<input checked="" type="checkbox"/> Computer software
<input checked="" type="checkbox"/> Internet	<input checked="" type="checkbox"/> Videos
<input type="checkbox"/> Filmstrips	<input checked="" type="checkbox"/> Personal books
<input checked="" type="checkbox"/> Textbooks	<input checked="" type="checkbox"/> Experiments
<input checked="" type="checkbox"/> Trade books	<input checked="" type="checkbox"/> Gardening magazines and catalogs
<input checked="" type="checkbox"/> Newspapers	
<input type="checkbox"/> Other, please specify _____	

\*\*\*Please read and sign below\*\*\*

By submitting the same you acknowledge and agree that the University of Florida (and Walt Disney World Co.) may reproduce the same, and all materials may be displayed (in part or in whole) at the 2012 Epcot® International Flower and Garden Festival and for other promotional materials. Such presentation materials (and School Garden packets) will NOT be returned to you (they will become the property of the University of Florida and Walt Disney World Co.) Finally, you acknowledge and agree that should your school be selected as a winner under the competition, then to the extent any of the photographs or materials submitted contain the names of likeness of students, teachers and/or others, you will be required to have adult individuals sign (and the parents/guardians of such students) sign consent/release forms provided by us so that we can display those photographs or materials concerning your winning garden. Such requirement would be a condition of your accepting the award.

I have read and understand the above.

  
Signature



Date



Ms. Long's Third Grade  
Mendenhall Students Make a  
Marvelous Garden!



2011 Florida School Garden Competition

Mendenhall Elementary

Tampa, Florida



This  
is  
Cool



**2011 Florida School Garden Competition**  
**Mendenhall Elementary**  
**Single Class Vegetable and Flower Garden:**  
**Ms. Long, Ms. Finer and their Third Grade Students**

**A. Educational Relevance**

I feel very privileged to be enjoying my ninth year running Mendenhall's school garden. I teach at a Title I low income school in Tampa. The vast majority of our students live in apartments with no yards. Without the school garden, they would most likely never have an opportunity to work with the land. I am happy to report that several students have begun their own container gardens at home. It has once again been a wonderful experience working and problem solving together in our garden.

This year we have had the privilege of sharing the use of a school garden with a Level III final intern, Ms. Jessica Finer. I feel honored to be able to share with her the use of a garden as a valuable resource. This winter, we had an usually long cold spell with many consecutive days of below freezing temperatures. Even though we tried our best to save our plants by covering them during the night, we were not able to salvage the majority of our fall crop. This event taught my students some very important life lessons. Even though they were disappointed they didn't get discouraged and we all decided to replant this spring.

I am also very happy to report that I applied for and was awarded a grant for \$341.00 from the Hillsborough Education Foundation. With these additional funds, I have purchased six Earth Boxes on wheels. Now if the weather freezes we can simply roll the planters into the classroom! I was also able to get twelve butterfly attracting perennials.

The garden, with its ups and downs, has provided my class with valuable lifelong learning experiences. Some plants thrived, some plants died! I am amazed by the citizenship, perseverance and dedication of the children to our project this year and the previous years I have run the garden. They take great pride in showing our garden to their families and friends as it is passed daily during student drop off and dismissal.

**Interdisciplinary Learning**

A great deal of our thematic study has been focused around the garden. I have incorporated language arts, science, math, social studies, health and character education through our class garden project. This year, my students have discussed, read and written about a wide variety of topics related to farms and gardening. For science, we performed experiments comparing two different types of soil. They used the scientific method to predict, observe and document which plants would grow better. The children correctly predicted that the plants in the enriched soil would grow better than the plants planted in the courtyard soil. Three of my students used marigolds for their group science fair project. They wanted to see if watering the flowers with a combination of sugar and water would lead to larger plants when compared to plain water. In math, my students measured and graphed the growth of our plants. They also used measurement when determining the placement of the plants in the garden. We incorporated health into our thematic unit by discussing what foods are healthy or not healthy. In social studies we learned all about the importance of farming and how the weather plays a tremendous factor in the success of the crops as well as developed map making skills.

