A c tivity	Language Arts	Mathematics	Science	SocialStudies
1. Ham burger Plant? - To become aware of depend-	3.1;3.3;3.12;	n /a	3 .2	3 .1 7
ence on plants as the originator of most food sources	3 .1 4	11 /d	3.2	3.17
2. Benefits Mobile - To be aware of the dependence	3.1;3.3;3.10;	n /a	3.2	3.17
allpeople have on plants	3 .1 2	11 /d	3.2	3.17
3. Know & Show Som brero - To show an	3.1	n /a	3 .2	3.17
understanding of the benefits of plants to people	3.1	11 /0.	3.2	3.17
4. The Medicine Plant - To recognize the medicinal	3.1	n /a	3.1;3.10	n /a
properties of the abe vera plant	3.1	11/4	3.173.10	11/0
5. Choo-Choo Song - To associate a variety of plants	3.1	n /a	n /a	n /a
with their food products by learning a song	3.1	1174	11/0	11/4
1. Leaves & Seeds Sort Info Chart - To be able to	3.1;3.9	3 .2	3.2;3.10	3.16;3.17
classify leaves and seeds as monocots & dicots	3.173.5	5 .2	3.273.10	5.1075.17
1. Plant Parts Rap - To gain understanding of the main	3.1	n /a	3 .2	n /a
parts of a plantand role each perform s	3.1	11 /0.	3.2	11 /0.
2. Touch & Tell-To use information learned about	3.1	n /a	3 .2	n /a
plant parts to identify plant materials by touch	3.1	11 /d	3.2	II /d
3. Plant Parts We Eat - To identify the various plant	2 1 . 2 2	/-	2.0	2 16 . 2 15
parts that are used for food	3 .1 ; 3 .3	n /a	3 .2	3.16;3.17
4. Seed Science - To use the scientific method to				
determ ine the effecton plantgrowth of removing	3.1	3.2;3.11;3.16	3.1;3.2;3.3;	n /a
the cotyledons from seeds			3 .5	
5. Flower Dissect - To identify the different parts of a				
fbwer	3.1	n /a	3 .2 ; 3 .9	3.16;3.17
1. P.L.A.N.T.Needs - To become fam iliarwith plants'	3.1	n /a	3 .2	3.16;3.17
needs				
2.W hat's Not the Same? - To become fam iliarwith	3.1	3.11;3.13;	3.2;3.3;3.4;	n /a
variables and constants		3.15;3.16	3 .5	
3.PlantPeople - To show an understanding of plant	3.1	3.11;3.15	n /a	n /a
needs through creative arts	3.2	311173113	1170	11/0
4. Picture Yourself a Plant - To show an understanding	3 .1 ; 3 .3	n /a	3 .8	3.16;3.17
of plant needs through creative arts	3.173.3	11/4	3.0	3.1073.17
1. Coconut F bat - To illustrate the different ways seeds	3.1	n /a	3 .2 ; 3 .8	n /a
are dispersed	3.1	II /d.	3 .2 / 3 .0	II /d
2. Plant Perform ance - To develop an understanding	3.1;3.14	- 4	- 4	2.17
of plant needs through creative writing	3.1/3.14	n /a	n /a	3 .1 7
3. Topiary - To create living, growing works of art	3.1	3.2;3.15	3 .1	n /a
4. PowerSeeds - To observe the force seeds exhibit in		,	20.25.26	,
the germ ination process	3.1	n /a	3.2;3.5;3.6	n /a
1. Oxygen Factory - To illustrate the process of				
photosynthesis	n /a	n /a	3.2;3.5;3.8	n /a
2. Gas Gobblers - To demonstrate the				
interdependence people and animals share with				
plants through the exchange of oxygen and carbon	n /a	3 .2 ; 3 .8	3 .2 ; 3 .3 ; 3 .8	3 .1 7
dioxide				
3. Spinning Seeds - To determ ine the effect of			3.1;3.2;3.3;	
geotropism on plants	n /a	n /a	3 .5 ; 3 .6	3 .1 7
1. Paper Pot - To create recyclable pots and		1		1
propagate plants by seed	3 .1	n /a	3 .1 ; 3 .5	n /a
2. Galbn G reenhouse - To show an understanding of		1		1
the environmentneeded to propagate plants	3.1	3 .2	3.1;3.5;3.8	n /a
3. Propagation Demonstration - To demonstrate how to		1		1
propagate plants by direct seeding, stem cuttings,	n /a	3.11;3.15	3.1;3.5;3.9	n /a
leaf cuttings, root cuttings, division, and layering				
Zaroaamijo, 10000aamigo, aivabbii, ana nyemig	l	<u> </u>	l	1

Plant Growth and Development

Activity	Language Arts	Mathematics	Science	Social Studies
1. <i>Touchy Feely</i> - To understand soil texture and the properties of different soil types and soil particles	3.1; 3.3	n/a	3.2; 3.3; 3.7	n/a
2. Mud Pies - To feel the difference in soil textures	3.1	n/a	3.2; 3.7; 3.11	n/a
3. Shake, Rattle, and Roll - To identify amounts of soil particles that make up a soil's texture	3.1; 3.3; 3.4; 3.12	3.2	3.1; 3.2; 3.4; 3.7; 3.11	3.16; 3.17
Candy Aggregate - To create an edible model illustrating that soil is made up of many different components	3.1	n/a	3.3	n/a
Nutrient Variable - To use scientific method to study the effects of fertilizer on plant growth	3.1; ;3.3; 3.12	3.1; 3.2; 3.14; 3.15; 3.16	3.1; 3.2; 3.3; 3.4; 3.8	3.16; 3.18
The Numbers on the Bag Song - to gain an understanding of how nutrients in fertilizer help plants	3.1	n/a	n/a	n/a
3. Bumps Below - To become familiar with plants that produce their own nitrogen	3.1; 3.3; 3.12	n/a	3.2; 3.8; 3.9	n/a
Building Bins & Compost Sandwiches - To build a composting bin for creating organic matter to amend soil	n/a	3.3; 3.11; 3.12; 3.13; 3.15	3.1; 3.5; 3.8; 3.11	n/a
2. Composting Critter Page - To identify organisms that are a part of the composting process.	3.1	n/a	3.2	3.16; 3.17
Compost Sandwich Composition - To compose a paragraph to support the claim that it is important to compost	3.1; 3.14; 3.15; 3.16; 3.17; 3.18	n/a	n/a	3.17
1. Earth Apple - To become familiar with plants' needs	3.1; 3.3; 3.4; 3.9	3.1; 3.2; 3.14; 3.16	3.3; 3.11	3.16
Cloud Maker - To demonstrate the process of condensation	3.1	n/a	3.3; 3.7	n/a
3. Cycle Song - To gain understanding of the water cycle through music	3.1	n/a	n/a	n/a
Apple Rings & Banana Chips - To measure the amount of water in fruit	3.1; 3.3; 3.9; 3.12	3.1; 3.13; 3.14; 3.15; 3.16; 3.17	3.1; 3.2; 3.3; 3.4; 3.7	3.16; 3.17
1. Out of the Spout - To develop an understanding of how water moves through different soil textures	3.1	3.1; 3.13; 3.14; 3.15	3.2; 3.3; 3.4; 3.7; 3.11	n/a
2. Where Did It Go? - To demonstrate that water can be held in air spaces in the soil	3.1; 3.3	3.3; 3.13; 3.15; 3.17	3.2; 3.3; 3.7; 3.11	n/a

Soils and Water

A c tivity	Language Arts	Mathematics	Science	SocialStudies
1. Nature C lass W eb - To create a web to understand the inter-relatedness of life on earth.	3 .1 ; 3 .3	n /a	3 .1 ; 3 .5 ; 3 .8	3 .1 7
2. Food C hain G ang - To play a game represent the				
inter-relatedness of anim als and the environment	3 .1 ; 3 .3	n /a	3 .1 ; 3 .5 ; 3 .8	3.17;3.18
within the food chain.				
3. Polluting Your Planet - To observe the effects of	n /a	3.11	3.1;3.2;3.3;3.8	3.17
pollution on a modelof the earth.	11 /d	3.11	3.113.213.313.0	3.17
4. Exploding Cactus - To demonstrate how cactiare able to store water.	3 .1	n /a	3 .5 ; 3 .8 ; 3 .1 0	n /a
5. Garden Weather Station - To create weather instru-	n /a	3.1;3.3;3.4; 3.10;3.11;3.12;	3 .2 ; 3 .4	3 .1 7
ments and monitor weather conditions.		3.13;3.15;3.16;		
 The Tree Community - To observe the variety of life supported by a single tree. 	3 .1 ; 3 .2 ; 3 .3	n /a	3 .2 ; 3 .4 ; 3 .5 ; 3 .8	3.17
2. Gourd Bird House - To grow and build habitats for birds using gourds.	n /a	n /a	n /a	n /a
3.0 ur Pocket Park - To beautify an outdoor area.	3.14;3.15	3.11;3.13;3.15	3.1;3.2;3.4;3.8	3.17
-	3.1	3 .3	3 .2	3.17
4. Backyard Buddy - To reward environmentally friendly				
5. V is it w ith a Vet - To understand needs and habitats of an in als in your community.	3 .1	n /a	n /a	3 .1 7
1.0 n the Move - To understand how pollution can create many indirectnegative effects.	n /a	n /a	3.1;3.2;3.3; 3.5;3.8	3 .17
2. Both Sides of the Fence - To voice opinions in a	3.1;3.3;3.4;3.14	n /a	3.1	3.15;3.17;3.18
debate form at.		/	V	
3. Weighing Wastes - To measure amount of food wastes produced at a meal and work to reduce wastes for the future.	n /a	3.3;3.4;3.14; 3.15;3.16	3.1;3.2;3.3;3.4	3.16;3.17;3.18
4. Let's Try Organic - To implementorganic gardening	n /a	n /a	3.1;3.2;3.5;3.8	3 .1 8
ideas into a garden setting. 5. Xeriscape - To build a garden site using water			3.1;3.2;3.3;3.5;	
conservation concepts.	n /a	n /a	3 .8 ; 3 .9	3.16;3.17;3.18
1. Verm i-Composting - To recycle food wastes with verm i-composting.	n /a	3.11;3.15;3.16	3 .1 ; 3 .2 ; 3 .4 ; 3 .5 ; 3 .8	3 .1 7
2. Super Mowing Machine - To utilize creativity to inventanew mowing machine.	3 .1 ; 3 .3	n /a	3 .5	3 .1 7
3. G row C ards - To recycle new spaper to create	3 .1 4	n /a	3 .1	3 .1 7
pantable greeting cards. 4. Know & Show Recycling Som brero - To wearable				
works of art that displays materials that can be recycled.	n /a	n /a	3 .1	n /a
1.P Int Pounding - To transfer the likeness of plant	n /a	n /a	n /a	n /a
parts to fabric. 2. Let's Dye It - To cobreggs or fabrics using dyes	n /a	n /a	n /a	n /a
created from naturalmaterials.	/	/	/	/
3. Nature W indows - To create artusing natural materials.	3 .1 4	3.11	n /a	3 .1 7
4. Garden Fok - To build a scarecrow.	3 .1 4	n /a	n /a	3 .17
5. Nature Masks - To create wearable artusing natural materials.	n /a	n /a	n /a	n /a
6. Mother Nature's Children - To create artusing	n /a	n /a	n /a	3 .1 7
naturalm aterials.	i .	l	l	l .

