How does your Garden Grow?

JELLYBEAN LANDSCAPE CLUB
Where Blessings Are Blooming!

Wekiva Elementary School
Mrs. Allison Prose - Kindergarten Teacher
Longwood, Florida
2009 Florida School Garden Competition
ENTRY FORM

School: Wekiva Elementary School
Teacher(s) & Grade(s) involved in garden program: Allison Prose - Kindergarten

Contact Person: Allison Prose
Time contact person can be reached: Days or evenings
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CATEGORY (Please mark only one)
√ SINGLE CLASS GARDEN (Garden used by one class only)
   Number of students in class and grade: 18 - Kindergarten

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. 2 hours

1. Please mark all the activities that your students participate in prior to gardening.
   - Planning the garden
   - Designing the garden
   - Choosing plants
   - Other, ____________________________

2. Please mark all the activities that your students participate in while in the garden.
   - Planting
   - Observing
   - Playing
   - Experimenting
   - Watering
   - Recording
   - Sitting
   - Weeding
   - Harvesting
   - Fertilizing
   - Other, ____________________________

3. Please indicate the percentage of time, on average, that you used the garden as an instructional tool in your classroom. 2 hours per week

4. Please mark the subject area(s) into which you have incorporated school gardening. Check all that apply.
   - Math
   - History
   - Music
   - Ethics (responsibility and nurturing)
   - Science
   - Health/Nutrition
   - Physical Ed.
   - Language Arts
   - Social Studies
   - Environmental Ed.
   - Other, please specify ____________________________

5. Please indicate the number of years that a school garden has been part of your curriculum. 6 1/2

6. Please indicate the types of volunteers that have helped you and your students with the garden.
   - Master Gardeners
   - University students
   - High school students
   - Senior citizens
   - Garden club members
   - 4-H members
   - Parents
   - 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.

- [ ] County Extension service
- [ ] 4-H education materials
- [ ] Teacher in-service training
- [ ] Lifelab
- [ ] Personal knowledge
- [ ] Master Gardener training
- [ ] Educational journals/publications
- [ ] Friends/volunteers
- [ ] National Gardening Association's Growlab/Growing ideas newsletter
- [ ] Other, please specify: My mother taught me how to grow vegetables when I was in kindergarten!

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
- [ ] Videos
- [ ] Filmstrips
- [ ] Personal books
- [ ] Textbooks
- [ ] Experiments
- [ ] Trade books
- [ ] Gardening magazines and catalogs
- [ ] Newspapers
- [ ] 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 2010 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] 3-6-09

Date
EDUCATIONAL RELEVANCE

How is the garden used for interdisciplinary learning, what subjects are emphasized?
I am a kindergarten teacher at Wekiva Elementary School in Seminole County. My class is the inclusion class for three mainstreamed boys with Autistic Spectrum Disorder. These high-functioning boys spend 90% of the week in my class, along with 15 other children who have a wide range of academic and developmental abilities.

Last school year, I started the Jellybean Landscape Club (JLBC), an intergenerational club for Wekiva students, families and community members. By virtue of being in my class, all of my kindergarten students are active members of the club. The first project of the JLBC was to plant a 35 foot by 35 foot garden on campus where an old portable had been removed. Since then, we have harvested three full crops and the “Spring Crop” has been planted!

As the children in my class actively plan and maintain the garden, I am able to integrate lessons from all academic areas in the following ways:

Science – The garden provides an opportunity for inquiry-based science in a truly natural way. The students are able to nurture and witness the plant life cycle from seed to harvest. Plant parts and their functions are studied and discussed at length as we tend the vegetable garden. Soil is examined and comparisons are made as we add peat and compost to the sandy Florida dirt. However, by far, the students’ favorite discovery in the garden is finding insects and other creepy crawlies! These curious kindergarten children know how to carefully turn a leaf over to look for a caterpillar. Last year, we dug into the soil and retrieved a pesky tomato horn worm and kept it in the class until it transformed into a huge five-spotted hawkmoth. We also collected other caterpillars, beetles, ants and earthworms for observation and classification.

