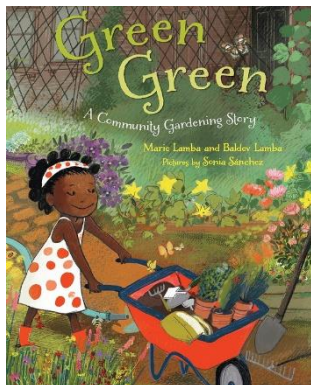


Learn gardening through story: *Green Green* by Marie Lamba and Baldev Lamba



Subject(s): English

Grade(s): 3

Key Stage(s): 1

Learning intention(s)

Students will develop an understanding of how communities can work together to create a community garden.

Mapping to curriculum

English

Strand	Curriculum Descriptor	Application in Activity
Listening and Speaking	Engage in discussions to share ideas and understand new vocabulary	Participate in discussions about community gardens, their benefits, and vocabulary (Slides 1–9).
	Listen to texts and respond with comprehension	Listen to and discuss the read-aloud story and video about community gardens and cleanup (Slides 7, 5).
	Use clear communication for varied audiences	Share ideas about their own community garden and collaborate with peers (Slides 8–9).
Reading and Viewing	Read and comprehend texts with support and make predictions	Shared reading of the story; interpret images; predict story outcomes (Slides 4–7).
	Recognize text features and connect ideas to real-world contexts	Discuss story themes, benefits of community gardens, and relate to their environment (Slides 8–9).
	Use checklists and guides to organize understanding	Use a checklist to plan and organize their retell of the story (Slide 11).
Writing and Representing	Create simple texts for specific purposes and audiences	Write a statement about their own community garden, list needed materials, and illustrate it (Slide 10, 12).
	Use appropriate vocabulary and sentence structure	Use vocabulary from the story and classroom discussions in their writing.
	Develop writing skills with planning and revision	Plan retell using checklist and complete worksheet with teacher support.

Lesson Instructions

Materials required

- [Youtube read-aloud](#) of *Green Green: A Community Garden Story*
- [PowerPoint presentation](#) for teachers
- Student worksheet: available at end of this lesson plan or [download](#)

Key Vocabulary

Community: A group of people who live near each other or do things together.

Garden: A place where people grow flowers, fruits, or vegetables.

Community Garden: A garden that people share and work on together in their neighborhood.

Planting: Putting seeds or small plants in the ground so they can grow.

Watering: Giving plants water to help them grow and stay healthy.

Mulch: Dry stuff like straw or leaves that covers the soil to keep it moist and stop weeds.

Soil: The dirt where plants grow. It has food and water for plants.

Planter Box: A box used for growing plants, often in small spaces like schools or cities.

Cooperate: Working nicely with others to get something done.

Environment: The world around us—like air, land, water, animals, and plants.

Lesson stages

Slide	Step 1: 'I do' Teacher instruction	Step 2: 'You do' Independent learning
1.	Pose the question 'What do you think that this lesson is going to be about?'	Respond to teacher questions.
2.	Read aloud the learning intentions. Explain what the lesson will be about and what students will be doing	Gain an understanding of what the lesson is about.
3.	Introduce new vocabulary students to. Ask students to offer some examples from their own experiences to further explain the vocabulary. Students may suggest some synonyms for the new vocabulary.	Provide examples of the new vocabulary from things in their environment.
4.	Display the book cover and ask students to make predictions about the text.	Respond to teacher's questions.
5.	Play the story read-aloud. Lead a class discussion about the main points of the story, and make comparisons between the story and in their community.	View YouTube read-aloud of the story of <i>Green, Green</i> . Work in pairs to discuss what the story was about, and share responses with the class.
6.	Pose the question 'what does a community garden look like?' Lead a discussion about the images on the slide – what are people doing? what is in the images?	Learn about the characters in the story.
7.	Ask the students to look closely at this image and explain what some of the plants are and how they could be used. Discuss the materials that the planter boxes are made out of, the soil, the mulch (straw), how the plants are held up.	Respond to teacher questions.

Slide	Step 1: 'I do' Teacher instruction	Step 2: 'You do' Independent learning
8.	Pose the questions, 'What are people doing in these images?' How could you help in a garden?	Respond to teacher questions. Make comments and interpretations of what is happening in the images. Provide suggestions about things that they could do to help in these situations.
9.	Read aloud the list of benefits of community gardens. Ask students if they agree or disagree with the statements on the slide. Ask students to discuss with a partner some other suggestions to support the notion that Community Gardens are beneficial. Ask students to share their ideas with the class.	Students will work in pairs to identify some other benefits of a community or school garden, and share their responses with the class.
10.	Pose the questions, What can you do? What would you need to start a school community garden. Ask students to discuss these questions with their partner. Some students may like to write some of their responses on a piece of paper. Ask students to share their thoughts with the class.	Students will work in pairs to discuss how they could contribute to a community or school garden, and share their responses with the class.
11.	Distribute and explain the worksheet. Students will write a statement about why their school community garden will be important, complete a sentence frame about three things that will be in their community garden, and list three things that they will need for their garden. They will also illustrate what their community garden will look like.	Complete the worksheet.
12.	Extension tasks	[Complete as appropriate]
13.	Links to 'kids garden community' website - optional	

Check for Understanding

Teachers will:

1. Check in with students during the course of the lessons and provide support and guidance.
2. Make anecdotal notes about the work that students are producing. For example:
 - challenges that students have with the task
 - strengths of work being produced
 - ability of students to use the checklist for organising their thoughts.

Teacher Reflection

1. What worked well?
2. What would you like to change next time?

Extension Ideas

Class

1. Display their work in the classroom and around the school.
2. Present an outline of their ideas at a school assembly.

Whole school

1. Develop a plan for engaging community groups to assist with the development of a community garden.

Name: _____

Our School Kitchen Garden

Our school kitchen garden will be important because

In our garden there will be _____ ,
_____ and _____ .

To create our garden, we will need _____ ,
_____ and _____ .

This is what our school kitchen garden will look like