Ecology and Environmental Horticulture

A c tivity	Language Arts	Mathematics	Science	SocialS tudies
1. Insect Predictions and Survey - To predict insect				
characteristics an dlearn what all insects have in	3 .1	3 .3 ; 3 .1 4	3.1;3.2;3.4;	3 .1 7
com m on.			3.0	
2. Insect Sym metry - To learn and understand the	2.1	2 0 . 2 0 . 2 1 6	2.0	2.15
conceptof sym m e try.	3 .1	3.2;3.9;3.16	3 .2	3.17
3. The G reat C over-Up! - To learn and understand the				
conceptof cam ouflage.	3 .1	n /a	3 .9	3 .17
4. Designer Bugs - To reinforce concepts karned about				
insects so far: their characteristics and the concepts	3.1;3.3;3.4;3.14	3 .9	3 .2	3 .1 7
of sym metry and cam ouflage				
5. Insect R iddles - To reinforce basic concepts learned				
about insects so far, and to experiment with creative	3.14;3.17;3.18	n /a	n /a	3.17
writing concepts by creating riddles.				
6. Secret Smells Game - To discover how insects	n /a	n /a	3 .9	n /a
com m unicate using pherom ones.	n /a	n /a	3.9	n /a
1.All in the Family: Insect Flash Cards - To learn that				
insects are organized in groups based on their				
characteristics. To learn the characteristics common	3 .1	n /a	3.2;3.3;3.9;	3 .1 7
to all insects and the characteristics specific to a few			3 .1 0	
groups of insects, ca				
2.0 rdering Insects - To learn to sort insects based on				
sim ilarities and differences, and make a basic	n /a	3.16	3.2;3.3;3.9;	3 .1 7
insectkey.			3.10	
3. Metamorphosis Bracelets and Belts - To learn the				
stages of metamorphosis.	n /a	n /a	3.5;3.9;3.10	3 .1 7
4. Morpho Puppets - To learn the stages of complete		,		
metamorphosis, and teach them to a younger group.	3 .3	n /a	3.10	3 .1 7
5. JM G W eb Activity: Journey North - To gain			3.2;3.8;3.9;	
fam iliarity with the Internet as a research tool.	3 .1 4	n /a	3.10	3.16;3.17
1. Suck-A-Bug - To make a simple aspirator and use it to				
collect and observe small insects.	n /a	n /a	3 .4	n /a
2. It's a Sm all W orld - To create Berlese (Bur-lay-z)				
funneland use it to collect and observe insects living	3 .9 ; 3 .1 4	3.12;2.14;	3.1;3.2;3.4;	3 .1 7
in the ground and soil.		3.16	3 .8	
3. C lassroom Netting - To make an insectnet and use			3.1;3.2;3.4;	
it to collect sam ples of insects by sweeping.	n /a	3.14;3.16	3 .8	3 .1 7
4. By Land or By Sea - To compare and contrast the			3.1;3.2;3.4;	
types of insects living in different habitats.	3 .3 ; 3 .9	3.14;3.16	3.8	3 .17; 3 .18
5. Classroom AntLion Farm - To make a living collection				
of one type of insectand observe it closely as it builds	3.14	3.16	3 .1 ; 3 .2 ; 3 .4 ;	3.17;3.18
its home.			3 .8	
1. C hew on This! - To learn the four types of insect				
mouthparts and how they are specialized.	n /a	n /a	3 .9	n /a
2. Schoolyard Survey - To survey the schoolyard for				
signs of insect dam age and to determ ine the types	3 .9	3.14;3.15;	3.1;3.2;3.4	3 .1 7
of insects that caused the damage.	3.5	3.16	3.17.3.127.3.11	3 12 /
3. Pollinator Puppet Show - To learn the basic process o	f			
insectpolination.	3 .9	n /a	3 .8 ; 3 .9	3 .1 7
4. The Bartering System - To learn how plants and				
insects trade services, and to become familiar with	n /a	3 .3	3.1;3.8;3.9	n /a
	11 /0	3.5	3.173.073.9	11/0
the conceptof energy exchange.				
5. The Lone Bee - To learn about so litary bees and	n /a	n /a	3 .8	n /a
create a bee home for them.	1	-		
6. Designer Plants and Insects - To combine previously		l ,		
earned concepts in creating insects and plants that	3 .14; 3 .15	n /a	3 .2	3.17;3.18
are designed to work together.	1			

Insects and Diseases

Activity	Language Arts	Mathematics	Science	Social Studies
Garden Friends and Foes - To learn the difference between beneficial and pest insects, and to learn a few examples of each type.	n/a	n/a	3.2; 3.4	n/a
 Don't Bug Me! - To identify pest insects of various organisms, and to discover the interrelatedness of all living organisms. 	3.1; 3.9	n/a	3.2	3.17
3. Who Goes There? - To learn the basics of Integrated Pest Management (IPM), and to create a classroom IPM charting system.	3.9	n/a	3.2; 3.4; 3.8	3.17
Buyer Beware - To compare and contrast factual versus persuasive writing , and to gain practice reading labels.	3.1; 3.7; 3.14	n/a	3.1; 3.2; 3.3	3.16; 3.17; 3.18
5. <i>Critter Creations</i> - To learn the four types of beneficial insects and why they are considered beneficial.	3.1; 3.3; 3.14	n/a	n/a	3.17
Exploratory Fungi - To observe the variety of fungal spores present in the air.	3.1; 3.3; 3.4; 3.15; 3.17; 3.20	3.16	3.2; 3.4; 3.8; 3.9	3.17
2. Yeast Bread - To learn how one fungus - yeast - is used in cooking and what purpose it serves.	3.1	3.12	3.1; 3.15	n/a
Lacy Leaves - To observe organic matter (decaying leaves) being decomposed by fungi.	3.1	n/a	3.8	3.17
4. Likin' those Lichens - To learn what a lichen is and what a mutually beneficial relationship is.	3.1; 3.4; 3.14	n/a	3.2	3.17; 3.18
5. Prescription for Prevention - To learn the components of the disease triangle and the concept of IPM.	3.9; 3.10	n/a	3.1; 3.2; 3.5; 3.8	n/a
6. There's a Fungus Among Us! - To observe and identify fungi that act as pests in the garden.	3.9; 3.14; 3.15	n/a	3.2; 3.8; 3.9	3.17; 3.18

Insects and Diseases (continued)

Activity	Language Arts	Mathematics	Science	Social Studies
Rooms - To understand that areas within a space serve a special purpose and to define those areas.	3.1	n/a	n/a	3.17
People and Places - To understand that different people use yard space differently.	3.3; 3.9	n/a	n/a	3.17; 3.18
3. <i>Money Trees</i> - To understand that trees help to save energy and money.	3.1	n/a	3.4	3.17
Site Map - To experience an initial step in the landscape design process.	n/a	3.3; 3.11; 3.13; 3.15; 3.16	3.2	3.17
Nature Wheels - To build a color wheel from items found in nature and understand the relationship of one color to another.	3.3; 3.14	n/a	3.2; 3.8	3.4; 3.16; 3.17; 3.18
Texture Collection - To understand how the design element, "texture," is used to visually create interest in the landscape.	3.1; 3.4; 3.14; 3.17	n/a	3.2; 3.7	3.17; 3.18
3. Same Sides - To understand the element of design, "balance," using symmetrical and asymmetrical visuals.	3.1; 3.3	3.9; 3.16	3.2	3.17; 3.18
Does it Fit? - To demonstrate understanding of the design element, "proportion."	n/a	3.4; 3.11; 3.13; 3.16	3.2	3.17; 3.18
Tearing Trees - Learning to identify trees based on their classification and shape.	3.12; 3.14	3.8; 3.16	3.2; 3.10	3.17; 3.18
How Tall is that Tree? - To measure the height of a large tree.	n/a	3.1; 3.3; 3.4; 3.11; 3.13; 3.15; 3.16	3.2; 3.3; 3.4	3.17
Learning Your ABP's - To understand plant classifications.	3.1	n/a	3.9; 3.10	3.17
Great Green Grass - Selection of grasses should be based upon care and maintenance requirements.	3.1; 3.3	n/a	3.2; 3.3; 3.8; 3.10	3.17; 3.18
Arbor Day - Understanding that trees are an important natural resource and ways people celebrate their friend, the tree.	3.1; 3.3	n/a	3.1; 3.2; 3.8	3.1; 3.17
Do it Right - To demonstrate through creative dramatics the proper way to plant a tree.	3.1; 3.3; 3.14	n/a	3.2	3.17
3. Seed, Sod, & Plugs - To become familiar with different methods used in establishing a lawn.	3.3; 3.14	n/a	3.1; 3.2; 3.8; 3.9; 3.10	3.16; 3.17
An Inch of Water - Understanding lawnscape water use and water conservation and money saving through proper use of irrigation systems.	n/a	3.2; 3.3; 3.10; 3.11; 3.12; 3.13; 3.15; 3.16	3.1; 3.2; 3.3; 3.4; 3.11	3.17; 3.18
Pruning Places - To learn reasons why plants are pruned and proper pruning techniques.	n/a	3.11; 3.15	3.1; 3.2; 3.8; 3.10	n/a
More Mulch, More Moist - To study the effects of mulch on conserving water.	3.1	3.11; 3.13; 3.14; 3.15; 3.16	3.1; 3.2; 3.3; 3.4; 3.11	3.17; 3.18
Queen Bud - To learn the difference between terminal buds and lateral buds and their effects on plants.	3.1; 3.3	n/a	3.2; 3.3; 3.10	3.17

Landscape Horticulture

Activity	Language Arts	Mathematics	Science	Social Studies
Dr. Fruit - To research origins and relevant information about fruit and nuts	3.1; 3.2; 3.12	3.3; 3.14	n/a	3.17
2. <i>Linnaeus' Name It</i> - To become aware of the dependence all people have on plants	3.14	n/a	3.5; 3.10	3.1; 3.15
3. Botanical Wood Prints - To recreate a historical wood press	3.1	n/a	n/a	n/a
4. A Bushel and a Peck - To gain understanding of non-traditional measurements	3.1; 3.3; 3.12	3.3; 3.7; 3.13; 3.15; 3.16	3.2	n/a
 Fruit and Vegetable Lab - To learn what a fruit is, and to explore the difference between technical definitions and social customs. 	3.1; 3.2; 3.9; 3.12	n/a	3.2; 3.3	3.1
Snooty Fruit - To identify various fruits and nuts using sense of smell	3.1; 3.15; 3.16	n/a	3.2	n/a
2. Apple-ing Appearance - To create an instrument to evaluate apples on shape and color, and contrast results with evaluation based on taste	3.1; 3.12; 3.14; 3.15	3.2; 3.3	3.2	n/a
3. <i>Taste Test</i> - To evaluate fruit based on color, texture, taste, and smell	3.1; 3.12	n/a	3.2	n/a
4. <i>JMG Jam</i> - To use measurements to create a fruit product	3.1; 3.3; 3.9; 3.12	3.12; 3.13; 3.15	3.1; 3.2; 3.7	n/a
5. Johnny's Applesop - To gain understanding of the main parts of a plant and role each performs	3.1; 3.3	3.12; 3.13; 3.15	n/a	3.1; 3.13
1. A Fruit's Life Rhyme - To gain understanding of the life cycle of plants	3.1; 3.3	n/a	n/a	n/a
2. Fruit Frenzy - To become familiar with the way fruits and vegetables develop around seeds	3.1; 3.3	3.3	3.2	n/a
3. <i>The Zones</i> - To identify the appropriate plants for a particular temperature zone	3.1	n/a	3.2	3.5
4. Just Chill - To simulate a winter environment to provide chilling requirement for an apple seed	3.1; 3.3	n/a	3.2	n/a
5. Fruit Factory - To use reference material to choose a fruit or nut tree to plant or transplant	3.1; 3.3	n/a	3.2	n/a

Junior Master Gardener Program Texas Essential Knowledge and Skills Grade 3 Fruits and Nuts

7 - 12-24-		N - 4	0 - 4	0 1 0 1
A c tivity	Language Arts	Mathematics	Science	SocialS tudies
1. Home Sweet Home - To understand the criteria for		,	20.20	24.215.210
selecting a good garden site and to select an	3 .1	n /a	3 .2 ; 3 .8	3.4;3.17;3.18
appropriate garden site based on those criteria.				
2. Make Your Pick - To select appropriate crops for	3.1;3.9	n /a	3.2;3.8;3.9	3.16;3.17
planting based on season.				
3. Sm alland Large - To gain an understanding of space	n /a	3.1;3.11;3.13;		3.5;3.16;3.17;
considerations when planting seeds.		3.15;3.16	3 .8 ; 3 .1 0	3 .1 8
4. Rules are Rules - To establish rules for the garden	3.1;3.2;3.14	n /a	n /a	3.17;3.18
that make it a safer place to learn.	312731273121	11/0	1170	312773120
5. Schedule It - To establish a schedule where all				
learners take part in maintaining the watering and	n /a	3.4;3.13;3.15	3 .2 ; 3 .8	3.16;3.17;3.18
weeding of the garden.				
6. Som e Like It Hot - To distinguish between warm	3.9	/-	3.8;3.9	n /a
season and coolseason crops.	3 .9	n /a	3.873.9	n/a
1.CylinderGardening - To successfully grow	,	3.11;3.13;	3.1;3.2;3.3;	2.10
vegetables and herbs in containers.	n /a	3.15	3 .4 ; 3 .5 ; 3 .8	3 .1 8
2. Paper TowelG ardening - To create seed mats and				
transplant templates which will aid in organizing and	n /a	3.2;3.11;3.15;	3.3	3.16;3.17;3.18
laying out the garden.		3.16		
3. Tender Transplants - To understand the benefits and				
practice techniques of transplanting.	3 .1	3.11;3.13	3 .1 ; 2 .8 ; 3 .11	3.17
4. W eed M ats - To create a natural form of weed				
	3 .1 ; 3 .9	n /a	3.1;3.3;3.8	3.17
control.				
5. Season Extenders - To create an environm ent for	n /a	n /a	3 .3 ; 3 .8	3.15;3.17;3.18
plants.				
1. The Pyram id - To use the Food Guide Pyram id to	n /a	3.8;3.15	3 .2	3.17;3.18
plan balanced meals.				
2. Food Safety - To understand and practice food	3 .1	n /a	3.1;3.2;3.8;	3 .1 7
safety rules.			3.9	
3. LabelReader - To learn the importance of eating	3.1;3.4;3.7;3.9;	3.2;3.7;3.14;		
breakfast and how to make healthy food choices	3.10;3.12	3.15;3.16	3.2;3.3;3.9	3.16;3.17;3.18
by using information found on food labels.				
4. Veggie Taste Test - To evaluate vegetables based on	3.1	n /a	3 .2	3 .1 7
cobr, texture, taste and sm ell.	3.1	11 /0.	3.2	3.17
1. Garden to the Table - To determ ine harvest time of	n /a	n /a	3.1	n /a
various garden vegetables.	n /a	n/a	3.1	n /a
2. Beauty Contest - To rank vegetables based on	21.20.214	,	3.2	2.15
appearance.	3.1;3.2;3.14	n /a	3.2	3 .1 7
1. Garden Vegetable Casserole - To create a				
casserole with vegetables from your garden.	n /a	3 .2 ; 3 .1 5	3 .1	n /a
2. Veggie Pizza - To use the Food Guide Pyram id to				
phn bahnced meak.	n /a	3 .2 ; 3 .1 5	3 .1	3.17
3. Salad Supper - To use the Food Guide Pyram id to		3.14;3.15;		
phn bahnced meak.	3 .1	3.16	3 .1 ; 3 .2	3.16;3.17
4. CulturalCooking - To plan, plant, and harvesta				
them e garden that will grow ingredients for a recipe	n /a	n /a	n /a	3.12;3.16
from different cultures.	II /d	II /d	II /d	3.12/3.10
5. Garden Sponge - To grow and harvesta crop of	n /a	n /a	3 .5	3.16;3.17
bofa sponges.		 		
1. Touch and Smell - To identify herbs based on the	3 .1	n /a	3 .2	3 .1 7
sense of touch and sm ell.		ļ		
2. HerbalV inegar - To make and bottle herbalvinegar.	n /a	n /a	3 .1	n /a
	,		,	
3. Herb Bath Salts - To prepare herbalbath salts wraps.	n /a	3.15	n /a	n /a
4. Herb Sachets - To create herb sachets from dried		3.10;3.11;		
herbs.	n /a	3.12;3.15	3 .1	n /a
	L	L	L	