## Resources

I have been able to introduce a vast number of resources into the classroom to assist us with the thematic study of the garden. Our school media center has an excellent collection of non-fiction books and Newberry trade books (big books, guided reading books, and audio tapes) related to topics of farming, health and nutrition. I have added a significant amount of resources to my classroom library with many trade books about gardening and farming over the years. We have done research on the Internet to facilitate our learning. My class has watched the Magic School Bus videos, Bill Nye the Science Guy videos and Brian Pop during our thematic study of the garden. We have also used computer software that teaches farm words in both English and Spanish. We have worked with our guidance counselor to bring in character education activities that relate to the teamwork required to be successful in a project like this one.

## Next Generation Third Grade Sunshine State Standards Addressed

### 1. Listening, Viewing, and Collaborating Benchmarks

- Listen purposefully to a variety of speakers and messages.
- Speak with clarity of a variety of purposes, audiences and contexts.
- Participate as a member of a collaborative network of learners.

### 2. Research, Media and ICT Literacies Benchmarks

- Apply information and communication technologies ethically and appropriately to enhance and communicate understanding.
- Employ an inquiry based research process to evaluate information, construct new understandings and communicate findings.

### 3. Informational Text

- Analyze text features to facilitate comprehension in a variety of increasingly complex print and non-print informational texts.
- Analyze organizational structures to facilitate comprehension in a variety of increasingly complex print and non-print informational texts.

### 4. Reading Process

- Demonstrate principles of phonics, fluency and word study to comprehend a variety of texts.
- Construct meaning from a variety of literary and informational texts.

### 5. Writing Process

- Employ the recursive writing process to plan, draft, revise, edit and publish texts.
- Compose a variety of texts with a clear purpose to persuade, explain or convey real or imagined experiences.
- Select and apply elements of writer's crafts to develop increasingly complex texts.

### 6. Mathematics:

- Big Idea 1- Collect and Analyze Data
- Big Idea 3- Measurement, length and perimeter

### 7. Science

- Big Idea 1- The practice of science
- Big Idea 2- The characteristics of scientific knowledge
- Big Idea 6- Earth structures

- Big Idea 8- Properties of Matter
- Big Idea 14- Organization and development of living organisms
- Big Idea 15- Diversity and evolution of living organisms
- Big Idea 17- Interdependence

### **B. Level of Involvement**

The school garden helps to promote student leadership in many ways. The students are involved in all facets of the garden. For example, they work in teams and cooperate in the sharing of many duties. The students take a great deal of pride in their garden. By learning to work together as a team, they complete goals and communicate to solve problems.

This year I applied for a grant for the garden from the Hillsborough County Education Foundation. I was awarded \$340.00 which I used to improve the quality of our garden. Our PTA is also providing us with \$25.00 to purchase gardening tools. My students love to share their knowledge of the garden with other students as they pass down the hallway to admire our plants.

### **C. Garden Quality**

The entire class designed the garden collaboratively. We assembled six new Earth Boxes in groups of three that I was able to purchase with grant money I was awarded from our county. We researched which plants were best to grow in our area and voted on which plants we would be able to get the enjoyment out of in school and in our homes. We lost the majority of our plants in the main garden during this winter's freezing temperatures. With the garden grant I was able to purchase twelve butterfly attractor plants. The students worked in groups of two or three to determine where their plant should be placed in the garden. This garden is unique because it has been planned, planted, and worked by a group of very young low-income city children. Many of our students come to school lacking the social skills and backgrounds necessary to be successful in school. The garden has helped many of my students rapidly gain many of the necessary tools for success in school and life, teamwork and cooperation.

