

Anywhere Farm by Phyllis Root

Subject(s): English, Science

Year(s): 5-6

Key Stage(s): 2

Learning intention(s):

Students will listen to a story about growing food to develop an understanding of the basic principles of plant growth, including how plants can be cultivated in a variety of places using everyday objects repurposed as containers for planting.

Mapping to curriculum:

Strand	Curriculum Descriptor	Application in Activity
English: Speaking & Listening	Use speaking and listening to interact with others in a variety of forms for different purposes and audiences. Listen and respond to a range of grade-appropriate texts demonstrating comprehension.	Share experiences orally with the class about planting, growth observations, and challenges, contributing to group discussions.
English: Writing & Representing	Create clear personal, imaginative, and informational texts for various purposes and audiences. Use strategies to plan, draft, and improve writing.	Write a short paragraph describing the experience of planting and observing vegetables, explaining growth stages and personal reflections.
Science: Life and Living	Classification of living things based on characteristics; understanding body systems and adaptations that help survival; relationships among living things in habitats.	Practise growing plants in garden beds: preparing soil, planting seeds/seedlings, observing growth and health, and noting changes over time. Study survival and growth conditions.
Science: Science and Technology	Following scientific methods, making observations, conducting investigations, communicating findings, and practicing safety and responsibility.	Measure and record plant growth weekly, observe plant health, document findings in exercise books, and evaluate which plants survived or withered after two months.

Lesson Instructions:

Materials/resources:

- [YouTube read-aloud](#) of *Anywhere Farm*
- [PowerPoint presentation](#) for teachers
- *Anywhere Farm* Student worksheet – print 1 per student
- Each student's own writing and colouring pencils

Key vocabulary:

Farm: A place where food is grown.

Seed: A tiny plant in a protective shell. A seed needs to be in soil to grow into a big plant.

Soil:	The special material on the top layer of the earth that seeds and plants grow in.
Seedling:	A tiny new plant that has grown from a seed.
Sprout:	A little shoot growing out of a seed or a plant.
To plant:	A seed or baby plant is put into the soil so it can grow.
Weed:	An unwanted plant in a garden
Crate:	A box for carrying and storing things.
Pail:	Another name for a bucket.
Horn:	A musical instrument that has a wide opening.
Balcony:	An enclosed platform on the outside of a building.
To harvest:	To pick food or collect food from a plant when it is ready to eat.

Activity 1: Introduce the purpose and structure of the lesson

- Prepare** the class for the various activities involved in starting a school garden.
 - Show the PowerPoint presentation on starting a school garden.
 - Go through each slide to present the purpose, structure and intended outcomes of the lesson.
 - Slides 1 to 5 provide the purpose of the activity and the learning intentions. *Ask students to guess what the story is all about, using the cover page and the title of the story, i.e. 'Anywhere farm'.*
 - Slide 4 introduces the book. If the teacher has a copy of the book, read the story 'Anywhere Farm' by Phyllis Root to the class or select some students to read parts of the book.
 - Slides 6 and 7 show examples of the vegetables, insects and birds mentioned in the story.
 - *The teacher asks the students what they know about these plants and animals. Use questions such as 'Are you familiar with these organisms? Have you grown these plants before or have you seen similar insects/ birds in your school or home environment?'*
 - Slide 8: Before going over the words in the vocabulary list, have the students work in pairs to suggest a meaning to each word. Show the slide and ask students which of their answers were right or wrong.
 - Slides 10 to 12: The teacher uses this set of slides to explain the different places and ways that gardens can be set up. *Go over each image in the slides and get students to discuss and appreciate the different planting methods used. Ask them if they have seen examples of planting food in these different but creative ways.*
 - Slides 13 to 15: This set of slides outlines the necessary items needed to plant and grow food in a garden or in pots or containers. These include seeds or seedlings, a spade and good soil as well as different types of containers.
 - Get students to work in pairs to discuss the different methods of planting they have seen being used at home and at school. *Ask them questions such as 'What plants are grown in gardens and in pots or containers? Are plants healthier when grown in pots or on the ground?'*

Activity 2: Compile a class book entitled 'Our School Garden'

- Plan** which plants to grow and where to plant your vegetable or herb and then share your ideas with others.
 - Slides 16 to 20. Ask students to copy in their exercise books a worksheet (similar to the one on Slide 16). Inform them that they will each contribute their worksheet to the class book.
 - Ask students to work in pairs to plan what plant/plants to grow and where (i.e. in the garden or in garden beds or containers).
 - Each of them returns to the worksheet in their exercise books (similar to Slide 18 on the PowerPoint) and draws a picture of the plant they want to grow.
 - After drawing the picture, they write two sentences in the worksheet about the plant they intend to grow and the place where they will grow the plant (i.e. pot, garden bed or ground garden).
 - Share the worksheets with the rest of the class to get feedback.

- Now, take a clean sheet of paper and copy across the worksheet in their exercise books (similar to Slide 18). Use coloring pencils or crayons to make the picture stand out and the vegetable/s easy to identify. This clean copy is the one that will be included in the class book called '*Our School Garden*'.
- Submit the completed worksheet to your teacher. Once the book is compiled, it can be shared with other grades in the school or displayed in the school library.