Vegetables and Herbs

Activity	Language Arts	Mathematics	Science	Social Studies
1. Who are You? - To understand the many roles we	3.1; 3.2; 3.4;			
have in life and begin to understand that each	3.1, 3.2, 3.4, 3.14; 3.15; 3.17	3.16	n/a	3.17
member is a very unique and special person.	0.11, 0.10, 0.11			
2. "What are you like?" - To help members examine				
their feelings, self-concepts, and values as they	3.1; 3.2; 3.14	n/a	n/a	3.17
make choices.				
3. Know Your JMG Friends - Youth will recognize	3.1; 3.4	n/a	n/a	n/a
positives in their fellow students.	3.1, 3.4	11/4	11/4	11/4
4. Good JMG'ers Wanted Posters - Confirm each				
student's uniqueness by having them take their own	3.1	n/a	n/a	3.17; 3.18
fingerprints.				
5. How would you feel? - To understand that how you	3.1; 3.2; 3.4	n/a	n/a	3.17
treat other people is very important.	0.1, 0.2, 0.4	11/4	11/4	0.17
6. Feeling Bee - Youth will recognize that others have	3.1; 3.2; 3.4;			
someof the same feelings they do in certain	3.14; 3.15; 3.17	n/a	n/a	n/a
situations.				
1. Where's My Fruit? - To demonstrate the importance	3.1	3.2; 3.15	n/a	3.17; 3.18
of sharing with your friends.		0.2, 0.10		5, 55
2. Let's Build It - To explain the importance of	3.1; 3.3; 3.4;	n/a	n/a	3.17; 3.18
cooperation in a group situation.	3.14; 3.17	_		, , , , , , , , ,
3. JMG Cooperation Roster - To explain the importance	3.12	n/a	n/a	3.17
of cooperation in a group situation.				
4. Musical Chairs with a Twist - To explain the	3.1	n/a	n/a	n/a
importance of cooperation and sharing in a group.				ļ
5. Over and Under - To illustrate group cooperation in	3.1	n/a	n/a	n/a
a competitive situation.				
6. Cooperation Countdown - To demonstrate the	3.1	n/a	n/a	n/a
importance of cooperation in a group.				
1. Garden Shed - To develop listening/communication	3.1	n/a	n/a	n/a
skills. Helps with memory tasks.				
2. Who's Who on Our Team? - To identify and practic		n/a	n/a	3.17
different modes and methods of communication.	3.14			
3. Can You Follow Me? - To identify and practice	3.1	3.9	n/a	3.17
different methods of communication.				-
4. Plant a Seed - To demonstrate the importance of	3.1; 3.4; 3.14;	n/a	n/a	3.17
clear verbal communication.	3.15; 3.17			
1. Goal Search - To teach members what a goal is.	3.1; 3.4; 3.14	n/a	n/a	3.17
2. <i>Right on Target</i> - To demonstrate the skills needed				
for goal setting and construct personal goals.	3.1; 3.4	3.3	n/a	3.17
3. The Class/Club Chronicle - To write appropriate	0.44.0.45:0.40	w !-	w !-	0.47
short-term personal goals.	3.14; 3.15; 3.18	n/a	n/a	3.17
4. Watch Me Grow - To discuss the different types of	3.2	n/a	n/a	3.17
goals: short-range and long-range.	3.2	II/a	II/a	3.17

Junior Master Gardener Program Texas Essential Knowledge and Skills Life Skills and Career Exploration Grade 3

Activity	Language Arts	Mathematics	Science	Social Studies
Making a Machine - To teach group cooperation and the importance of each member's role.	3.1	n/a	3.5	3.17
2. Create a Costume - To stimulate creative thinking and to implement the group decision-making process	3.3	n/a	n/a	3.17
3. Pass It On! - To facilitate group members getting to know each other.	3.1; 3.3; 3.4; 3.6; 3.9; 3.14; 3.15; 3.17	n/a	n/a	3.17
4. Either/Or - To explain the decision-making process.	3.1	n/a	3.2	3.17
5. Let's Make a Case Out of It - To explain how the decision-making process works with a group decision	3.1; 3.3; 3.4	n/a	3.2	3.17; 3.18
It's in the Bag - To understand the importance of gathering information for decision-making and problem solving.	3.1; 3.4; 3.14; 3.15; 3.17	n/a	3.2	3.17
Shared Responsibility - To understand their responsibility to a group and its members	3.1; 3.3	n/a	n/a	3.17
2. Consequences - To understand self-responsibility.	3.1	n/a	3.2	3.17; 3.18
Touchdown - To set responsibility goals to work toward.	3.1; 3.9	3.3	n/a	n/a
4. Don't Stamp Me - To determine whether stereotypes influence how they act and repspond to situations.	3.1; 3.3	n/a	n/a	3.17
Careers and School - To compare and contrast school and the world of work.	3.1; 3.9; 3.14; 3.15; 3.17; 3.20	n/a	n/a	n/a
2. Career Teams - To analyze various careers in terms of group or individual involvement.	3.1	n/a	n/a	n/a
3. When I Grow Up - To become aware of the choices they will make when choosing a career.	3.9	n/a	n/a	n/a
4. Dream House - To identify impact of various careers on their world.	3.1; 3.9	n/a	n/a	3.17
5. All for One - To identify careers that operate independently and those that operate as a team.	3.1	n/a	n/a	n/a

Life Skills and Career Exploration (continued)

A c tivity	Language Arts	Mathematics	Science	SocialStudies
1. Ham burger Plant? - To become aware of depend-	4.2;4.5;4.13;	n /-	4.2	4 .2 3
ence on plants as the originator of most food sources	4.15	n /a	4.2	4.23
2. Benefits Mobile - To be aware of the dependence	4.2;4.13	n /a	4.2;4.5	4.23
allpeople have on plants	4.2/4.13	II /d	4.2/4.5	4.23
3. Know & Show Sombrero - To show an	n /a	n /a	4.2	4.23
understanding of the benefits of plants to people	11/4	11/0	1 .2	1.23
4. The Medicine Plant - To recognize the medicinal	n /a	n /a	n /a	n /a
properties of the abe vera plant				
5. Choo-Choo Song - To associate a variety of plants	n /a	n /a	n /a	n /a
with their food products by Learning a song 1. Leaves & Seeds Sort Info C hart - To be able to				
classify leaves and seeds as monocots & dicots	4.1	4 .2	4 .2	4 .2 3
1. Plant Parts Rap - To gain understanding of the main				-
parts of a plant and role each perform s	n /a	n /a	4 .2	n /a
2. Touch & Tell - To use information learned about				
plantparts to identify plantmaterials by touch	n /a	n /a	4 .2	n /a
3. Plant Parts We Eat - To identify the various plant				
parts that are used for food	n /a	n /a	4 .2	4.22;4.23
4. Seed Science - To use the scientific method to				
determ ine the effecton plant growth of removing	n /a	4.15	4.2;4.3;4.5	n /a
the cotyledons from seeds	·			
5. Flower Dissect - To identify the different parts of a	,	,	4.0	4.02
fbwer	n /a	n /a	4 .2	4 .2 3
1. P.L.A.N.T.Needs - To become familiar with plants'	n /a	n /a	4.2	4.23
needs	11 /a	11/a	4.2	4.23
2.W hat's Not the Same? - To become fam iliar with	n /a	4.12;4.14;4.15	4.2;4.3;4.4;	n /a
variables and constants	1170	1.12/1.11/1.13	4.5;4.10	1174
3. Plant People - To show an understanding of plant	n /a	4.11;4.14	4.1	n /a
needs through creative arts	11/4	1111/1111		11/0
4. Picture Yourself a Plant - To show an understanding	4 .5	n /a	4 .5	4.23
of plantneeds through creative arts		,		
1. Coconut F bat - To illustrate the different ways seeds	n /a	n /a	4.2	n /a
are dispersed				
2. PlantPerform ance - To develop an understanding	4.15	n /a	n /a	4.23
of plant needs through creative writing				
3. Topiary - To create living, growing works of art	n /a	4 .1 4	4 .1	n /a
4. Power Seeds - To observe the force seeds exhibit in	n /a	n /a	4.2;4.10	n /a
the gem ination process	11/4	11/0	1.271.20	11 / 01
1. Oxygen Factory - To illustrate the process of	n /a	n /a	4 .2 ; 4 .5	n /a
photosynthesis				
2. Gas Gobblers - To demonstrate the				
interdependence people and anim als share with	n /a	n /a	4 .2 ; 4 .3	4 .2 3
plants through the exchange of oxygen and carbon 3. Spinning Seeds - To determ ine the effect of				
	n /a	n /a	4.1;4.2;4.3	4.23
geotropism on plants 1. Paper Pot - To create recyclable pots and				
	n /a	n /a	4 .1	n /a
propagate plants by seed				
2. Gallon Greenhouse - To show an understanding of	n /a	n /a	4.1;4.10	n /a
the environment needed to propagate plants 3. Propagation Demonstration - To demonstrate how to				
	n /a	4.14	4.1;4.5;4.8;	n /a
propagate plants by direct seeding, stem cuttings, leaf cuttings, root cuttings, division, and layering	11 /d	7.14	4 .1 0	11 /a
earculungs, rootculungs, division, and layering	1	1	1	1

Plant Growth and Development

Activity	Language Arts	Mathematics	Science	Social Studies
Touchy Feely - To understand soil texture and the properties of different soil types and soil particles	n/a	n/a	4.2; 4.3; 4.7; 4.10; 4.11	n/a
2. Mud Pies - To feel the difference in soil textures	4.2	n/a	4.2; 4.7; 4.11	n/a
3. Shake, Rattle, and Roll - To identify amounts of soil particles that make up a soil's texture	4.1; 4.2; 4.13	4.11	4.1; 4.2; 4.4; 4.7	4.22; 4.23
Candy Aggregate - To create an edible model illustrating that soil is made up of many different	n/a	n/a	4.3	n/a
Nutrient Variable - To use scientific method to study the effects of fertilizer on plant growth	4.2; 4.13	4.1; 4.11; 4.14	4.1; 4.2; 4.3; 4.4; 4.10	4.22; 4.23; 4.24
The Numbers on the Bag Song - to gain an understanding of how nutrients in fertilizer help plants	n/a	n/a	n/a	n/a
3. Bumps Below - To become familiar with plants that produce their own nitrogen	4.2; 4.13	n/a	4.2; 4.8	n/a
Building Bins & Compost Sandwiches - To build a composting bin for creating organic matter to amend soil	n/a	4.3; 4.12; 4.14	4.1; 4.5; 4.8; 4.10; 4.11	n/a
2. Composting Critter Page - To identify organisms that are a part of the composting process.	4.1	n/a	4.2	4.22; 4.23
Compost Sandwich Composition - To compose a paragraph to support the claim that it is important to compost	4.15; 4.16; 4.17; 4.18; 4.19	n/a	n/a	4.23
1. Earth Apple - To become familiar with plants' needs	4.2; 4.10	4.1; 4.2; 4.14; 4.15	4.3; 4.11	4.22
Cloud Maker - To demonstrate the process of condensation	4.2	n/a	4.3; 4.7	n/a
3. Cycle Song - To gain understanding of the water cycle through music	n/a	n/a	n/a	n/a
Apple Rings & Banana Chips - To measure the amount of water in fruit	4.2; 4.10; 4.13	4.1; 4.3; 4.11; 4.14; 4.15; 4.16		4.23
1. Out of the Spout - To develop an understanding of how water moves through different soil textures	n/a	4.11; 4.12; 4.14; 4.15	4.2; 4.3; 4.4; 4.11	n/a
2. Where Did It Go? - To demonstrate that water can be held in air spaces in the soil	n/a	4.3; 4.11; 4.14; 4.16	4.2; 4.3; 4.11	n/a