Our class maintains the garden daily in the morning and every Friday afternoon. Each week, two students are selected to be in charge of the garden for our weekly jobs. We use only organic methods to control bugs in our garden. By planting marigolds we are able to avoid using dangerous chemicals that can harm the environment. Our favorite trick is to use instant grits to kill the fire ants that infested our garden at the start of the year. We have not had to reapply the instant grits even once since the start of the year! Some of our parents have had great success using instant grits in their own yards to control ants. We are waiting for the arrival of our ladybug and caterpillar larva to watch their lifecycle transformations. When they reach their adult states, they will be released into our garden to assist in pollination and pest control. My students have come to understand that bees are helpful and nothing to be afraid of. They have learned how using chemicals is damaging to our environment and have participated in many lessons about water conservation. I am so proud of my young students! They have learned many valuable lessons working in the garden this year!

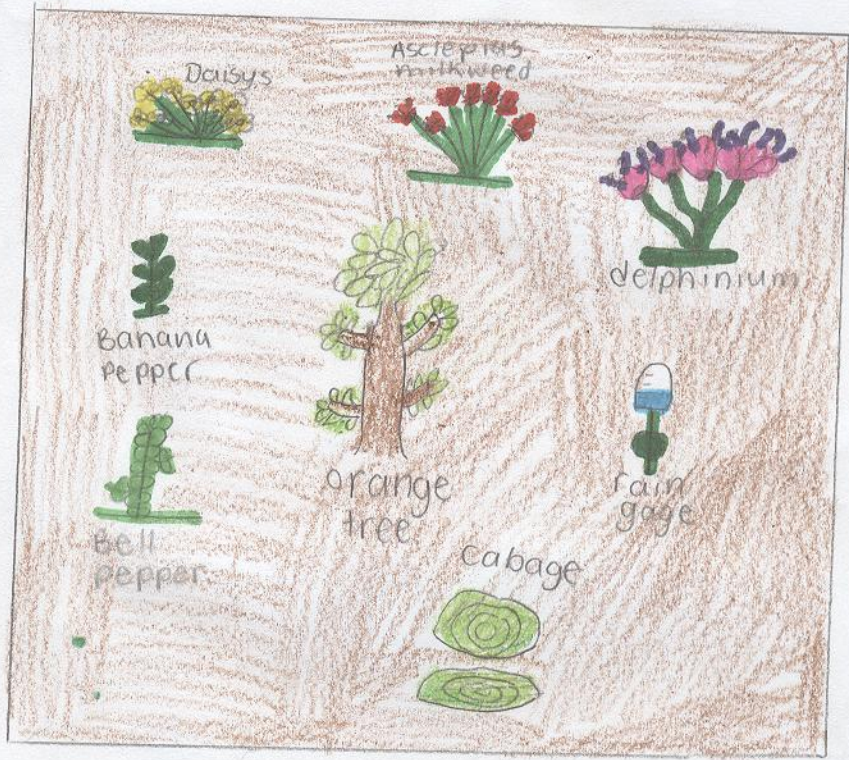




Bench



Front tree



Garden Supplies



crookneck Squash

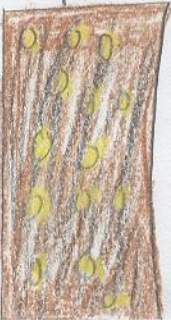


Empty



Earth Boxes

egg plant



cucumber



Broccoli



tomato



our classroom



Name: yanet martin

Date: 3-29-11



I love my class garden because it is beautiful, and evrey time I go outside the door of the classroom I could smell the fresh sent of all the lovely trees and flowers. On March 25, 2011 in my classroom, Ms. Long lead us outside and we planted new plants. It was really hard work! But, we worked as a team and got evrey thing put together. I love my class garden becouse we get to plant lots of flowers for the enviroment. Last but not lease, I learned that you have to take very good care of your garden by watering it evrey day and for it to get plenty of sun. Things plants need, sun, water, soil, and air.



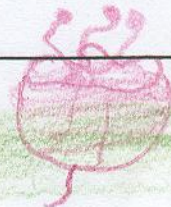
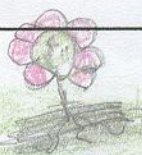
Name: Francheska

Date: 3-29-11



To take care of our Class Garden, We work together. Every week picks two people for watering and to pick the plants roots. Monday the Gardeners fertilize the garden. The fertilizer helps the plants and flowers grow. We are learning a lot of information about gardens. For example plants and flowers need a lot of soil, air, water, and sun light to stay healthy.