Math - There are abundant primary math opportunities in the garden! Rows are measured, plants are counted and produce is sorted. In December 2007, we harvested bags of beans. The class asked the question, “Are there more than 100 beans?” In response, we sorted the bean pods into groups of ten. Indeed, there were many more that 100! Kindergarten students also use counting, classifying and graphing skills when we examine seeds. Additionally, geometry skills are practiced as the students compare seeds and vegetables to flat and 3-D shapes.

Language Arts - The ultimate goal of our fall garden was to “grow vegetable soup”. We were off to a good start after reading Growing Vegetable Soup by Lois Ehlert. The simple but accurate text, plus colorful pictures, gave my kindergarteners some knowledge of how different vegetables grow. We constantly supplement our knowledge by reading and studying numerous fiction and non-fiction books about vegetable gardening. The students also write about the garden regularly in a journal.

Social Studies – Comparisons were made at Thanksgiving as we studied Pilgrims and Native Americans. We tried to imagine what it would be like to grow all of our daily food. After reading Samuel Eaton’s Day and Sarah Morton’s Day, my part-time gardeners realized that Pilgrim children had to work very hard indeed to help put food on the table. Our exploration of Colonial times seemed a little bit more relevant as we entered our JLBC vegetable garden with a new perspective.

Technology – After we captured the unsightly tomato horn worm, we went to the internet to find out the name and description of the corresponding moth. We have similarly used numerous web sites to study plants and insects. The University of Florida’s Gardening Solutions site has been invaluable with its variety of resources and links. Additionally, I published the sequence of the garden formation on my school web site – http://teachercenter.scps.k12.fl.us/education/staff/staff.php?sectionid=2460 –and also on the National Gardening Association web site to assist other educators who are interested in starting a soup garden at their school.
Are there partnerships with garden-related organizations?
I am a member of the National Garden Association, and the Jellybean Landscape Club is posted on The School Garden Registry page - http://www.kidsgardening.com/School/registrydetails.taf?id=5823

As previously mentioned, I also have a strong partnership with our local Lowe’s in Altamonte Springs. Many other businesses helped me make this garden a reality, included J & J Tree Service, Alderman’s Carpet Service, Reading Plumbing Systems, Harmony Landscaping, Lake Brantley Plant Corporation and Hall’s Feed Store in Apopka. The beauty of these partnerships is the friendships that have been made!

What type of school support is there for the school garden program?
Ever since I started teaching at Wekiva over six years ago, I have been changing plain areas on campus into lovely gardens. My classes have planted Storybook Gardens, rainbow flower beds, “Jack’s beanstalk” and mammoth sunflowers. I am blessed to have a principal who believes in my vision for “undeveloped” land on campus. Michael Pfeiffer gives me the freedom to dig, till, rake and plant to my heart’s delight. In the summer of 2007, several portables were removed from Wekiva. When I saw the resulting bare patch of land, I approached Mr. Pfeiffer about putting in a 35 by 35 foot vegetable garden. He just smiled and listened to my plans. Then he affirmed the validity of my request and gave me the ”green light” to proceed. Although I do not currently have any other teachers collaborating with me on a regular basis, I hope to inspire some of my colleagues to “dig in” and join me. My next step is to expand the garden and recruit some of my co-workers to become involved. The timing is just right – another portable is being removed! 😊

What type of community support is there for the school garden program (parents, neighbors, community)?
I am so blessed! All of my gardening projects have been well supported and embraced by the backyard gardeners in the Wekiva school-community and neighborhood. When I started the JBLC, my vision was for an intergenerational, community group to work and garden together. I invited children and families from all grades to join and I reached out to neighbors, especially seniors with a green thumb. When we met for the first time to till our plot, I had over 30 volunteers (from 2 to 75 years old) who worked one weekend to begin our garden. One family was represented by 4 generations! Two of the most faithful volunteers are grandfathers who love to garden. Our efforts have also been praised by the School Board, and we were even fortunate enough to merit a visit from Mr. Rick Ellenburg while he was the Florida Teacher of the Year. Isn’t it amazing how a little patch of earth can bring happy people together?