Junior Master Gardener Program Texas Essential Knowledge and Skills Grade 4 Soils and Water

Nature Class N eb - To create a web to understand the inter-tehedness of Me on earth 4.3 na 4.14.5 4.23	A c tivity	Language Arts	M athem atics	Science	SocialStudies
the inter-re-bandeness of life on earth. 2. Food Chan G ang "To Play a game representitie inter-re-bandeness of anim ak and the environment with the thord chan. 3. Folliting Your Panet. To observe the effects of polition on an odel of the earth. 4. Expbding Cactus - To demonstrate how cactiare able to store water. 5. Garden Weather Station - To create weather instruments and monitor weather conditions. 1. The Time Community - To observe the variety of life supported by a single tree. 2. Gourd Stati Guese - To grow and built habitate for na	2				
The new man and and the environment na		4.3	n /a	4 .1 ; 4 .5	4.23
with the food chain.	2. Food C hain G ang - To play a gam e represent the				
3, Politing Your Planet - To observe the effects of polition on a nodeloff the earth.	inter-relatedness of an im als and the environment	n /a	n /a	4 .1 ; 4 .5	4.23;4.24
### Publish on a modelof the earth. ### A Sxybding Cactus - To demonstrate how cactiare able to stree water. ### A Sxybding Cactus - To demonstrate how cactiare able to stree water. ### A Stybding Cactus - To demonstrate how cactiare able to stree water. ### A Stybding Cactus - To demonstrate how cactiare able to stree water. ### A Stybding Cactus - To create weather instruments and monitor weather conditions. ### A Stybding Cactus - To create weather instruments and monitor weather conditions. ### A Stybding Cactus - To create weather instruments and monitor weather conditions. ### A Stybding Cactus - To create weather instruments and monitor weather conditions. ### A Stybding Cactus - To create weather instruments and the stybding augmost and the sty	within the food chain.				
polition on a modelot the earth. 4.5 5.7 5.0 6.5	3. Polluting Your Planet - To observe the effects of	n /a	4 1 1	4.1;4.2;4.3;	4.22
able to store water. 5. Garden W eather Station - To create weather instruments and mornior weather conditions. 1. The Tree Community - To observe the variety of life supported by a single tree. 2. Gound Bad House - To grow and built habitate for birds using gourds. 3. Our Pocket Park - To beautify an outdoor area. 4.15;4.16;4.17		II/d	4.11	4 .5 ; 4 .1 0	4.23
S. Garden W eather Station - To create weather instruments and no nibre weather conditions.	4. Exploding Cactus - To demonstrate how cactiare	n /a	n /a	4.5	n /a
5. G arden W eather Station - To create weather instruments and monitor weather conditions. n.A 4.1:4.12:4.44 4.23 4.23 1. The Tree C om m unity - To observe the variety of life supported by a single tree. 4.1:4.4 n.A 4.2:4.4:4.5 4.23 2. Gound B 2M House - To grow and built habitats for binds using gourds. n.A n.A n.A n.A n.A 3. Our Pocket Park - To beautify an outloor area. 4.15:4.16:4.17 4.12:4.14 4.1:4.2:4.4 4.23 4. Backyard Buddy - To reward environmentally friendly S. Visit with a Vet - To understand needs and habits of anim als in your community. 4.1 n.A n.A n.A 4.23 1. On the Nove - To understand how pollution can create many indirectnegative effects. n.A n.A 4.1:4.2:4.31 4.23 2. Both S Hes of the Fence - To voice opinions in a debate from at. 4.1:4.2:45:4.15 n.A 4.1:4.2:4.3:4.4 4.22:4.23:4.24 3. We withing W asses - To measure amount of food wastes produced at a mealand work to reduce wastes for the future. 4.1:4.2:4.3:4.5 4.1:4.2:4.3:4.4 4.2:4.4:4.3:4.4 4.2:4.4:4.3:4.4 5. Xeriscape - To built a garden site using water conservation concepts. n.A n.A 4.1:4.2:4.4:4 4.2:4.4:4:4.4 4.2:4.4:4.4:4 4.2:4.4:4.4:4 <t< td=""><td>able to store water.</td><td>1170</td><td>,</td><td>1.5</td><td>1174</td></t<>	able to store water.	1170	,	1.5	1174
m ents and monitor weather conditions. 4.15 1. The Tree Community - To observe the variety of life supported by a single tree. 2.6 courd B and House - To grow and build habitats for binds using gourds. n,a					
The True Community - To observe the variety of life supported by a singh tree. 4.1:4.4		n /a		4.2;4.4;4.6	4.23
Supported by a single tree. 2.6 ourd B ind H ouse - To grow and built habitate for binds using gourds. 3.0 ur Pocket Park - To beautify an outdoor area. 4.15:4.16:4.17 4.12:4.14 4.1:4.2:4.4 4.23 4.23 4.8 ackyard Buddy - To reward environmentally friendly 4.1 4.3 4.2 4.23 4.23 4.2 4.23 5.7 is with a Vet - To understand needs and habitats of animab in your community. 1.0 nthe M ove - To understand how polition can create many indirectnegative effects. 2.8 oth S Hes of the Fence - To voire opinions in a debate form at. 3.1 we ghingly a sates - To measure am ountof food wastes produced at a mealand work to reduce wastes for the fiture. 4.16:4.17; 4.14:4.15 4.1:4.2:4.3:4.4 4.22:4.23:4.24 4.14:4.15 4.14:2:4.3:4.4 4.22:4.23:4.24 4.23:4.24 4.24:4.15 4.14:4.15 4.14:4.2:4.3:4.4 4.22:4.23:4.24 4.23:4.24			4.15		
1. Gourd Bird House - To grow and built habitats for birds using gourds. 1. 1. 1. 1. 1. 1. 1.		4.1;4.4	n /a	4.2;4.4;4.5	4.23
Dirks using gourds.					
3.0 ur Pocket Park - To beautify an outdoor area.	<u>-</u>	n /a	n /a	n /a	n /a
4. Backyard Buddy -To reward environmentally friendly 5. Visits it a Vet -To understand needs and habitats of animals in your community. 1. On the Nove - To understand now pollution can create many indirectnegative effects. 2. Both Sites of the Fence - To voice opinions in a debate format. 3. We shing N astes - To measure amount of food wastes produced at a mealand work to reduce wastes for the future. 4. Let's Try Organ's - To implement organic gardening iteas into a garden setting. 5. Xeriscape - To built a garden site using water conservation concepts. 1. Vermif Composting - To recycle food wastes with vermi-composting. 2. Super Mowing N achine - To utilize creativity to invent a new mowing machine - To wearable works of art that displays materials that can be recycled. 1. Plant Pounding - To transfer the Eleness of plant parts to fabric. 2. Let's Dye R - To built a scarecrow. 4. Garden Fok - To built a scarecrow. 5. Nature N asks - To create wearable artusing natural materials. 6. Mother N ature 's C hillien - To create artusing natural materials. 6. Mother N ature 's C hillien - To create artusing natural materials. 6. Mother N ature 's C hillien - To create artusing natural naturals. 4. 23 4. 24 4.	brasusing gouras.				
S. Visit with a Vet - To understand needs and habitats of anim als in your community. 1.0 in the Move - To understand how polition can create many indirectnegative effects. n/a	3.0 ur Pocket Park - To beautify an outdoor area.	4.15;4.16;4.17	4.12;4.14	4.1;4.2;4.4	4 .2 3
1.0 n the Move - To understand how polition can create many indirectnegative effects. n/a 1.41.42.43; 4.23 2. Both Siles of the Fence - To voice opinions in a debate form at. 1.42.45.415 n/a 4.14.45 4.21.42.34.42 3. Weighing Wastes - To measure amount of food wastes produced at a meal and work to reduce wastes for the future. 4. Lets Try Organic - To implement organic gardening ideas into a garden setting. n/a n/a 4.14.24.45; 4.8 4.24 5. Keriscape - To build a garden site using water conservation concepts. 1. Vermi-Composting - To recycle food wastes with vermi-composting - To recycle food wastes with vermi-composting - To recycle new spaper to create phintable greeting cards. 4.55 4.11 4.1 4.23 4. Know & Show Recycling Som brero - To wearable works of art that displays materials that can be recycled. 1. Plant Pounding - To treate artusing natural materials. 1. Main and n/a 1.	4. Backyard Buddy - To reward environmentally friendly	4 .1	4.3	4 .2	4 .2 3
animals in your community.	5. V is it w ith a Vet - To understand needs and habitats of	4 1	n /a	n /a	4 23
Create many indirectnegative effects.		1.1	1174	1174	1.23
2.8 oft S ids of the Fence - To voice opinions in a debate form at.	-	n /a	n /a		4 2 3
debate form at.	1 3	11/0	11/0	4.5;4.8;4.10	1.23
debate form at.	<u>-</u>	4.1;4.2;4.5;4.15	n /a	4.1;4.5	4.21;4.23;4.24
wastes produced at a mealand work to reduce wastes for the future. 1/4 .14 / .15 4 .1 / 4 .2 / 4 .3 / 4 .4 4 .22 / 4 .23 / 4 .24			,,		
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Ecology and Environmental Horticulture

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6. SecretS me also G am e - To discover how insects comm unicate using pheromones. 1. All m the Fam ly: InsectF hish C ards - To beam that insects are organized in groups based on their characteristics. To heam the characteristics comm on to all insects and the characteristics specific to a few groups of insects, ca 2. Ordering Insects - To beam to sont insects based on similarities and differences, and make a basic insect based on similarities and differences, and make a basic insect based on similarities and differences, and make a basic insect based on similarities and differences, and make a basic insect based on similarities and differences, and make a basic insect based on similarities and differences, and make a basic insect based on similarities and differences, and make a basic insect based on similarities and differences, and make a basic insect based on similarities and differences, and make a basic insect based on similarities and differences, and make a basic insect based on similarities and differences, and make a basic insect based on similarities and differences, and make a basic insect based on similarities and differences, and based on similarities and differences, and make a basic insects based on similarities and differences, and based on similarities and differences, and based on similarities and similarities and differences and insects based on similarities and similarit	about insects so far, and to experiment with creative	4.15;4.19	n /a	n /a	4.23
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2. It's a Sm allw orld - To create Berlese (Bur-lay-z) funnel and use it to collect and observe insects living in the ground and soil. 3. Classroom Netting - To make an insectnet and use it to collect samples of insects by sweeping. 4. By Land or By Sea - To compare and contrast the types of insects living in different habitats. 5. Classroom Ant Lion Farm - To make a living collection of one type of insect and observe it closely as it builds its home. 1. Chew on This! - To learn the four types of insect mouthparts and how they are specialized. 2. Schooly and Survey - To survey the schooly and for signs of insect dam age and to determ ine the types of insects that caused the dam age. 3. Pollinator Puppet Show - To learn the basic process of insect trade services, and to become familiar with the concept of energy exchange. 5. The Lone Bee - To learn about solitary bees and create a bee home for them. 6. Designer Plants and Insects - To combine previously learned concepts in creating insects and plants that 4.10:4.15 4.12:4.15 4.12:4.24 4.23 4.23:4.24		n /a	n /a	4 .4	n /a
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are designed to work together.		4.15;4.16	n /a	4.2	4.23;4.24
	are designed to work together.				