We love our Class Garden! ♥





Name: Sara

Date: 3/28/11



There is Francheska and Angelica. They just finished planting a new milk weed plant they are adding water to help the plant grow and putting rich soil. It's important to add soil and water to provide nutrients this way the milk weed will be strong and stay healthy. We had to dig a hole with our shovels and then when the milk weed gets all set up it will start making its own sugar in a process called photosynthesis. The plant uses sugar to make its own energy.



Name: Caryn Smith

Date: \_\_\_\_\_



When we plant we need 5 things to grow it: Sunlight, air, water, Soil + Space. For example! This is a Delphinium blue.

These are the steps it takes to grow one:

- First, we need to measure how far apart we need them.
- Then, we dig a hole so that the hole fits. Next, we carefully push the plant out while putting rich dark soil in the hole.
- After that, we put the plant in the hole and put more dark soil on the top.
- Finally we water it. That's how you plant.



Name: Sabbie Pagan

Date: 3-29-11



This is my friend Eirck and me planting a plant. We planted three plants. That's my other friends are Orlando Angelica Franceska Caryn and Jarell. We all do a lot of work. Then we have to water them. We work as a team. We enjoy it. Even Ms. Long and Ms. Fine were surprised at our hard work in the garden.



Name: Moises

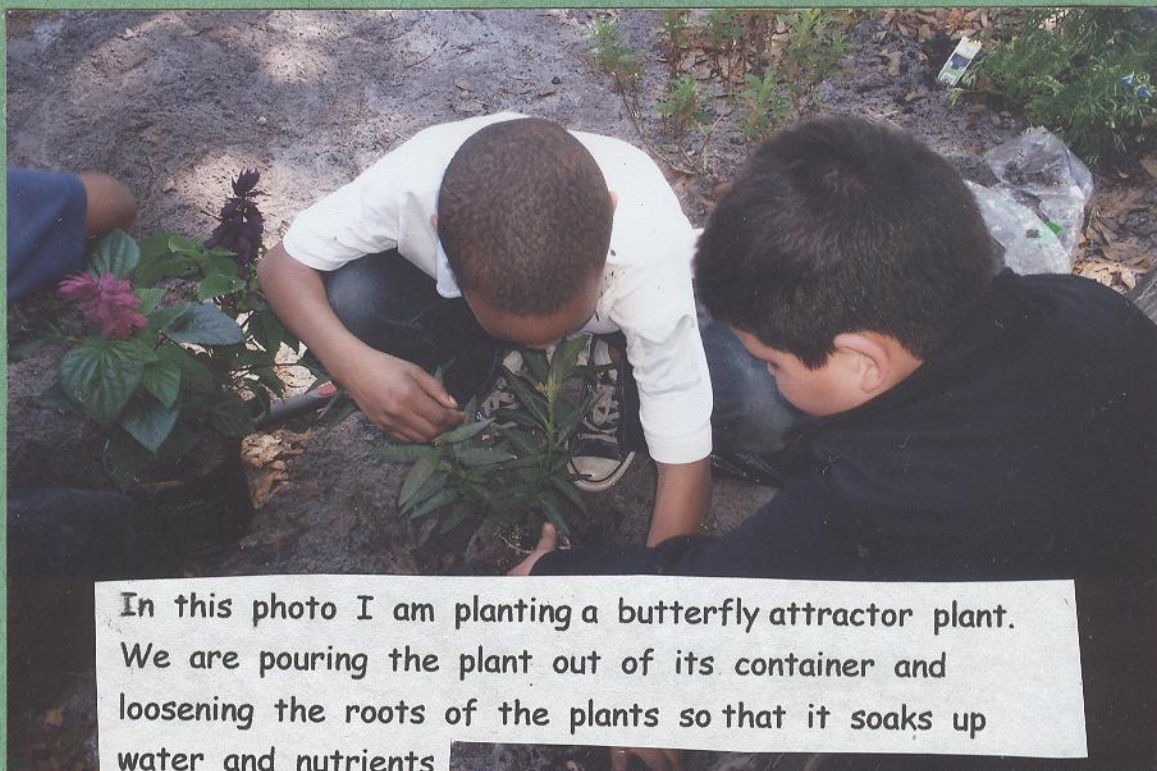
Date: 3-29-11



WE USED PLANTS FOR OUR  
WE USED PLANTS FOR OUR SCIENCE FAIR  
PROJECT. THIS PICTURE SHOWS MY PARTNER  
JALON WATERING THE PLANTS. WE WANTED TO  
SEE IF PLANTS WATERED WITH SUGAR WATER WOULD  
GROW BETTER THAN PLAIN WATER. WE HAD TO  
READ A LOT ABOUT PLANTS. WE LEARNED THAT  
PLANTS WATERED WITH SUGAR WATER DIED. WE ALSO  
LEARNED A COOL LIFE CYCLE FIRST: THE SEED SPREADS  
IN THE SOIL SECOND: PUT WATER IN IT THEN IN 2 DAYS  
YOU WILL SEE 1 LEAF THIRD: WATER IT THEN IN 5 DAYS  
YOU WILL SEE A CHANGE THERE WILL BE MORE  
LEAFS FOUR: IN 3 DAYS YOU WILL SEE THEM  
BLOWN AWAY.



Flower



In this photo I am planting a butterfly attractor plant. We are pouring the plant out of its container and loosening the roots of the plants so that it soaks up water and nutrients.



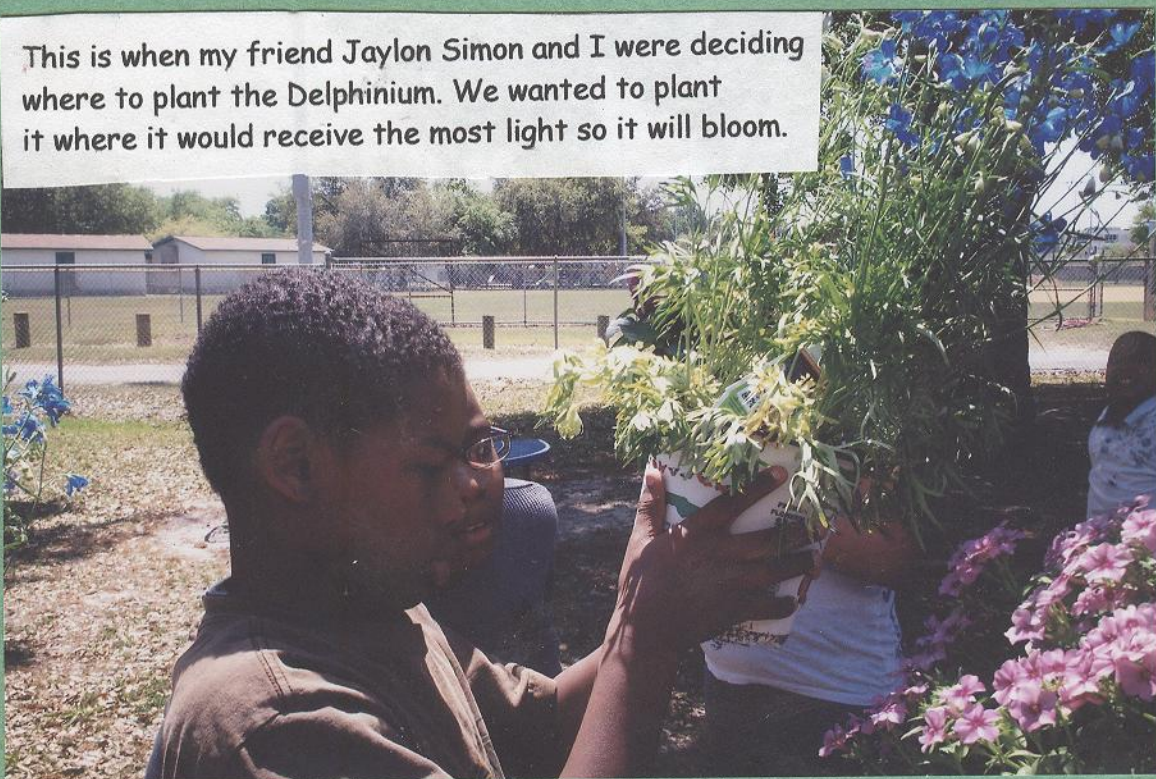
Here I am with Sara tilling the soil so we can put some new plants in each of the holes. The plants need sun, water, soil, and air so they can grow and stay healthy.