Task(s):

1. Practise growing plants in garden beds

- Find existing garden beds or build new using large cardboard boxes or timber pieces.
- Place the boxes in an area that is sunny and not too windy.
- Add soil to the beds, making sure the soil is smooth and moist. Add compost if available.
- Plant seeds or seedlings or propagate from existing plants. Choose plants that are easy and quick to grow, such as tomatoes, beans, cucumbers and bok choy.
- Check the plants every two days and water them if the soil looks dry.
- Measure the growth of the plants each week to see any changes in height, number of leaves and the health condition of the plant. Make a note of these changes in your exercise book.
- At the end of two months, check the garden beds to see which plants have survived and which have withered.

2. Share your experiences of planting a common vegetable with others in the class

- Write a short paragraph (3-4 sentences) about your experience of planting your vegetable and of observing your plant go through the different growing stages.

Teacher Supporting Resource:

Design your ANYWHERE garden (using recycled materials)

BE CREATIVE: What re-usable items will you use to DESIGN your ANYWHERE GARDEN at your school?

WE WANT LOTS OF DIFFERENT IDEAS LIKE IN THE STORY 😊

Tell us what recycled OR re-usable items you will use to make your ANYWHERE garden.

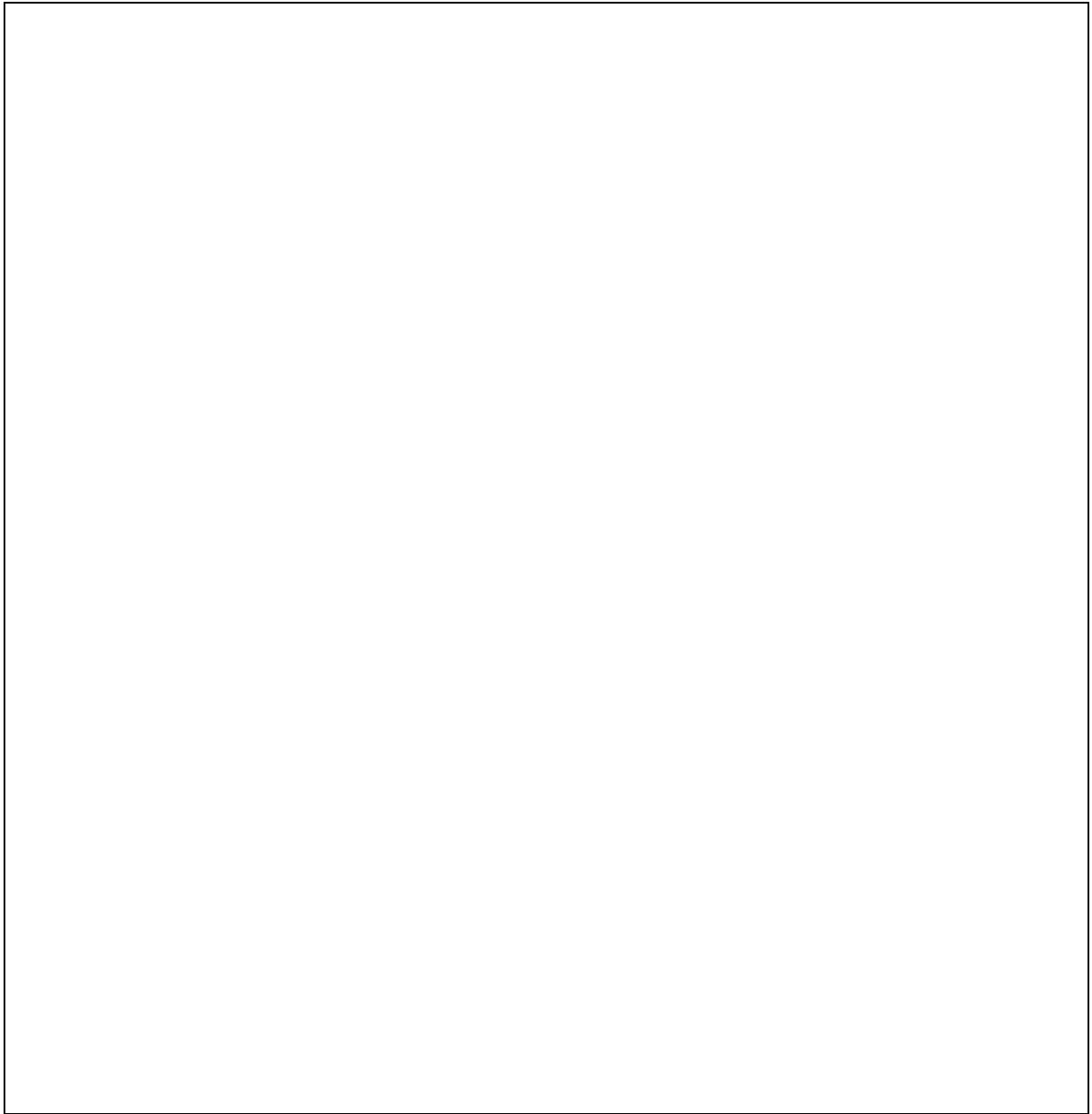
Tell us where you will build your ANYWHERE garden.

Describe your ANYWHERE garden (use interesting describing words).

[TURN OVER and you can draw a picture of your ANYWHERE garden on the back]

Name: _____

Now draw a beautiful picture of your ANYWHERE garden.



Name: _____