Insects and Diseases

A c tivity	Language Arts	Mathematics	Science	SocialS tudies
1. G arden Friends and Foes - To learn the difference between beneficial and pest insects, and to learn a few examples of each type.	n /a	n /a	4 .2 ; 4 .4	n /a
2. Don't Bug Me! - To identify pest insects of various organisms, and to discover the interrelatedness of all living organisms.	4.1;4.10	n /a	4 .2 ; 4 .6	4.23
3. W ho Goes There? - To learn the basics of Integrated PestManagement (IPM), and to create a classroom IPM charting system.	4 .1	n /a	4 .2 ; 4 .4	4.23
4. Buyer Beware - To compare and contrast factual versus persuasive writing, and to gain practice reading labels.	4.1;4.8;4.15	n /a	4.1;4.2;4.3	4.22;4.23;4.24
5. Critter Creations - To learn the four types of beneficial insects and why they are considered beneficial.	4.1;4.5;4.15	n /a	n /a	4 .2 3
1. Exploratory Fungi - To observe the variety of fungal spores present in the air.	4.1;4.5;4.16; 4.18;4.21	4.15	4.2;4.4;4.8;	4 .23
2. Yeast B read - To Learn how one fungus - yeast - is used in cooking and what purpose itserves.	4 .1	4.11;4.12;4.14	4.1;4.5;4.10	n /a
3. Lacy Leaves - To observe organic matter (decaying baves) being decomposed by fungi.	4 .1	n /a	4.8;4.5;4.10	4 .2 3
4. Likin' those Lichens - To Learn whata lichen is and whata mutually beneficial relationship is.	4.1;4.15	n /a	4 .2	4.23;4.24
5. Prescription for Prevention - To learn the components of the disease triangle and the concept of IPM.	4.10;4.11	n /a	4.1;4.2;4.5;	n /a
6. There's a Fungus Am ong Us! - To observe and identify fungithatactas pests in the garden.	4.10;4.15;4.16	n /a	4 .2 ; 4 .8	4.23;4.24

Junior Master Gardener Program Texas Essential Knowledge and Skills Insects and Diseases (continued) Grade 4

A c tivity	Language Arts	Mathematics	Science	SocialS tudies
1. Rooms - To understand that areas within a space	4.1	n /a	n /a	4 .2 3
serve a special purpose and to define those areas.	4.1	II /d	II /d	4.23
2. People and Places - To understand that different	4.5;4.10	n /a	n /a	4.23;4.24
people use yard space differently.	4.5 / 4.10	II /ā	II /a	4.23/4.24
3. Money Trees - To understand that trees help to save	4.1	,	4.4	4.00
energy and money.	4 .1	n /a	4 .4	4.23
4. Site Map - To experience an initial step in the	,	4.3;4.12;	4.0	4.02
hndscape design process.	n /a	4.14;4.15	4 .2	4.23
1. Nature W heels - To build a cobrwheel from items	45.415	,	4.0.4.0	4.6;4.7;4.22;
found in nature and understand the relationship of one	4 .5 ; 4 .1 5	n /a	4 .2 ; 4 .8	4.23;4.24
2. Texture Collection - To understand how the design				
element, "texture," is used to visually create interest in	4.1;4.15;4.18	n /a	4 .2	4.23;4.24
the landscape.				
3. Same Sides - To understand the element of design,	4.1;4.5	40.415	4.2	4.23;4.24
"balance," using sym metricaland asym metricalvisuals.	4.1 ; 4.5	4 .9 ; 4 .1 5	4.2	4.23;4.24
4. Does 並F並 - To demonstrate understanding of the	/-	4 4 4 4 1 2 4 4 1 5	4.0	4 0 2 • 4 0 4
design elem ent, "proportion."	n /a	4.4;4.12;4.15	4 .2	4.23;4.24
1. Tearing Trees - Learning to identify trees based on	4.10.4.15	4.15	4.0	4.02.4.04
their classification and shape.	4.13;4.15	4.15	4 .2	4.23;4.24
2. How Tall is that Tree? - To measure the height of a	/-	4.1;4.3;4.4;	4 2 4 2 4 4	4.02
large tree.	n /a	4.12;4.14;4.15	4.2;4.3;4.4	4 .2 3
3. Learning Your ABP's - To understand plant	4.1	,	4 0 - 4 1 0	4.02
classifications.	4.1	n /a	4 .8 ; 4 .1 0	4.23
4. G reat G reen G rass - Selection of grasses should be	4.1.4.5	,	4.2;4.3;4.5;	4.02.4.04
based upon care and maintenance requirements.	4.1;4.5	n /a	4.8;4.10	4.23;4.24
1. Arbor Day - Understanding that trees are an important				
naturalresource and ways people celebrate their	4 .1 ; 4 .5	n /a	4 .1 ; 4 .2	4 .2 3
friend, the tree.				
2.Do it Right - To demonstrate through creative		,	4.0	4.00
dramatics the proper way to planta tree.	4.1;4.5;4.15	n /a	4 .2	4.23
3. Seed, Sod, & Plugs - To become familiar with different			4.1;4.2;4.8;	
methods used in establishing a lawn.	4 .5 ; 4 .1 5	n /a	4.10	4.22;4.23
1. An Inch of W ater - Understanding Lawnscape water				
use and water conservation and money saving through	n /a	4.2;4.3;4.10;	4.1;4.2;4.3;	4.23;4.24
proper use of irrigation systems.		4.12;4.14;4.15	4.4;4.10;4.11	
2. Pruning Places - To harm reasons why plants are			4.1;4.2;4.8;	
pruned and proper pruning techniques.	n /a	4 .1 4	4.10	n /a
			4.1;4.2;4.3;	
3. More Mulch, More Moist - To study the effects of	4 .1	4.1;4.14;4.15	4.4;4.7;4.10;	4.23;4.24
mubh on conserving water.			4.11	
4. Queen Bud - To learn the difference between term inal	4.1;4.5	n /a	4.2;4.3;4.10	4 .2 3
buds and lateral buds and their effects on plants.	1.1, 1.5	11/0	1.271.571.10	1.25

Landscape Horticulture

Activity	Language Arts	Mathematics	Science	Social Studies
1. Dr. Fruit - To research origins and relevant			/	4.00
information about fruit and nuts	4.1; 4.4; 4.13	4.3; 4.13	n/a	4.23
2. Linnaeus' Name It - To become aware of the	4.0. 4.45. 4.00	2/2		-/-
dependence all people have on plants	4.2; 4.15; 4.22	n/a	4.3	n/a
3. Botanical Wood Prints - To recreate a historical	44.40	4.3; 4.11; 4.14;	7/0	-/-
wood press	4.1; 4.2	4.15	n/a	n/a
4. A Bushel and a Peck - To gain understanding of	4 1: 4 2: 4 12	n/a	4.2	n/a
non-traditional measurements	4.1; 4.2; 4.13	II/a	4.2	II/a
5. Fruit and Vegetable Lab - To learn what a fruit is,	4 4 4 9 4 4			
and to explore the difference between technical	4.1; 4.2; 4.4; 4.10; 4.13	n/a	4.2; 4.3	n/a
definitions and social customs.	4.10, 4.13			
1. Snooty Fruit - To identify various fruits and nuts	4 4 4 4 6 4 4 7	2/2	4.2	-/-
using sense of smell	4.1; 4.16; 4.17	n/a	4.2	n/a
2. Apple-ing Appearance - To create an instrument to	4.1; 4.2; 4.13;	4.3	4.2	n/a
evaluate apples on shape and color, and contrast	4.15; 4.16	4.5	4.2	II/a
3. Taste Test - To evaluate fruit based on color,	4.1; 4.13	n/a	4.2	n/a
texture, taste, and smell	4.1, 4.15	II/a	4.2	11/a
4. JMG Jam - To use measurements to create a fruit	4.1; 4.2; 4.5;	4.11; 4.14	4.1; 4.2; 4.7	n/a
product	4.13	4.11, 4.14	4.1, 4.2, 4.7	II/a
5. Johnny's Applesop - To gain understanding of the	4.1; 4.2; 4.13	4.11; 4.14	n/a	n/a
main parts of a plant and role each performs	4.1, 4.2, 4.13	4.11, 4.14	II/a	II/a
1. A Fruit's Life Rhyme - To gain understanding of the	4.1; 4.2; 4.5	2/2	7/0	-/-
life cycle of plants	4.1, 4.2, 4.5	n/a	n/a	n/a
2. Fruit Frenzy - To become familiar with the way	4.1; 4.2	4.3	4.2	n/a
fruits and vegetables develop around seeds	4.1, 4.2	4.5	4.2	II/a
3. The Zones - To identify the appropriate plants for a	4.1; 4.2	n/a	4.2	4.6
particular temperature zone	4.1,4.4	11/a	4.2	4.0
4. Just Chill - To simulate a winter environment to	4.1; 4.2; 4.5	2/0	4.2	2/2
provide chilling requirement for an apple seed	4.1, 4.2, 4.5	n/a	4.2	n/a
5. Fruit Factory - To use reference material to choose	4.1; 4.2	n/a	4.2	n/a
a fruit or nut tree to plant or transplant	4.1,4.4	II/a	4.4	11/a

Fruits and Nuts

N. a. ski-ski-	T a m avv a av a A value	Madhamadaa	C a ion a o	0 1 0
Activity 1. Home Sweet Home - To understand the criteria for	Language Arts	Mathematics	Science	SocialStudies
selecting a good garden site and to select an	4.5	n /a	4.2;4.5	4.23;4.24
2. M ake Your Pick - To select appropriate crops for				
planting based on season.	4.1	n /a	4 .2 ; 4 .6 ; 4 .8	4.22;4.23
3. Sm all and Large - To gain an understanding of space		4.1;4.12;4.14;	4.2;4.3;4.4;	4.6;4.22;4.23;
considerations when planting seeds.	n /a	4.15	4.8	4.074.2274.237
4. Rules are Rules - To establish rules for the garden		1.13	1.0	
thatmake ita saferplace to learn.	4 .4 ; 4 .1 5	n /a	n /a	4.23;4.24
5. Schedule It - To establish a schedule where all				
barners take part in maintaining the watering and	n /a	4.4;4.12	4.2;4.5	4.22;4.23;4.24
weeding of the garden.	1170	1.1.7 1.1.2	1.271.5	1.5571.5571.51
6. Some Like It Hot - To distinguish between warm				
season and coolseason crops.	4.10	n /a	4 .8	n /a
1. Cylinder G ardening - To successfully grow			4.1;4.2;4.3;	
vegetables and herbs in containers.	n /a	4.12;4.14	4.4;4.5;4.10	4 .2 4
2. Paper TowelG ardening - To create seed mats and				
transplant tem plates which will aid in organizing and	n /a	4.2;4.12;4.14;	4.3	4.22;4.23;4.24
laying out the garden.		4.15		
3. Tender Transplants - To understand the benefits and			4.1;4.5;4.8;	
practice techniques of transplanting.	4 .5	4.12	4.10	4 .2 3
4. W eed M ats - To create a natural form of weed			4.1;4.3;4.8;	
control	4 .1 0	n /a	4.10	4 .2 3
5. Season Extenders - To create an environment for				
plants.	n /a	n /a	4.3;4.6;4.8	4.21;4.23;4.24
1. The Pyram id - To use the Food Guide Pyram id to	,	4.0.4.14	4.0	4.00.4.04
phn bahnced meak.	n /a	4 .8 ; 4 .1 4	4 .2	4.23;4.24
2. Food Safety - To understand and practice food	4.1	1-	4 1 . 4 0 . 4 0	4.23
safety rules.	4 .1	n /a	4.1;4.2;4.8	4.23
3. LabelReader - To learn the importance of eating	4 1 . 4 0 . 4 10 .	4.0.4.5.4.14.		
breakfast and how to make healthy food choices	4.1;4.8;4.10; 4.11;4.13	4.2;4.7;4.14; 4.15	4.2;4.3;4.5	4.22;4.23;4.24
by using information found on food labels.	4.11/4.13	4.15		
4. Veggie Taste Test - To evaluate vegetables based on	4.1	n /a	4.2	4.23
cobr, texture, taste and sm ell.	4.1	II /d	4.2	4.23
1. Garden to the Table - To determ in e harvest time of	n /a	n /a	4.1	n /a
various garden vegetables.	11 /64	11/4	7.1	11 /4
2. Beauty Contest-To rank vegetables based on	4.4;4.5;4.15	n /a	4.2	4.23
appearance.	1.17 1.57 1.15	1174	1 .2	1.23
1. Garden Vegetable Casserole - To create a	n /a	4.2;4.11;4.14	4.1	n /a
casserole with vegetables from your garden.				/
2. Veggie Pizza - To use the Food Guide Pyram id to	n /a	4.2;4.14	4.1	4.23
phn bahnced meak.	,			
3. Salad Supper - To use the Food Guide Pyram id to	4.1	4.14;4.15	4.1;4.2	4.22;4.23
phn bahnced meak.				
4. CulturalCooking - To plan, plant, and harvesta	n /a	n /a	n /a	4.20;4.22
them e garden that will grow ingredients for a recipe	,			
5. Garden Sponge - To grow and harvesta crop of	n /a	n /a	4.10	4.22;4.23
bofa sponges.				
1. Touch and Smell-To identify herbs based on the	n /a	n /a	4.2	4.23
sense of touch and sm ell.				
2. HerbalV inegar - To make and bottle herbalvinegar.	n /a	n /a	4.1	n /a
2. In Cloud v miegar - 10 m ake and bothe herbarvillegar.			<u> </u>	
3. Herb Bath Salts - To prepare herbalbath salts wraps.	n /a	4.11;4.14	n /a	n /a
4. Herb Sachets - To create herb sachets from dried	n /a	4.12;4.14	4.1	n /a
herbs.	11 /d	4.12/4.14	4.1	11 /d