This is when my friend Jaylon Simon and I were deciding where to plant the Delphinium. We wanted to plant it where it would receive the most light so it will bloom.







This is how we did teamwork!  
Here we are putting the earth  
boxes together. Ms. Long won money  
to buy them. I'm really strong and I  
helped the other kids fill the boxes  
with rich dark soil.





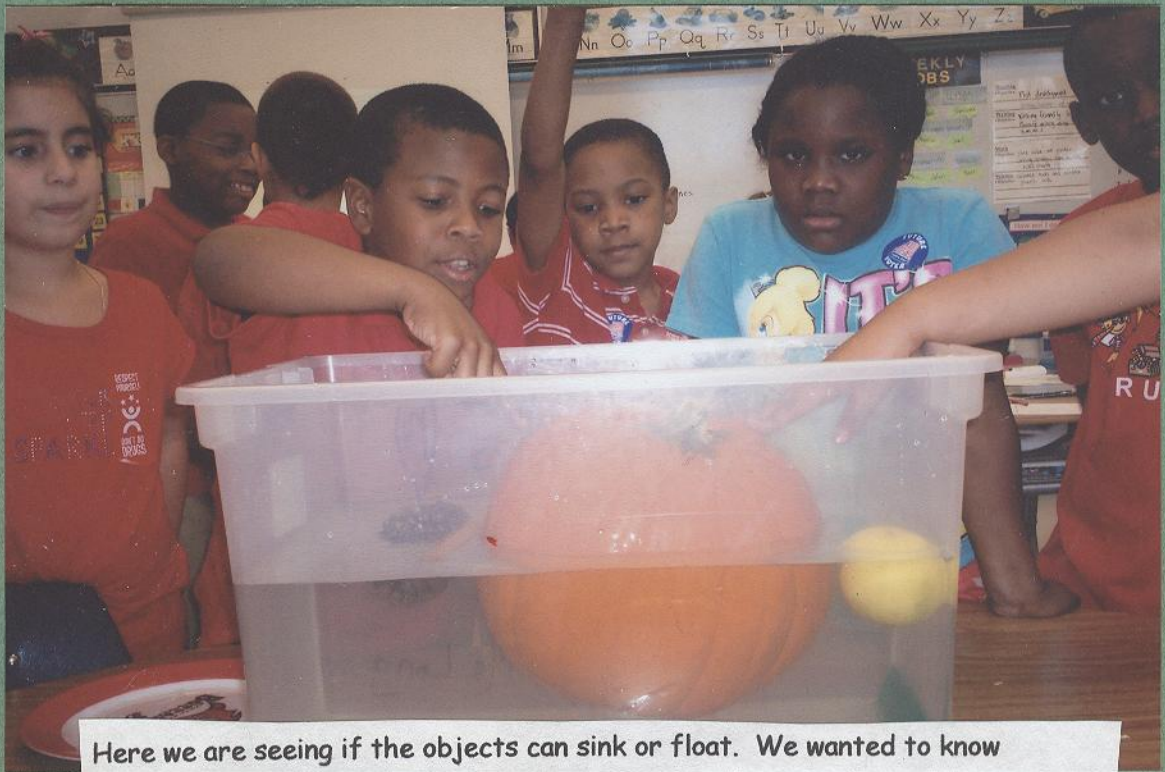
This picture is about team work. We worked very hard on our garden. Me and Zamari were in a team. We dug a hole big enough to fit the whole plant. Then we carefully pulled the plant out of the container and loosened the roots. We put rich soil around the plant, then we filled in the hole. Working with a partner is fun. We are learning to cooperate.



