

Sylvia's Spinach book by Katherine Pryor

Subject(s): English, Science

Year(s): 1-3

Learning intention(s)

Students will listen to a story, write sentences about what they have learned and then read and present their work to an audience. Students will also develop an understanding of how plants grow and learn about what they can do to help their plants grow.

Mapping to curriculum

English

Strands- Listening and Speaking, Reading, Writing to express stories and Ideas

Sub strands

- 1.2 Language for talking with others
- 1.6 Reading to understand stories
- 1.7 Beginning and Developing writing

Science

Strands- Life and Living, Energy and Change, Farming

Sub strands

- 1.1 Living and Non-living Things
- 1.2 Energy in the Environment
- 1.4 Food from the Garden
- 3.2 Energy sources

Learning outcome(s)

English

- 1.3.1 Understand situations in which to listen and respond in appropriate ways in the classroom
- 1.5.1 Understand and respond to short, predictable texts such as stories, poems and rhymes
- 2.9.1 Plan and write stories with characters, a series of events and detail
- 3.1.1 Use and increasing amount of English to retell stories and present ideas.

Science

- 1.4.1 Know some common fruits, vegetables and root crops planted in the garden
- 2.4.1 Understand that good soil, water and sunlight are needed for successful gardening
- 3.2.1 Know a range of sources of energy

Lesson Instructions

Materials/resources

This story is about a girl called Sylvia and what happened when she grew food in her school garden.

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

Key vocabulary

- Seed:** a tiny baby 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.
- Root:** the part of the plant that is hidden in the soil. It holds the plant firmly in the ground and takes water and food from the soil.
- Plant:** put a seed or baby plant into the soil so it can grow.
- Weed:** an unwanted plant in a garden.
- Sprout:** a little shoot growing out of a seed or of a plant.
- Harvest:** pick or collect food from the plant when it is ready to eat.
- Seedling:** a tiny new plant that has just grown from a seed.

Instructions

1. Use the powerpoint of the story in the provided materials.
2. Introduce students to the lesson. Pose the question 'what do you think this lesson is going to be about?'
3. Explain what students will be doing during the lesson – what the learning intentions are.
4. Explain the new vocabulary and ask students to provide further explanations from their own experiences.
5. Play the youtube read-aloud of Sylvia's Spinach story for the students.
6. Ask the students to discuss some interesting facts that they have learned from the story.
7. Explain the worksheet for the chosen activity to students.

Activity 1: What vegetable would you like to grow in your school garden?

1. **Choose** a vegetable that you would like to grow in the school garden.
 - This can be one of the examples in the story or something different.
2. **Write down and draw** your chosen vegetable.
3. **Find out** how your vegetable grows.
 - List down the steps on how to grow your chosen vegetable.
 - Describe what foods this plant needs to help them grow?
 - Share your answers with a friend.

Activity 2: You can make lots of things with spinach or other types of vegetable

1. **Find out** 5 different recipes of food that use Spinach/other vegetable as an ingredient.
 - List down the names of the dishes.
 - Write down how to make one of these dishes.
2. **Draw** the dish that is your most favourite.
 - This can be a dish you like or a dish you would want to try.

Activity 3: Caring for your plants/vegetables

1. **Fill in** the blank spaces in the two sentences below.
 - *The teacher writes two sentences on the board and asks students to copy the sentences in their exercise books.*
 - *He/she reads the sentences to the students and asks them to fill in the blank spaces. Provide some examples of answers so students know what to write.*
 - In my school garden, I would like to plant _____ and _____. I will look after my school garden by _____ and _____ the garden beds.

2. **Select** a few students to read their sentences to the class.

- Have a class discussion to decide which vegetables are likely to grow well in the school garden.
- Give reasons why some plants may grow better than others. Make sure to include factors such as sunlight, food and soil.

Teacher Supporting Resources

Worksheet

What vegetable would you like to grow in your school garden?

Write the name and draw it in the box below.

How does this vegetable grow?

Find out how your vegetable grows and list down the steps here.

1. _____
2. _____
3. _____
4. _____
5. _____

Worksheet

You can make lots of things with Spinach!

Find 5 different recipes of dishes that use Spinach as an ingredient.

Dish Name: Recipe:

Which dish is your favourite? Draw how it looks below.