Vegetables and Herbs

Activity	Language Arts	Mathematics	Science	Social Studies
1. Who are You? - To understand the many roles we				
have in life and begin to understand that each	4.1; 4.4; 4.15;	4.15	n/a	4.23
member is a very unique and special person.	4.16; 4.18			
2. "What are you like?" - To help members examine				
their feelings, self-concepts, and values as they	4.1; 4.4; 4.15	n/a	n/a	4.23
make choices.				
3. Know Your JMG Friends - Youth will recognize	4.1	-/-	/-	2/2
positives in their fellow students.	4.1	n/a	n/a	n/a
4. Good JMG'ers Wanted Posters - Confirm each	4.4	/-	/-	4.00, 4.04
student's uniqueness by having them take their own	4.1	n/a	n/a	4.23; 4.24
5. How would you feel? - To understand that how you	44.40	-/-	/-	4.00
treat other people is very important.	4.1; 4.2	n/a	n/a	4.23
6. Feeling Bee - Youth will recognize that others have	4 4 4 2 4 4			
someof the same feelings they do in certain	4.1; 4.2; 4.4; 4.15; 4.16; 4.18	n/a	n/a	n/a
situations.	4.13, 4.10, 4.10			
1. Where's My Fruit? - To demonstrate the importance	4.1	4.14	n/a	4.23; 4.24
of sharing with your friends.	4.1	4.14	Ti/a	4.23, 4.24
2. Let's Build It - To explain the importance of	4.1; 4.2; 4.5;	n/a	n/a	4.23; 4.24
cooperation in a group situation.	4.15; 4.18	II/a	Ti/a	4.23, 4.24
3. JMG Cooperation Roster - To explain the importance	4.13	n/a	n/a	4.23
of cooperation in a group situation.	4.13	II/a	Ti/a	4.23
4. Musical Chairs with a Twist - To explain the	4.1	n/a	n/a	n/a
importance of cooperation and sharing in a group.	4.1	11/a	TI/a	11/a
5. Over and Under - To illustrate group cooperation in	4.1	n/a	n/a	n/a
a competitive situation.	4.1	II/a	Ti/a	II/a
6. Cooperation Countdown - To demonstrate the	4.1	n/a	n/a	n/a
importance of cooperation in a group.	4.1	II/a	Ti/a	II/a
1. Garden Shed - To develop listening/communication	4.1	n/a	n/a	n/a
skills. Helps with memory tasks.		11/a	Ti/a	11/a
2. Who's Who on Our Team? - To identify and practice	4.5; 4.15	n/a	n/a	4.23
different modes and methods of communication.	7.5, 7.15	11/a	11/4	7.20
3. Can You Follow Me? - To identify and practice	4.1	n/a	n/a	4.23
different methods of communication.				0
4. Plant a Seed - To demonstrate the importance of	4.1; 4.5; 4.15;	n/a	n/a	4.23
clear verbal communication.	4.16; 4.18	1174	1174	1.20
Goal Search - To teach members what a goal is.	4.1; 4.15	n/a	n/a	4.23
Right on Target - To demonstrate the skills needed				
for goal setting and construct personal goals.	4.1	4.3	n/a	4.23
3. The Class/Club Chronicle - To write appropriate	4.15; 4.16; 4.19	n/a	n/a	4.23
short-term personal goals.	-		1	
4. Watch Me Grow - To discuss the different types of	4.4	n/a	n/a	4.23
goals: short-range and long-range.		l		

Junior Master Gardener Program Texas Essential Knowledge and Skills Life Skills and Career Exploration Grade 4

Activity	Language Arts	Mathematics	Science	Social Studies
1. Making a Machine - To teach group cooperation and the importance of each member's role.	4 .1	n /a	4 .5	4 .2 3
2. Create a Costume - To stimulate creative thinking and to implement the group decision-making process	4 .5	n /a	n /a	4 .2 3
3. Pass It On! - To facilitate group members getting to know each other.	4.1;4.5;4.7; 4.8;4.10; 4.15;4.16;4.18	n /a	n /a	4 .2 3
4. Either/0 r - To explain the decision-making process.	4 .1	n /a	4 .2	4.23
5. Let's Make a Case Out of It - To explain how the decision-making process works with a group decision	4 .1 ; 4 .5	n /a	4 .2	4 .23;4 .24
6. Its in the Bag - To understand the importance of gathering information for decision-making and problem solving.	4 .1 ; 4 .15 ; 4 .16 ; 4 .18	n /a	4 .2	4 .2 3
1. Shared Responsibility - To understand their responsibility to a group and its members	4 .1 ; 4 .5	n /a	n /a	4 .2 3
2. Consequences - To understand self-responsibility.	4 .1	n /a	4.2	4.23;4.24
3. Touchdown - To setresponsibility goals to work toward.	4 .1	4.3	n /a	n /a
4. Don'tS tam p Me - To determ ine whether stereotypes influence how they actand repspond to situations.	4.1;4.2;4.5	n /a	n /a	4 .2 3
1. Careers and School-To compare and contrast schooland the world of work.	4.1;4.10;4.15; 4.16;4.18;4.21	n /a	n /a	n /a
2. Career Teams - To analyze various careers in terms of group or individual involvement.	4 .1	n /a	n /a	n /a
3. When IG row Up - To become aware of the choices they will make when choosing a career.	4.10	n /a	n /a	n /a
4. Dream House - To identify impactof various careers on their world.	4 .1 0	n /a	n /a	4 .2 3
5. All for One - To identify careers that operate independently and those that operate as a team.	4 .1	n /a	n /a	4 .2 3

Life Skills and Career Exploration (continued)

A c tivity	Language Arts	Mathematics	Science	SocialStudies
1. Ham burger Plant? - To become aware of depend-	5.2;5.5;5.13;	n /a	5.2	5.26
ence on plants as the originator of most food sources	5.15	n /a	5.2	5.26
2. Benefits Mobile - To be aware of the dependence	5.2;5.13	n /a	5.2	5.26
allpeople have on plants	5.275.13	11 /a	J .Z	5.20
3. Know & Show Som brero - To show an	n /a	n /a	5.2	5.26
understanding of the benefits of plants to people	n/a	n/a	5.2	5.20
4. The Medicine Plant - To recognize the medicinal	n /a	n /a	n /a	n /a
properties of the abe vera plant	n/a	n/a	n/a	n /a
5. Choo-Choo Song - To associate a variety of plants	- /-	- 4	- 4	/-
with their food products by learning a song	n /a	n /a	n /a	n /a
1. Leaves & Seeds Sort Info C hart - To be able to	5.1	5.2	5.2	5 .2 6
classify leaves and seeds as monocots & dicots	5.1	5.2	5.2	5.26
1. Plant Parts Rap - To gain understanding of the main	n /a	n /a	5.2	n /a
parts of a plant and role each perform s	11 /a	11/4	J .Z	11 /a
2. Touch & Tell-To use information learned about	n /a	n /a	5.2	n /a
plantparts to identify plantmaterials by touch	II /d	II /d	5.2	II /d
3. Plant Parts We Eat - To identify the various plant	n /a	n /a	5.2	5.25;5.26
parts that are used for food	II /d	11 /d	5.2	5.25/5.20
4. Seed Science - To use the scientific method to				
determ ine the effecton plantgrowth of removing	n /a	5.15	5 .2 ; 5 .3	n /a
the cotyledons from seeds				
5. Flower Dissect - To identify the different parts of a	/-	/	F 0	5.06
flower	n /a	n /a	5 .2	5.26
1. P.L.A.N.T.Needs - To become familiar with plants'				
needs	n /a	n /a	5 .2	5 .2 6
2.W hat's Not the Same? - To become fam iliar with				
variables and constants	n /a	5.11;5.14;5.15	5 .2 ; 5 .3 ; 5 .4	n /a
3. Plant People - To show an understanding of plant	,			
needs through creative arts	n /a	5 .1 4	5.11	n /a
4. Picture Yourse If a Plant - To show an understanding				
of plant needs through creative arts	5 .5	n /a	n /a	5 .2 6
1. Coconut F bat - To illustrate the different ways seeds				
are dispersed	n /a	n /a	5 .2 ; 5 .6 ; 5 .9	n /a
2. Plant Perform ance - To develop an understanding	5.15	/-	4	5.06
of plant needs through creative writing	5.15	n /a	n /a	5.26
3. Topiary - To create living, growing works of art	n /a	5.14	5.1	n /a
4. Power Seeds - To observe the force seeds exhibit in	·			·
the germ ination process	n /a	n /a	5 .2	n /a
1. O xygen Factory - To illustrate the process of				
photosynthesis	n /a	n /a	5 .2 ; 5 .5 ; 5 .6	n /a
2. Gas Gobblers - To demonstrate the				
interdependence people and anim als share with	n /a	n /a	5.2;5.3;5.5;5.6	5.26
3. Spinning Seeds - To determ ine the effect of				_
geotropism on plants	n /a	n /a	5 .1 ; 5 .2 ; 5 .3	5 .2 6
1. Paper Pot - To create recyclable pots and				
propagate plants by seed	n /a	n /a	5 .1 ; 5 .5	n /a
2. Gallon Greenhouse - To show an understanding of				
the environment needed to propagate plants	n /a	n /a	5.1;5.9;5.11	n /a
3. Propagation Demonstration - To demonstrate how to				
propagate plants by direct seeding, stem cuttings,	n /a	5.14	5.1;5.9;5.10;	n /a
	11 /d	3.14	5 .1 1	II /d
leaf cuttings, root cuttings, division, and layering				

Plant Growth and Development

A c tivity	Language Arts	Mathematics	Science	SocialS tudies
1. Touchy Feely - To understand soil texture and the properties of different soil types and soil particles	n /a	n /a	5 .2 ; 5 .3 ; 5 .7	n /a
2. M ud Pies - To feelthe difference in soiltextures	5 .2	n /a	5 .2 ; 5 .7	n /a
3. Shake, Rattle, and Roll - To identify amounts of soilparticles that make up a soils texture	5.1;5.2;5.13	n /a	5.1;5.2;5.4;5.7	5 .2 6
4. Candy Aggregate - To create an edible model illustrating that soil is made up of many different components	n /a	n /a	5 .3	n /a
1. Nutrient Variable - To use scientific method to study the effects of fertilizer on plant growth	5.2;5.13	5.1;5.3;5.11; 5.12;5.13;5.14; 5.16	5.1;5.2;5.3;5.4; 5.11	5.26;5.27
2. The Num bers on the Bag Song - to gain an understanding of how nutrients in fertilizer help plants	n /a	n /a	n /a	n /a
3. Bum ps Be bw - To become fam iliar with plants that produce their own nitrogen	5.2;5.13	n /a	5 .2 ; 5 .6 ; 5 .9	n /a
1. Building Bins & CompostSandwiches - To build a composting bin for creating organic matter to amend soil	n /a	5.3;5.10;5.11; 5.14	5.1;5.5;5.6;5.7; 5.9;5.11	n /a
2. Com posting Critter Page - To identify organisms that are a part of the composting process.	5 .1	n /a	5 .2	5.25;5.26
3. Com postSandw ich Com position - To com pose a paragraph to support the claim that it is important to compost	5.15;5.16;5.17; 5.18;5.19	n /a	n /a	5 .2 6
1. Earth Apple - To become fam iliar with plants 'needs	5 .2 ; 5 .1 0	5.1;5.12;5.13; 5.14;5.15	5 .3 ; 5 .6	5 .25
2. C bud Maker - To demonstrate the process of condensation	5 .2	n /a	5.3;5.5;5.6;5.7	n /a
3. Cycle Song - To gain understanding of the water cycle through music	n /a	n /a	n /a	n /a
4. Apple Rings & Banana Chips - To measure the amount of water in fruit	5.2;5.10;5.13	5.1;5.3;5.5; 5.11;5.13;5.14; 5.15;5.16	5.1;5.2;5.3;5.4	5.25;5.26
1.0 utof the Spout - To develop an understanding of how water moves through different soil textures	n /a	5.11;5.13;5.15	5.2;5.3;5.4; 5.11	n /a
2. Where Did It Go? - To demonstrate that water can be held in air spaces in the soil	n /a	5.3;5.11;5.14	5 .2 ; 5 .3	n /a

Junior Master Gardener Program Texas Essential Knowledge and Skills Grade 5 Soils and Water

