

# In the Garden



In the garden, in the garden, growing deep under the ground  
grows the little baby carrots, all juicy, orange and round.



In the garden, in the garden, growing tall upon the vines  
are the clusters of tomatoes, all juicy, red and round.



In the garden, in the garden, in long clusters hanging down,  
are the pods of green beans, almost touching the ground.

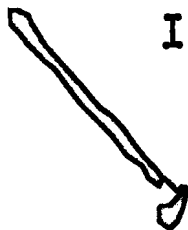


In the garden, in the garden, buzz, buzzing all around,  
are the little yellow honey bees, spreading pollen all around.



In the garden, in the garden chewing on the parsley leaves,  
are the little caterpillars, growing fat as they can be.

To the garden, to the garden, to the garden I will go.  
I will bring my garden tools, especially my hoe!



## Mathematics Activity: Numerical Comparison with 2 Sets

### One Tomato, Two Tomatoes... "Who Has More?"

#### Math Vocabulary

- count
- same number
- more than
- less than

#### Materials Per Team

- small tomatoes or tomato like candy
- bowls, plates, or garden work mat
- Math Spinner or Cubes with numbers 1-6

#### Lesson Goals

The purpose of this activity is to help children learn to count and compare two sets of objects numerically, and to use the quantitative terms *same number*, *more than*, and *less than* when comparing sets

#### Introducing the Activity

Do the activity with the whole group, using pre bagged numbers of tomatoes. Teacher puts various numbers of tomatoes ( 0-6) on the table. Pass out bags of tomatoes to several children. teacher says, "**One tomato, two tomatoes, three tomatoes, four, I have \_\_\_\_ tomatoes, Who has more?"** The child takes tomatoes out of the bag, counts, and compares sets of tomatoes. Teacher ask, "**Do you have more, less or the same number tomatoes as my set of tomatoes?"** Proceed in this manner until every child who has a bag of tomatoes has a turn.

#### Small Group Lesson Activity

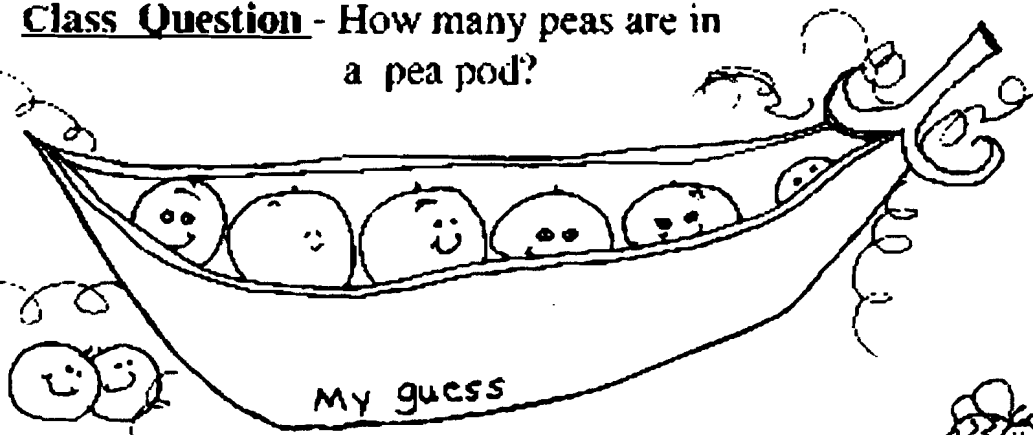
Have students work in pairs. Give each child a paper plate, a bag of 7 tomatoes or a large container of tomatoes for them to share. First child spins spinner, and places the correct number of tomatoes to correspond to the number on the plate. The second child does the same. Teacher says, to child 1, "**Who has more tomatoes? I have \_\_\_\_\_ tomatoes, so I have \_\_\_\_\_ (more, less or same). Repeat the same procedure for child two.** Record each child's counted number and response. Continue this procedure with each team of children playing the game, through each problem.

#### Advanced Extension

If a child completes the activity, 0 - 6, create a larger set and have the child make a set that has "**More, Less, and/or the Same Number**".

# Sugar Snap Peas

**Class Question** - How many peas are in a pea pod?



1. Measure your pod.

It measures \_\_\_\_\_ inches long.

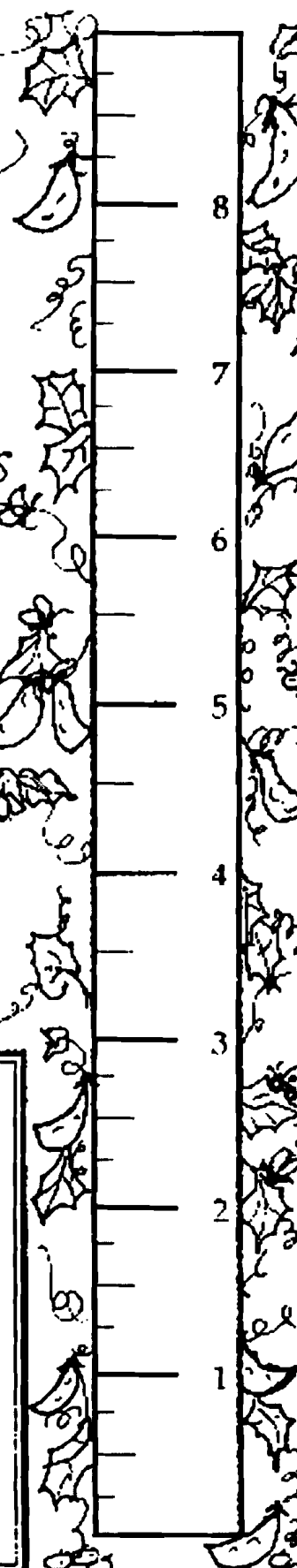
2. Open your pea pod and count the peas inside.