GARDEN QUALITY

How/bey whom was the garden designed?
The garden was originally designed by me and my crew of volunteers, especially a faithful grandfather who grows vegetables in his own backyard. My husband designed the irrigation system. For the last year and a half, I would say that the garden has evolved with advice and guidance from many folks.

What qualities make this garden unique?
After we cut the vegetables and served the first pots of soup, my students eagerly asked when we could make more soup to share. The formation of the Jellybean Landscape Club has benefitted a kindergarten class, an elementary school and their families, a home-grown community and hopefully a nationwide coalition of teacher-gardeners. The JBLC is facilitating the fundamental baby steps necessary to nurture many students into inquisitive and intuitive lifelong learners and caring adults.

How is the garden cared for and maintained?
Although we check on our garden daily, Friday is GARDENING DAY! Volunteers join the children and me as we end our school week by planting, watering, weeding and harvesting. In between seasons, I have my tiller crew (headed by a grandfather), who get the land ready. Last year, when I purchased a nice fence with my Lowe’s grant, volunteers answered my cry for help and the fence was “raised”!
Ethics - Accountability is a lesson well learned as the children realize that a plant might perish if the basic necessities of water and nutrients are not provided. Equally as important are the lessons of caring and sharing that my students have experienced. In December 2007, we harvested, cut and used cabbage, okra, beans, onions and herbs to cook three pots of soup. One pot was enjoyed by the students and club members. The other two pots were shared with over 200 needy men, women and children at the Sanford Civic Center as part of a Grace and Grit's Ministry dinner. In February 2009, my students and I again used our harvest to show that we care. One of our staff members has been struggling financially, so we made a big pot of stew for her and her family. Our next plan for outreach is to harvest our crop of potatoes and serve potato soup to our neighbors in need.

What resources are used to facilitate garden learning?
Many resources were mentioned above. In addition, I have used many informative books such as Gardening with Children by Beth Richardson. Frequently, if I am looking for a fresh idea or innovative project, I visit our school science teacher. She has a wealth of knowledge and resources that she is always ready to share. Fortunately, I am able to supplement my personal collection of books about plants, gardening and insects with selections from our well-stocked school media center. I am a member of the National Gardening Association and I receive frequent e-mails with links to regional gardening news and ideas. Also, I received a grant from Lowe's last year and I have regularly used the employees at our local Lowe's for information and advice. However, so far my best resources have been two Wekiva grandfathers who are also awesome gardeners.

What Florida State Standards are addressed with the garden?

SC.K.L.14.1 Benchmark Description: Recognize the five senses and related body parts. Subject Area: Science Grade Level: K BODY OF KNOWLEDGE: Life Science Big Idea: Organization and Development of Living Organisms —
A. All plants and animals, including humans, are alike in some ways and different in others.
B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce.
C. Humans can better understand the natural world through careful observation.

SC.K.L.14.2 Benchmark Description: Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. Subject Area: Science Grade Level: K BODY OF KNOWLEDGE: Life Science Big Idea: Organization and Development of Living Organisms —

SC.K.L.14.3 Benchmark Description: Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. Subject Area: Science Grade Level: K BODY OF KNOWLEDGE: Life Science Big Idea: Organization and Development of Living Organisms —
A. All plants and animals, including humans, are alike in some ways and different in others.
B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce.
C. Humans can better understand the natural world through careful observation.

(Based on Next Generation Sunshine State Standards)

LEVEL OF INVOLVEMENT

How does the garden promote student leadership?
When we served the soup at the Grace and Grits Ministry dinner, students from ages six up to fourteen accompanied me. These children were able to see firsthand that something as simple as home grown vegetables can be used to make a positive impact in our community. One of these older students is my daughter, Savannah. Savannah was chosen as the Wekiva Elementary School's Youth Dividend of the Year due to her heart for outreach and volunteer work. She has used this perspective to assist others in multiple ways and recently became involved as a student advocate against budget cuts in education. Savannah was featured on our local news because of her efforts!