A c tivity	Language Arts	Mathematics	Science	SocialStudies
1. Nature Class Web-To create a web to understand	5.3	n /a	5.1;5.5	5 .2 6
the inter-relatedness of life on earth.		/		- 1
2. Food Chain Gang - To play a game represent the				
inter-relatedness of an imals and the environment	n /a	n /a	4 .1 ; 4 .5	4 .2 3 ; 4 .2 4
within the food chain.				
3. Polluting Your Planet - To observe the effects of	n /a	5.11	5.1;5.2;5.3;	5.26
pollution on a modelof the earth.			5.5;5.11	
4. Exploding Cactus - To demonstrate how cactiare	n /a	n /a	5.5;5.9	n /a
able to store water.				
5. Garden Weather Station - To create weather instru-	n /a	5.3;5.11;5.14;	5.2;5.4	5 .2 6
ments and monitor weather conditions.		5.15		
1. The Tree Community - To observe the variety of life	5.1;5.4	n /a	5.2;5.4;5.5;5.9	5 .2 6
supported by a single tree.				
2. Gourd Bird House - To grow and build habitats for	n /a	n /a	n /a	n /a
birds using gourds.			5.1.5.0.5.4.	
3.0 ur Pocket Park - To beautify an outdoor area.	5.15;5.16;5.17	5.11;5.14	5.1;5.2;5.4; 5.9	5 .2 6
3.0 dirocketraik - 10 beautily all outdoor area.			5.9	
A Daghrand Budder He was and ansimon and B. Siendle	5.1	5 .3	5 .2	5 .2 6
4. Backyard Buddy - To reward environmentally friendly				
5. V is it w ith a Vet - To understand needs and habitats of	5.1	n /a	n /a	5 .2 6
animals in your community.				
1.0 n the M ove - To understand how pollution can	n /a	n /a	5.1;5.23;5.3;	5 .2 6
create many indirect negative effects.			5.5;5.11	
2. Both Sides of the Fence - To voice opinions in a	5.1;5.2;5.5;5.15	n /a	5 .1 ; 5 .5	5.24;5.26;5.27
debate form at.				
3. Weighing Wastes - To measure amount of food	,	5.3;5.11;5.13;	5.1;5.2;5.3;	5 05 . 5 06 . 5 05
wastes produced at a mealand work to reduce	n /a	5.14;5.15	5.4	5.25;5.26;5.27
wastes for the future.				
4. Let's Try Organic - To implementorganic gardening	n /a	n /a	5.1;5.2;5.5;	5.27
ideas into a garden setting.			5 .9	
5. Xeriscape - To build a garden site using water	n /a	n /a	5.1;5.2;5.3;	5.25;5.26;5.27
conservation concepts.			5 .5 ; 5 .9	
1. Verm i-Com posting - To recycle food wastes with	n /a	5.11;5.14;5.15	5.1;5.3;5.4;	5 .2 6
verm i-com posting.			5.5;5.9;5.11	
2. Super Mowing Machine - To utilize creativity to	5.5	n /a	5.5	5 .2 6
inventa new mowing machine.		,		
3. Grow Cards - To recycle new spaper to create	5.15	n /a	5.1	5 .2 6
plantable greeting cards.	3.13	11/4	3.1	3.20
4. Know & Show Recycling Sombrero - To wearable				
works of art that displays materials that can be	n /a	n /a	n /a	n /a
recycled.				
1.PlantPounding - To transfer the likeness of plant	n /a	n /n	n /a	n /a
parts to fabric.	n /a	n /a	n/a	n /a
2. Let's Dye It - To cobreggs or fabrics using dyes	,	,	,	,
created from naturalmaterials.	n /a	n /a	n /a	n /a
3. Nature W indows - To create artusing natural	5.15	5.11	,	5.06
m aterials.	5.15	5.11	n /a	5 .2 6
	5.15	n /a	n /a	5 .2 6
4. Garden Folk - To build a scarecrow.	3.13	11/4	/u	3.20
5. Nature Masks - To create wearable artusing natural	n /a	n /a	n /a	n /a
materials.				
6. Mother Nature's Children - To create artusing natural	n /a	n /a	n /a	5 .2 6
materials.				

Ecology and Environmental Horticulture

A c tivity	Language Arts	Mathematics	Science	SocialStudies
1. Insect Predictions and Survey - To predict insect				
characteristics an dlearn what all insects have in	5.1	5.3	5.1;5.2;5.4	5.26
com m on.				
2. Insect Sym metry - To hearn and understand the	5.1	5.2;5.15	5.2	5.26
conceptof sym m etry.				
3. The G reat C over-Up! - To beam and understand the	5.1	n /a	5 .9	5.26
conceptof cam ouflage.		/		
4. Designer Bugs - To reinforce concepts Learned about				
insects so far: their characteristics and the concepts	5.1;5.5;5.15	n /a	5 .2	5.26
of sym metry and cam ouflage				
5. Insect Riddles - To reinforce basic concepts learned				
about insects so far, and to experiment with creative	5.15;5.19	n /a	n /a	5.26
writing concepts by creating riddles.				
6. Secret Smells Game - To discover how insects	n /a	n /a	5 .9	n /a
communicate using pheromones.		,		
1. All in the Fam ily: InsectFlash Cards - To learn that				
insects are organized in groups based on their			5.2;5.3;5.9;	
characteristics. To learn the characteristics common	5.1	n /a	5.10	5 .2 6
to all insects and the characteristics specific to a few				
groups of insects, ca				
2.0 rdering Insects - To learn to sort insects based on			5.2;5.3;5.9;	
sim ilarities and differences, and make a basic	n /a	5.15	5.10	5 .2 6
insectkey.				
3. Metamorphosis Bracelets and Belts - To learn the	n /a	n /a	5.5;5.6;	5 .2 6
stages of m etam orphosis.			5.9;5.10	
4. Morpho Puppets - To learn the stages of complete	5.5	n /a	5.6;5.9;5.11	5.26
metamorphosis, and teach them to a younger group.				
5. JM G W eb Activity: Journey North - To gain	5.15	n /a	5.2;5.6;5.9	5.25;5.26
fam iliarity with the Internet as a research tool.				
1. Suck-A-Bug - To make a simple aspirator and use it to	n /a	n /a	5.4	n /a
collectand observe smallinsects. 2. It's a SmallW orld - To create Berlese (Bur-lay-z)				
	5.10;5.15	5.11;5.13;5.15	5.1;5.2;5.4	5 .2 6
funneland use it to collect and observe insects living in the ground and soil.	5.10,5.15	5.11,5.13,5.15	5.1/5.2/5.4	5.20
3. Classroom Netting - To make an insectnet and use				
it to collect sam ples of insects by sweeping.	n /a	5.15	5.1;5.2;5.4	5 .2 6
4. By Land or By Sea - To compare and contrast the				
types of insects living in different habitats.	5.5;5.10	5.15	5.1;5.2;5.4	5.26;5.27
5. Classroom AntLion Farm - To make a living collection			5.1;5.2;5.4;	
of one type of insectand observe it closely as it builds	5.15	5.15	5 .9	5.26;5.27
1. C hew on This! - To learn the four types of insect	,	,		,
m outhparts and how they are specialized.	n /a	n /a	5 .9	n /a
2. Schoolyard Survey - To survey the schoolyard for				
signs of insect dam age and to determ ine the types	5.1	5.14;5.15	5.1;5.2;5.4	5 .2 6
of insects that caused the damage.				
3. Pollinator Puppet Show - To learn the basic process of				
insectpolination.	5.1	n /a	5 .9	5 .2 6
4. The Bartering System - To learn how plants and				
insects trade services, and to become familiar with	n /a	5.3	5.1;5.9	n /a
the conceptofenergy exchange.				
5. The Lone Bee - To learn about so litary bees and	/-	/	t-	/
create a bee hom e for them .	n /a	n /a	n /a	n /a
6. Designer Plants and Insects - To combine previously				
Learned concepts in creating insects and plants that	5.15;5.16	n /a	5.2	5.26;5.27
are designed to work together.				
are designed to work together.	l	1		l

Insects and Diseases

Activity	Language Arts	Mathematics	Science	Social Studies
A c tivity	Language Arts	Mathematics	Science	SocialS tudies
1. Insect Predictions and Survey - To predict insect characteristics and learn what all insects have in common.	5 .1	5 .3	5.1;5.2;5.4	5 .2 6
2. Insect Sym metry - To Learn and understand the concept of sym metry.	5 .1	5.2;5.15	5 .2	5 .26
3. The G reat C over-Up! - To beam and understand the conceptof cam outlage.	5 .1	n /a	5 .9	5 .2 6
4. Designer Bugs - To reinforce concepts hamed about insects so far: their characteristics and the concepts of symmetry and camouflage	5.1;5.5;5.15	n /a	5 .2	5 .2 6
5. Insect R iddles - To reinforce basic concepts learned about insects so far, and to experiment with creative writing concepts by creating riddles.	5.15;5.19	n /a	n /a	5 .2 6
6. Secret Smells G ame - To discover how insects communicate using pheromones.	n /a	n /a	5 .9	n /a
1. All in the Fam ily: InsectFlash Cards - To learn that insects are organized in groups based on their characteristics. To learn the characteristics common to all insects and the characteristics specific to a few groups of insects, ca	5 .1	n /a	5.2;5.3;5.9;	5.26
2.0 rdering Insects - To learn to sort insects based on similarities and differences, and make a basic insectkey.	n /a	5.15	5.2;5.3;5.9;	5 .26
3. Metamorphosis Bracelets and Belts - To learn the stages of metamorphosis.	n /a	n /a	5 .5 ; 5 .6 ; 5 .9 ; 5 .1 0	5 .26
4. Morpho Puppets - To learn the stages of complete metamorphosis, and teach them to a younger group.	5 .5	n /a	5.6;5.9;5.11	5 .2 6

Insects and Diseases (continued)

A c tivity	Language Arts	Mathematics	Science	SocialS tudies
1. Room s - To understand that are as within a space				
serve a special purpose and to define those areas.	5 .1	n /a	n /a	5 .2 6
2. People and Places - To understand that different				
people use yard space differently.	5.5;5.10	n /a	n /a	5.26;5.27
3. Money Trees - To understand that trees help to save		,	- 4	5.06
energy and money.	5 .1	n /a	5 .4	5 .2 6
4. Site Map - To experience an initial step in the	/-	5.3;5.11;5.14;	5.2	5.26
andscape design process.	n /a	5 .1 5	5.2	5.20
1. Nature W heeks - To build a cobr wheel from items				5 6 5 5 5 65
found in nature and understand the relationship of one	5 .5 ; 5 .1 5	n /a	5 .2 ; 5 .9	5.6;5.7;5.25; 5.26;5.27
cobr to another.				3.2073.27
2. Texture Collection - To understand how the design				
elem ent, "texture," is used to visually create interest in	5.1;5.15;5.18	n /a	5 .2	5.26;5.27
the landscape.				
3. Same Sides - To understand the element of design,	5 1 - 5 5	F 15	F 0	5 06 - 5 05
"balance," using sym metrical and asym metrical visuals	5.1;5.5	5 .1 5	5 .2	5.26;5.27
4. Does it Fit? - To demonstrate understanding of the				
design element, "proportion."	n /a	5.3;5.11;5.15	5 .2	5.26;5.27
1. Tearing Trees - Learning to identify trees based on				
their classification and shape.	5.13;5.15	5 .1 5	5 .2	5.26;5.27
2. How Tall is that Tree? - To measure the height of a		5.3;5.11;5.14;		
large tree.	n /a	5 .1 5	5.2;5.3;5.4	5.26
3. Learning Your ABP's - To understand plant	5.1	n /a	5.6;5.9;5.10;	5.26
classifications.	2.1	II /d	5.11	5.20
4. Great Green Grass - Selection of grasses should be	5.1;5.5	n /a	5.2;5.3;5.5;	5.26;5.27
based upon care and maintenance requirements.	3.173.3	11/0.	5.9;5.11	3.2073.27
1. Arbor Day - Understanding that trees are an important				
naturalresource and ways people celebrate their	5 .1 ; 5 .5	n /a	5.1;5.2	5.26
friend, the tree.				
2.Do it R ight - To dem onstrate through creative	5.1;5.5;5.15	n /a	5.2	5 .2 6
dram atics the proper way to planta tree.		11/0	J 1.2	3 12 0
3. Seed, Sod, & Plugs - To become familiar with different	5.5;5.15	n /a	5.1;5.2;5.9;	5.25;5.26
methods used in establishing a lawn.	3.573.23	11/0	5.10;5.11	312373123
1. An Inch of Water - Understanding Lawnscape water		5.2;5.3;5.11;	5.1;5.2;5.3;	
use and water conservation and money saving through	n /a	5.12;5.14;	5.4;5.11	5.26;5.27
proper use of irrigation systems.		5 .1 5		
2. Pruning Places - To learn reasons why plants are	n /a	5 .1 4	5.1;5.2;5.9;	n /a
pruned and proper pruning techniques.			5.10;5.11	
3. More Mukh, More Moist - To study the effects of	5.1	5.11;5.14;5.15	5.1;5.2;5.3;	5.26;5.27
mukh on conserving water.	3.1	5.11,5.11,5.15	5.4;5.11	3.2073.27
4. Queen Bud - To learn the difference between term inal	5.1;5.5	n /a	5.2;5.3;5.11	5 .2 6
buds and lateral buds and their effects on plants.	C. C 1 1. C	II /d	J.213.313.11	0 .2 0