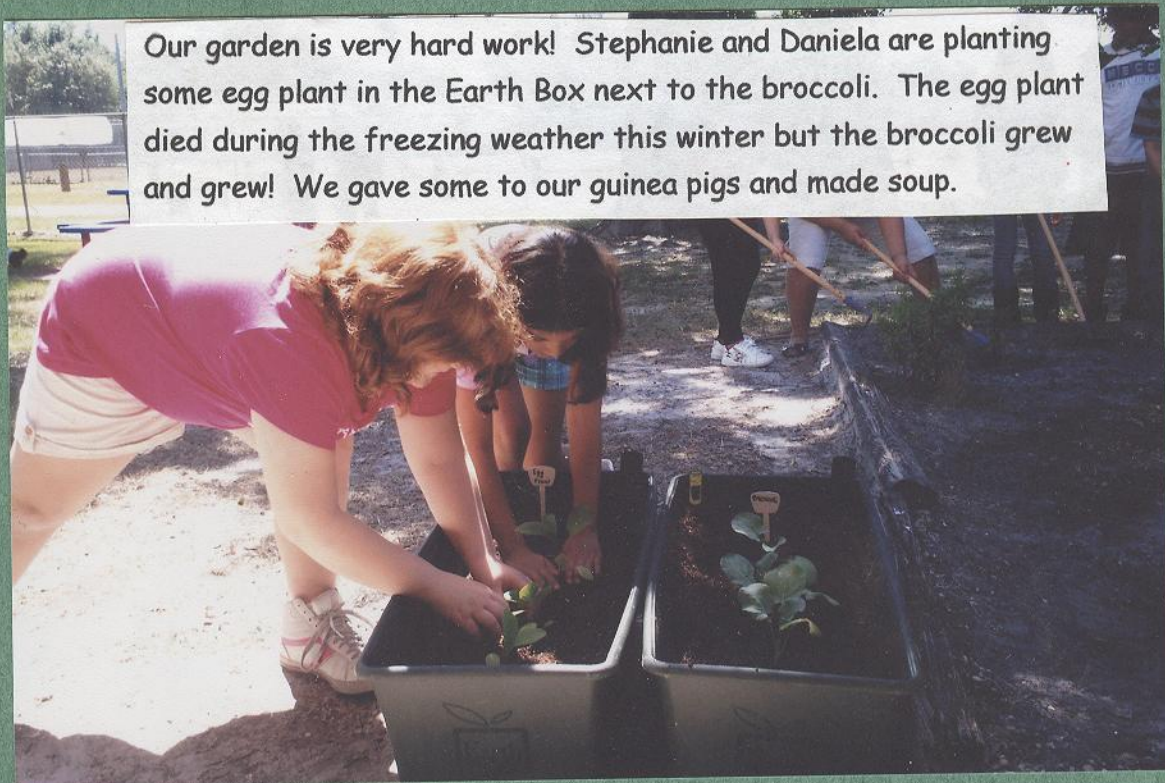
This picture is about teamwork. We worked very hard on our garden.







Here we are seeing if the objects can sink or float. We wanted to know if the pumpkin would float or sink. Everyone thought it would sink because it was really heavy. We were surprised that the pumpkin floated. We found the pumpkin was hollow inside. We learned about the parts of the pumpkin plant.