My young kindergarten students are learning leadership skills as they become Garden Ambassadors for our school. These amazing children are learning how to use their voice and share their knowledge by giving garden tours to parents, staff and fellow students.
How were the plants selected and used?
The plants were selected for their ability to grow in this region of Florida, depending on the season. We have grown tomatoes, eggplant, okra, onions, broccoli, cabbage, collards, beans, peppers, corn and herbs. We have potatoes in the ground for the first time right now!

Is there an environmental focus to the garden program?
The fact that we tilled this shabby plot and now grow vegetables is an amazing environmental accomplishment! Of course, we do not use toxic bug spray but instead we rely heavily on "kid power". We have also released lots of ladybugs into the garden. However, our favorite pest control so far has been the praying mantids that came out of an egg case and are prowling on the loose in the garden.

The plants in the garden vary by season.
This design reflects the current layout.
Teacher Allison Prose helps members of the Jellybean Landscape Club at Wekiva Elementary tend to the vegetable garden they planted on school grounds with the help of volunteers. Prose came up with the idea of the garden as a learning tool for kindergartners. Students will cultivate and maintain the garden, while learning subjects, such as math and science, as well as the importance of community service.

"The ultimate goal is to be able to make at least two pots of soup, one to share with the club children and families and one to serve at the Christian Service Center," Prose said.

Prose, who calls the garden an "intergenerational community project," is looking for parents, grandparents, other family members and neighbors of the school to volunteer.

All volunteers need to register as Dividends. To register, go to www.scps.k12.fl.us in the Community Involvement area.

Top teacher visits Wekiva

Rick Ellenburg, Florida's 2008 Teacher of the Year, visited Allison Prose's Jelly Bean Landscape Club gardens at Wekiva Elementary School on April 15.

Prose, a semifinalist for the 2009 Seminole County Teacher of the Year, contacted Ellenburg to congratulate him on his successes. He then visited her class Web site and replied, "I went to your site, saw your garden and was blown away! WOW!"

He scheduled a visit so he could see what little and big hands have grown.

The tour included a visit to the Butterfly, Storybook and Graduation gardens, but the highlight was a walk through the JBLC Vegetable Garden, where the corn plants were already waist high to a kindergarten student.

Ellenburg also shared lots of gardening information with Prose and her gardeners.

Continued on J11
How does your Garden Grow?

September 14th & 15th
2007

Four generations helped at the JBLC groundbreaking (Mom is not pictured but was a big help!)
Top – Saturday, September 15, 2007 - The work is done, now the kids have some cool fun!

Bottom – Fall 2007 – Kindergarten student plants a pepper seedling.
November 2007 – We were blessed with a bountiful harvest!
How does your Garden Grow?


JELLYBEAN LANDSCAPE CLUB
WEKIVA ELEMENTARY SCHOOL
From Seedling to Soup to Serving!

Thank You HALL'S FEED STORE!!!
Your generous donations helped us to grow vegetables and serve soup to over 200 needy men, women and children!

(DECEMBER 2007)
How does your Garden Grow?

Top – Spring 2008 – The students planted corn and bean seeds for the Spring Garden.

Bottom – May 2008 – Kinder-Gardeners in the JBLC corn field!
How does your Garden Grow?

Top – Rick Ellenburg, Florida’s Teacher of the Year, listens to a student read about the garden.

Bottom – Barry Gainer, SCPS Board member, is impressed with the corn crop!

SPRING 2008
AUGUST 2008

Top – Thanks to our Lowe's Toolbox grant, a new fence was installed!

Bottom – We planted peppers, eggplant, tomatoes, onions, herbs, broccoli, collards, cabbage and beans.
How does your Garden Grow?

DECEMBER 2008

The K-5 Kids maintain the garden with the help of our faithful grandfather-volunteer.
FEBRUARY 2009 The K-5 Kids chopped vegetables and made stew for Mrs. Debbie!
MARCH 2009 The K-5 Kids harvested beans then planted potatoes and corn.

Stay tuned! Blessings are blooming!