Landscape Horticulture

Activity	Language Arts	Mathematics	Science	Social Studies
1. Dr. Fruit - To research origins and relevant	5.1; 5.4; 5.13	5.3; 5.13	n/a	5.26
information about fruit and nuts		5.5, 5.15		5.20
2. Linnaeus' Name It - To become aware of the	5.2; 5.15; 5.22	n/a	n/a	n/a
dependence all people have on plants	5.2, 5.15, 5.22	II/a		II/a
3. Botanical Wood Prints - To recreate a historical	5.1; 5.2	n/a	n/a	n/a
wood press	5.1, 5.2	II/a	II/a	II/a
4. A Bushel and a Peck - To gain understanding of	5.1; 5.2; 5.13	5.3; 5.11; 5.14;	5.2	n/a
non-traditional measurements	5.1, 5.2, 5.15	5.15		II/a
5. Fruit and Vegetable Lab - To learn what a fruit is,	54 50 54			
and to explore the difference between technical	5.1; 5.2; 5.4; 5.10; 5.13	n/a	5.2; 5.3	n/a
definitions and social customs.	5.10, 5.15			
1. Snooty Fruit - To identify various fruits and nuts	5.1; 5.16; 5.17	n/a	5.2	n/a
using sense of smell	5.1, 5.10, 5.17	II/a	5.2	II/a
2. Apple-ing Appearance - To create an instrument to	5.1; 5.2; 5.13;	5.3	5.2	n/a
evaluate apples on shape and color, and contrast	5.15; 5.16	5.5	5.2	II/a
3. Taste Test - To evaluate fruit based on color,	5.1; 5.13	n/a	5.2	n/a
texture, taste, and smell	5.1, 5.15	II/a	5.2	II/a
4. JMG Jam - To use measurements to create a fruit	5.1; 5.2; 5.5;	5.11; 5.14	5.1; 5.2; 5.7	n/a
product	5.13	5.11, 5.14	5.1, 5.2, 5.7	II/a
5. Johnny's Applesop - To gain understanding of the	5.1; 5.2; 5.13	5.11; 5.14	n/a	n/a
main parts of a plant and role each performs		5.11, 5.14	II/a	II/a
1. A Fruit's Life Rhyme - To gain understanding of the	5.1; 5.2; 5.5	n/a	n/a	n/a
life cycle of plants	3.1, 3.2, 3.3	11/a	TI/A	II/a
2. Fruit Frenzy - To become familiar with the way	5.1; 5.2	n/a	5.2	n/a
fruits and vegetables develop around seeds	5.1, 5.2	II/a	5.2	II/a
3. The Zones - To identify the appropriate plants for a	5.1; 5.2	n/a	5.2	5.6
particular temperature zone		II/a		
4. Just Chill - To simulate a winter environment to	5.1; 5.2; 5.5	5.3	5.2; 5.11	n/a
provide chilling requirement for an apple seed		0.0		II/a
5. Fruit Factory - To use reference material to choose	5.1; 5.2	n/a	5.2; 5.11	n/a
a fruit or nut tree to plant or transplant		11/a		II/a

Junior Master Gardener Program Texas Essential Knowledge and Skills Grade 5 Fruits and Nuts

2 a Links	T = m = 3	Madan	0	0 10 1
A ctivity 1. Home Sweet Home - To understand the criteria for	Language Arts	r auiem aucs	o chette	SocialStudies
selecting a good garden site and to selectan	5.5	n /a	5 .2	5.26;5.27
appropriate garden site based on those criteria.	3.5	11 /0.	3.2	3.2073.27
2. Make Your Pick - To select appropriate crops for	<u> </u>			
planting based on season.	5 .1 0	n /a	5 .2 ; 5 .6	5.25;5.26
3. Small and Large - To gain an understanding of space		5.1;5.11;5.13;	5.2;5.3;5.4;	5.6;5.25;5.26;
considerations when planting seeds.	n /a	5.14;5.15	5 .9	5 .2 7
4. Rules are Rules - To establish rules for the garden				
thatmake it a safer place to learn.	5.4;5.15	n /a	n /a	5.26;5.27
5. Schedule It - To establish a schedule where all				
learners take part in maintaining the watering and	n /a	5.3;5.11	5 .2	5.25;5.26;5.27
6. Som e Like It Hot - To distinguish between warm	5.10	n /a	5.6;5.9	n /a
season and coolseason crops.	5.10	II /d.	5.075.9	II /d.
1.CylinderGardening - To successfully grow	n /a	5.11;5.14	5.1;5.2;5.3;	5.27
vegetables and herbs in containers.	11 /d	5.1175.14	5.4;5.5;5.11	5.27
2. Paper TowelG ardening - To create seed mats and		5.2;5.11;5.14;		
transplant templates which will aid in organizing and	n /a	5.15	5.3	5.25;5.26;5.27
laying out the garden.		3.13		
3. Tender Transplants - To understand the benefits and	5 .5	5.11	5.1;5.5;5.11	5.26
practice techniques of transplanting.				
4.W eed M ats - To create a natural form of weed	5 .1 0	n /a	5.1;5.3;5.9;	5.26
control			5.11	
5. Season Extenders - To create an environment for	n /a	n /a	5.3;5.6;5.9	5.24;5.26;5.27
plants. 1. The Pyram id - To use the Food Guide Pyram id to				
plan balanced meals.	n /a	5.7;5.14	5 .2	5.26;5.27
2. Food Safety - To understand and practice food				
safety rules.	5 .1	n /a	5.1;5.2;5.9	5.26
3. LabelReader - To learn the importance of eating				
breakfastand how to make healthy food choices	5.1;5.8;5.10;	5.2;5.5;5.14;	5.2;5.3	5.25;5.26;5.27
by using information found on food labels.	5.11;5.13	5.15		
4. Veggie Taste Test - To evaluate vegetables based on				
cobr, texture, taste and sm ell.	5.1	n /a	5 .2	5 .2 6
1. Garden to the Table - To determ ine harvest time of		,		
various garden vegetables.	n /a	n /a	5 .1	n /a
2. Beauty Contest-To rank vegetables based on	5.4;5.5;5.15	n /a	5.2	5.26
appearance.	5.475.575.15	11 /d	5.2	5.20
1. Garden Vegetable Casserole - To create a	n /a	5.2;5.11;5.14	5.1	n /a
casserole with vegetables from your garden.	11 /4	3.273.1173.14	3.1	11 /6
2. Veggie Pizza - To use the Food Guide Pyram id to	n /a	5.2;5.14	5.1	5.26
pkn baknced meak.	11/0	3.273.21	J	3.20
3. Salad Supper - To use the Food Guide Pyram id to	5.1	5.14;5.15	5.1;5.2	5.25;5.26
phn bahnced m eak.	3.1	3.1173.13	3.173.2	3.2373.20
4. CulturalCooking - To plan, plant, and harvesta				
them e garden that will grow ingredients for a recipe	n /a	n /a	n /a	5.23;5.25
from different cultures.				
5. Garden Sponge - To grow and harvesta crop of	n /a	n /a	5.11	5.25;5.26
bofa sponges.				
1. Touch and Smell - To identify herbs based on the sense of touch and smell.	n /a	n /a	5.2	5.26
sense of which and smer.	-			
2. HerbalV inegar - To make and bottle herbalvinegar.	n /a	n /a	5 .1	n /a
2. Holder, megar to make and boat helbalvillegal.				
3. Herb Bath Salts - To prepare herbalbath salts wraps.	n /a	5.11;5.14	n /a	n /a
4. Herb Sachets - To create herb sachets from dried	n /a	5.11;5.14	5.1	n /a
herbs.	11 /0.	3.11/3.11	5.1	11 /0.

Junior Master Gardener Program Texas Essential Knowledge and Skills Vegetables and Herbs Grade 5

Activity	Language Arts	Mathematics	Science	Social Studies
1. Who are You? - To understand the many roles we			00.000	000:0: 0:00:00
have in life and begin to understand that each	5.1; 5.4; 5.15;	5.15	n/a	5.26
member is a very unique and special person.	5.16; 5.18			
2. "What are you like?" - To help members examine				
their feelings, self-concepts, and values as they	5.1; 5.4; 5.15	n/a	n/a	5.26
make choices.	, , , , , ,			
3. Know Your JMG Friends - Youth will recognize				
positives in their fellow students.	5.1	n/a	n/a	n/a
4. Good JMG'ers Wanted Posters - Confirm each				
student's uniqueness by having them take their own	5.1	n/a	n/a	5.26; 5.27
fingerprints.				, .
5. How would you feel? - To understand that how you				
treat other people is very important.	5.1; 5.2	n/a	n/a	5.26
6. Feeling Bee - Youth will recognize that others have				
someof the same feelings they do in certain	5.1; 5.2; 5.4;	n/a	n/a	n/a
situations.	5.15; 5.16; 5.18			
1. Where's My Fruit? - To demonstrate the importance	5.4	F 4.4	,	500 507
of sharing with your friends.	5.1	5.14	n/a	5.26; 5.27
2. Let's Build It - To explain the importance of	5.1; 5.2; 5.5;			
cooperation in a group situation.	5.15; 5.18	n/a	n/a	5.26; 5.27
3. JMG Cooperation Roster - To explain the importance				
of cooperation in a group situation.	5.13	n/a	n/a	5.26
4. Musical Chairs with a Twist - To explain the	- 1	,	,	,
importance of cooperation and sharing in a group.	5.1	n/a	n/a	n/a
5. Over and Under - To illustrate group cooperation in	5.4	,	,	,
a competitive situation.	5.1	n/a	n/a	n/a
6. Cooperation Countdown - To demonstrate the	F.4	1-	1-	-1-
importance of cooperation in a group.	5.1	n/a	n/a	n/a
1. Garden Shed - To develop listening/communication	5.1	n/a	n/a	n/a
skills. Helps with memory tasks.	5.1	II/a	II/a	II/a
2. Who's Who on Our Team? - To identify and practice	5.5; 5.15	7/0	2/2	5.26
different modes and methods of communication.	5.5, 5.15	n/a	n/a	5.26
3. Can You Follow Me? - To identify and practice	5.4	,	,	5.00
different methods of communication.	5.1	n/a	n/a	5.26
4. Plant a Seed - To demonstrate the importance of	5.1; 5.5; 5.15;	,	,	
clear verbal communication.	5.16; 5.18	n/a	n/a	5.26
	5.1; 5.15	n/a	n/a	5.26
Goal Search - To teach members what a goal is.	3.1, 3.13	11/a	11/a	3.20
2. Right on Target - To demonstrate the skills needed	5.1	5.3	n/a	5.26
for goal setting and construct personal goals.				
3. The Class/Club Chronicle - To write appropriate	5.15; 5.16; 5.19	n/a	n/a	5.26
short-term personal goals.	,,		1	
4. Watch Me Grow - To discuss the different types of	5.4	n/a	n/a	5.26
goals: short-range and long-range.				

Junior Master Gardener Program Texas Essential Knowledge and Skills Life Skills and Career Exploration Grade 5

Activity	Language Arts	Mathematics	Science	Social Studies
1. Making a Machine - To teach group cooperation and the importance of each members role.	5 .1	n /a	5 .5	5 .26
2. Create a Costume - To stimulate creative thinking and to implement the group decision-making process	5 .5	n /a	n /a	5 .26
3. Pass It On! - To facilitate group members getting to know each other.	5.1;5.5;5.7; 5.8;5.10; 5.15;5.16;5.18	n /a	n /a	5 .26
4. E ither/0 r - To explain the decision-making process.	5 .1	n /a	5 .2	5 .2 6
5. Lets Make a Case Outof It - To explain how the decision-making process works with a group decision	5 .1 ; 5 .5	n /a	5 .2	5.26;5.27
6. It's in the Bag - To understand the importance of gathering information for decision-making and problem solving.	5 .1;5 .15; 5 .16;5 .18	n /a	5 .2	5 .2 6
Shared Responsibility - To understand their responsibility to a group and its members	5 .1 ; 5 .5	n /a	n /a	5 .26
2. Consequences - To understand self-responsibility.	5.1	n /a	5.2	5.26;5.27
3. Touchdown - To setresponsibility goals to work toward.	5 .1 0	5 .3	n /a	n /a
4. Don'tStamp Me - To determ ine whether stereotypes influence how they actand repspond to situations.	5 .1 ; 5 .2 ; 5 .5	n /a	n /a	5 .26
1. Careers and School-To compare and contrast schooland the world of work.	5.1;5.10;5.15; 5.16;5.18;5.21	n /a	n /a	n /a
2. Career Teams - To analyze various careers in terms of group or individual involvement.	5 .1	n /a	n /a	n /a
3. W hen IG row Up - To become aware of the choices they willmake when choosing a career.	5.10	n /a	n /a	n /a
4. Dream House - To identify impactof various careers on their world.	5 .1 0	n /a	n /a	5 .26
5. Allfor One - To identify careers that operate independently and those that operate as a team.	5 .1	n /a	n /a	5 .26

Life Skills and Career Exploration (continued)