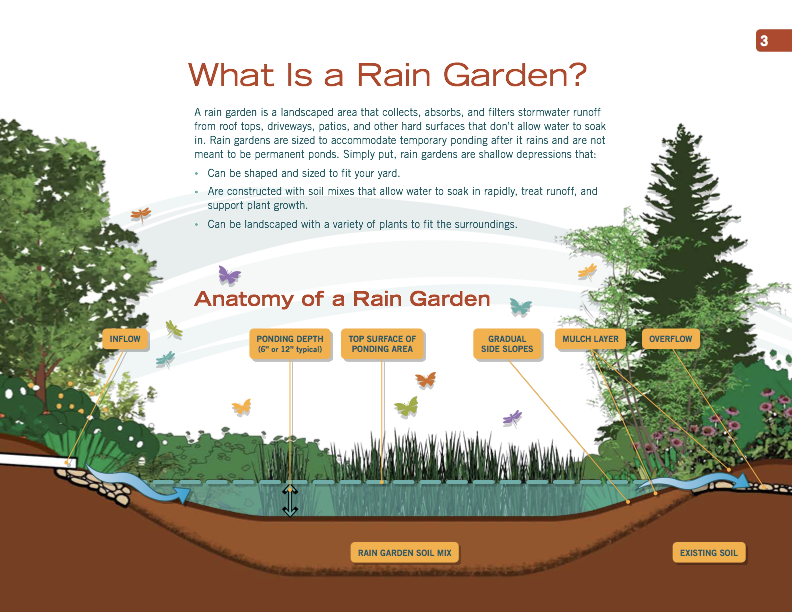
Page 3 from [“Rain Garden Handbook for Western Washington”](https://fortress.wa.gov/ecy/publications/documents/1310027.pdf)



This resource will be a valuable tool for students as they plan and construct their rain garden models. You may want to print out one per group as a guide while they build their own.

Page 7 from [“Rain Garden Handbook for Western Washington”](https://fortress.wa.gov/ecy/publications/documents/1310027.pdf)



On this page, the steps to building a rain garden are layed out. You may want to show this before you begin your model to demonstrate the process for a real rain garden.

**Teacher Talk Moves**

Teacher Directions: Print a sheet for each group prior to teaching Lesson 4. Use these sheets to document progress towards SEL standards.

**Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher** | | | **Student**  **Responses**  (Use initials) |
| **Soft Skills and What to Look For** | **Standard** | **Guiding Question Suggestions** |
| Communication-   * Emotional Regulation * Inclusion | Individual has the ability to regulate emotions, thoughts, and behaviors | How have you made your group a safe place for ideas?  What can you do to make sure everyone feels important? |  |
| Collaboration   * Following Assigned Roles * Active Listening | Individuals have the ability to make safe and constructive choices about personal behavior and social interactions. | What is your group doing to make sure everyone is following their jobs?  What are you doing to listen to one another’s ideas? |  |
| Critical Thinking   * Growth Mindset * Working towards a common goal | Individuals have the ability to identify their areas for growth, and potential external resources and support. | What are you doing to solve this problem today?  How will you be successful in meeting your goals for this design? |  |
| Creativity   * Positive contributions to school and community | Individuals have the ability to consider others and show a desire to contribute to the well-being of the school and community. | Why is creating this model important to our school and community? |  |

Team: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Budget: Rain Garden

Total Spending: $100

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Cost | Amount | Quantity |
| Dirt | 9 | 6 cups |  |
| Mulch | 13 | 2 cups |  |
| Rocks | 25 | ½ cup |  |
| Pebbles | 28 | ½ cup |  |
| Sand | 32 | 1 cup |  |
| Sponge | 36 | 1 |  |
| Cotton balls | 22 | 10 |  |
| Coffee filter | 24 | 2 |  |
| **Total:** |  |  |  |

Classroom Rain Collection Data

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Team 1** | **Team 2** | **Team 3** | **Team 4** | **Team 5** |
| **Trial 1 (mL)** |  |  |  |  |  |
| **Trial 2 (mL)** |  |  |  |  |  |

Team: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Data and Results

1. Was your rain garden successful? (think about the amount of flooding and erosion)
2. Which trial did you find was more successful? Why?
3. Did your group successfully communicate, or share ideas? Why or why not?
4. How does communication help you when completing a task?
5. Why is it important for scientists, community members, and others to create rain gardens that work? How does it help the environment?