

Planting a Rainbow by Lois Ehlert



A Garden Recipe

"Planting a Rainbow"

Ingredients:

- Book: **Planting a Rainbow** by Lois Ehlert **ISBN-10:** 0-15-262609-3 (This book is also available in a Big Book format **ISBN-10:** 0-15-262611-5)
- Garden plot/bed with richly amended soil that receives at least six hours of sun per day.
- Mulch
- Bulbs for fall planting (as many as you have room for)
 - Orange:** tiger lily **Red:** tulip **Yellow:** daffodil **Blue:** hyacinth **Purple:** purple crocus, and purple bearded iris
 - White:** Paper Whites (grow inside)
- Seeds for spring planting
 - Purple:** phlox, asters **Blue:** morning glory, corn flower **Orange:** zinnia, marigold
 - Yellow:** daisy
- Popsicle sticks or tongue depressors for identifying (color coordinate these with same color as the seed)
- Plants for after last frost planting:
 - A rose, violets, carnations, delphinium, poppy, pansy, ferns, daisy, carnations
- Gardening tools (These are type/size of garden dependent. And always consider whether or not they are appropriate for the age of your students.)
- Flour to use for "drawing out" the garden design
- Rulers to measure growth and spacing.
- Digital cameras for continued documentation of how the seeds and children grow ☺

Procedure: In the Fall

1. In October, before the ground is too hard to work, read *Planting a Rainbow* with your students.
2. Review colors; primary and secondary
- 3.
4. Demonstrate to students how to poke the ground with



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their fingers (usually up to the first knuckle is fine). They can make as many holes as they have seeds, spacing them a fingers length distance from each other.

5. Have students go back and drop their seeds into the holes.
6. Now students need to gently cover over their seeds with the dirt in their square and lightly pat it down.
7. Gently water and keep moist until germination.
8. Have students observe each day. You may choose to have students record their observations through illustrated pictures and/or words.
9. As the sprouts and plants develop, have the students try to guess what their surprise plant will be.
10. As the types of plants become more evident, you will need to thin (for instance, you will only need one or two zucchini plants... so dig up the extras, repot and have students take them home to grow) or stake (beans and peas)
11. Water and weed as needed...everyone should be responsible for the plot.
12. Don't forget to record your observations in writing or by digital camera.
13. Enjoy your harvest. For added fun, weigh your produce as you harvest it for a grand "surprise" total.

Yield: Life-long learners through observation skills, measurement practice, and a connection to where food comes from.

Enrichment: Purchase two copies of the [The Surprise Garden](#) in Big Book format to laminate and hang in sequential order outside so the children can reread the story and review the process independently.

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