I counted \_\_\_\_\_ peas.



This is what my pea pod looks like inside.



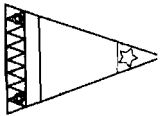


Using SMART-er ways to teach the skills students will need for the 21<sup>st</sup> century

Presented by Gina Kimery  
Farmer Elementary: Louisville, KY

What is your level of smart board integration?

- Beginner - Incorporates Videos or Power points
- Adaptive User - Uses the "Notebook" markers for notes, lesson presentations are primarily limited to notes/study guides/worksheets/other scanned materials
- Advanced User - Facilitates student interaction



Benefits of using the Smart board...

Provides differentiated instruction in meeting the needs of divergent learning styles:

- Kinesthetic learners (touching and marking on the board)
- Verbal/linguistic learners (listening to videos, podcasts, auditory games)
- Visual learners (seeing what takes place as it develops on the board)

Involves all learners...

- Whole group interaction opportunities
  - Holding up objects/letters corresponding to the objective of the lesson
  - Providing dry-erase boards to engage learners and demonstrate understanding/misunderstanding
  - Using Thumbs up/thumbs down

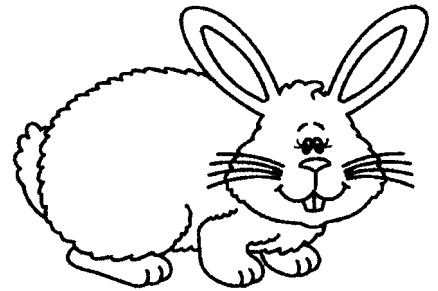
#### Copy and paste clip art

- Insert
- Picture File - Choose the picture from your library
- OR use the camera function in Smart board
  - click the picture of a camera
  - experiment with each of the capture functions

prefer the button to the left. This allows you to form a rectangle around the image that you would like to capture.)

#### What if I do not want the background to transfer from the clip art?

- Click on picture.
- Click on arrow in right corner.
- Click on "set picture transparency".
- An eye dropper will appear.
- Click on the areas you want to disappear.
- Click "OK".



#### How can I make my clip art move?

- Click on picture.
- Click on arrow in right corner.
- Click "properties".
- Click "object animation" - experiment with each option.

#### How can I make many copies of my picture?

- Click on picture.
- Click on arrow in right corner.
- Click "infinite cloner".

#### Set background color

- Right click on background of Smart board document.
- Click "set background".
- Choose from the variety shown - experiment.

#### Text

- Begin typing and a text box will appear.

#### How do I ensure equal opportunities for student participation?

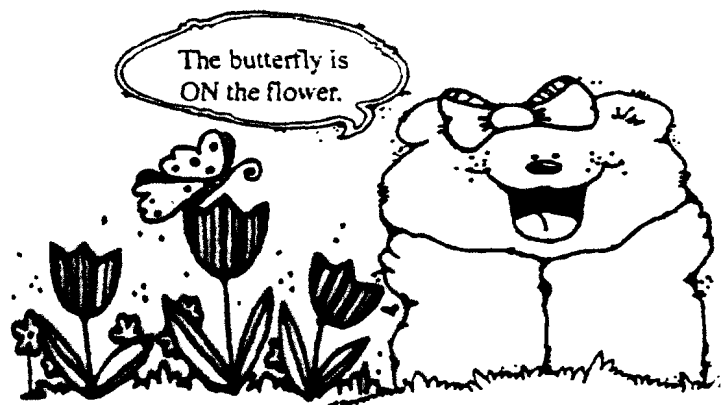
- Go to Smart board gallery, which looks like a framed piece of artwork.
- Type "random word chooser".
- Click "Interactive and Multimedia".
- Double click the icon above the words "random word chooser"
- The image will appear on your page. Resize as you wish.



# Instructional Language Checklist

Instructional Language Concept	✓ Demonstrates Understanding
Top	
Bottom	
Over	
Under	
Alike	
Same	
Same number	
Different	
Large / largest	
Taller / tallest	
Small / smallest	
Behind	
Below	
Above	
Through	
First	
Last	
Middle	
Most	
Front	
First	
Beginning	
End	

Instructional Language Concept	✓ Demonstrates Understanding
Other	
Next To	
Inside / in	
On	
Most	
few / fewest	
After	
Other	
Match	
Over	
Every	
Part	
Right	
Left	
Between	



Created by Lana B. Thomas 20

