



Weeding the Garden: Preschool Lesson

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Objectives

- Students will recall information about plants and add to their understanding of what plants need to grow.
- In the garden, students will use pictures (or sample plants) and follow instructions to identify weeds and pull them.
- Students will work in teams to sort, count, and classify their weeds.

NC Foundations for Early Learning and Development

Goals Addressed:

APL-1, APL-2, APL-8, APL-9

ESD-5

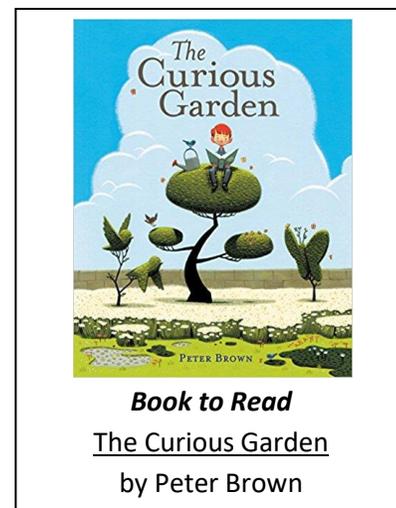
HPD-2, HPD-4, HPD-5, HPD-7, HPD-9

LDC-1, LDC-8, LDC-9

CD-1, CD-14, CD-10, CD-11, CD-14, CD-15

Materials

- Examples of weeds from the garden
- Trowels
- Buckets or containers for each weeding team



Vocabulary

Weed- a plant that grows where we do not want it and/or one that we did not plant

Preparation

Collect some examples of weeds (including their roots if possible) from your school garden.

Activities

In Class Discussion

Explain to the students that in the garden, many different types of plants grow. People plant vegetables, herbs, and flowers in the garden, but lots of other plants grow that people don't plant. Those plants are called weeds. Explain the definition of a weed. Ask students to brainstorm why they think weeds might be bad for the garden. How do they think the seeds for the weeds got to the garden?

Show students examples of some of the different kinds of weeds from the school the garden, including their roots. Explain that the weeds use their roots to take nutrients and water from the soil that other plants need to survive. Most weeds also grow very fast, faster than most vegetables. If they are left to grow, they can steal other plant's sunlight, growing tall and casting shade over small areas of the garden. Weeds will eventually kill the plants we put in the garden. For all of these reasons, it's very



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important to weed the garden! Let students know that before they start weeding, they need to know how to weed. Ask if anyone has a guess about how to weed.

Show students the tools they will use to weed (their fingers and the trowels). Demonstrate the proper way to weed and explain why it is important to remove the weeds' roots. If students are using their hands to weed, instruct them to pull weeds with their fingers as close to the soil as possible. Their fingers should touch the soil when they pull. We want to get as much of the roots as possible so the weed can't re-grow. Tell them no weed is too small to remove! The smaller the weed is, the easier it will be to take out of the garden.

Garden Activity

Students will act like scientists to gather and communicate information while weeding the garden too.

Divide students into teams and assign them to an area of the garden to weed. Give each team a bucket and ask them to pull weeds using their trowels or fingers and to put the pulled weeds into the bucket. If needed, demonstrate again how to remove a weed from the ground. Tip: to clearly communicate which plants to weed, sprinkle a little baking flour onto the weeds.

After they have weeded the garden, ask the students to count the number of weeds they collected. Ask students to sort their weeds into groups of small weeds and large weeds. How many small weeds do they have? How many large weeds do they have? Ask the several students to show the class one of the weeds in their bucket and describe it. Does the weed have flowers? Does it have long roots or short roots?

Review

Ask the students why it is good to remove weeds from the garden. Tell them that the same plants that might be weeds in the garden are a positive part of forests and other habitats. Weeds are often tough plants that can grow in lots of different environments and places. Read [The Curious Garden](#) to students. Explain that in Liam's garden, he cares for the weeds and helps them grow!