My Tower Garden® Journal

Name ______________________________________

Today is ____________________________.

We plant seeds.
Today is ____________________.

We see plants grow.

Today is ____________________.

We harvest the garden.
How to Use
“My Tower Garden® Journal”

Copy the journal pages for students. Cut apart each student’s cover and pages. Stack the cover and pages in order and then staple them to make a journal. Have each student write his or her name on the journal cover. After the class plants the seeds for their Tower Garden, help each student write the date on the first booklet page. Read the sentence at the bottom of the page with students. After they illustrate the page, collect the booklets for safekeeping. Help students complete pages 2 and 3 at appropriate times in the gardening process. Then have students take their booklets home and refer to them as they tell their families about their Tower Garden experience.
Count on a Garden!

I get one head of lettuce,
two cucumbers, and
three tomatoes
to make a big garden salad.
How to Use
“Count on a Garden!” Booklet

Copy the booklet for students. Cut apart each student’s cover and pages. Stack the cover and pages and then staple the stack along the left edge. To begin, ask students to name various ways they eat fruits and vegetables. Next, give each student a booklet. Read the booklet with students. Then instruct each student to write his or her name on the cover, trace the large numbers on the first three pages, and color the illustrations. Have students practice reading their booklets before they take them home to share with their families.
Good for Me

Color each fruit and vegetable.

Cross out things that are not fruits or vegetables.
We Can Name Parts of a Plant

- leaf
- stem
- fruit
- roots
How to Use
“Parts of a Plant” Mini Poster

Display the poster. Tell students that the poster shows several parts of a strawberry plant. Point out each labeled part and name it. Explain the main functions of the plant parts:

- A **fruit** gives seeds a covering.
- A **leaf** captures light to make food for the plant.
- A **stem** supports a plant and takes water from the roots to other parts of the plant.
- The **roots** take in water.

Refer to the poster periodically throughout your Tower Garden® growing process. Encourage students to use the correct plant part names as they describe their observations.
Fruit and Vegetable Cards

tomato
pepper
green beans
strawberry
lettuce
cucumber
Fruit and Vegetable Cards

Fruit and Vegetable Cards

- Squash
- Watermelon
- Broccoli
- Cauliflower
- Green Peas
- Eggplant
How to Use “Fruit and Vegetable Cards”

Stretch students’ vocabularies and increase their awareness of the many healthful foods they can grow with Tower Garden®.

- **Discussion Starter:** Display each card on a different day. Name the food. Then guide students to describe the food and encourage them to tell what they know about it.

- **Name It!** Select three cards. Show students each card in turn, and guide them to name the fruit or vegetable. Then hand each card to a different student. Have the students pass the cards around the circle as you lead them in the chant below. At the end of the chant, ask each student holding a card to show the picture to the class and name it. Repeat the chant to begin another round of vocabulary-building fun.

  Fruits and veggies,
  Fruits and veggies,
  Be sure to eat some every day.
  That’s the healthy-living way!

- **Now You See It...** Display four cards on the ledge of an easel or a similar surface. Have students identify the pictured foods. Then cover the cards and remove one. Show students the display again and have them name the card you removed. Continue with additional rounds of play.

- **Make a Match!** Cut out two copies of the cards. Shuffle the cards and then display them facedown in a pocket chart. Have students pair cards as in the traditional game of Concentration and name each card pair. For an easier version, use fewer card pairs or display the cards faceup.