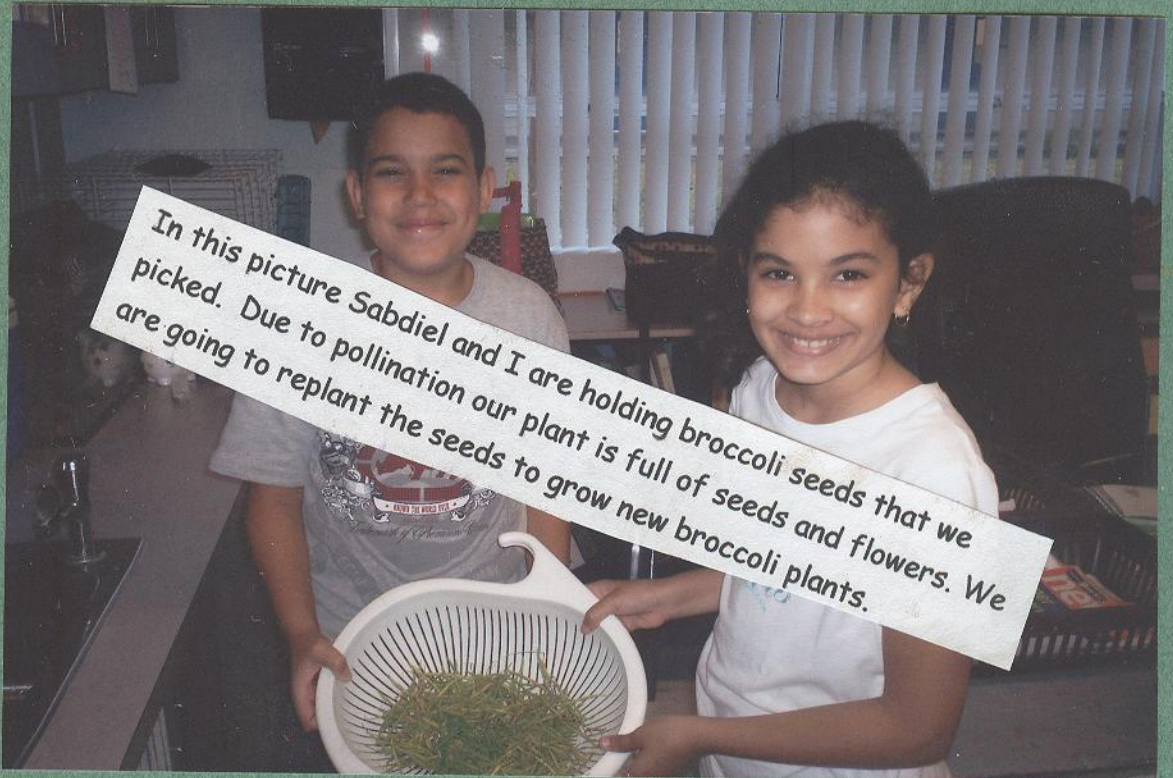
Our garden is very hard work! Stephanie and Daniela are planting some egg plant in the Earth Box next to the broccoli. The egg plant died during the freezing weather this winter but the broccoli grew and grew! We gave some to our guinea pigs and made soup.



My friends are picking broccoli seeds. We are going to plant them so they can grow. We gave some of the seeds to other students and teachers at our school. Ms. Long said we are going to make soup when we are ready to harvest the new crop of broccoli.



In this picture Sabdiel and I are holding broccoli seeds that we picked. Due to pollination our plant is full of seeds and flowers. We are going to replant the seeds to grow new broccoli plants.





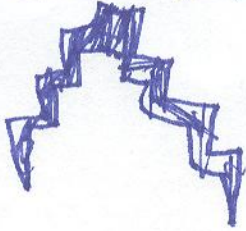
Ms. Finer

Ms. Long's Third Grade Class

2010-2011 Room 406

Ms. Long ☺

Erick



Daniela Arias

Jaelon Ball

Angelica Diaz

Julian Figueroa

Zamari Fryson

Jarell Howard

Angelica ☺  
moises ☺

Sara Jaramillo-Zapata

Francheska Marrero

Stephanie Martin

Yanet Martin

Daniela ☺

Jermiya ☺

Orlando (Joed) Ortiz

Sabdiel Pagan

Jermiya Peoples

Moises Proenza

Orlando

Jaylon Simon

Anaya Pyatt

Erick Rivera

Jaylon Simon

Caryn Smith

Francheska ☺

Jaelon Ball

Ms. Long

Ms. Finer

Cricket

Snickers

The Fish

Anaya Jarell ☺

Caryn ☺

Julian Zamari



Sabdiel  
Pagan

Yanet ☺  
Sara ☺



Snickers →



← Cricket