

Sylvia's Spinach Book by Katherine Pryor

Subject(s): Literacy, Science

Grade(s): 1-4

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

Literacy/Language

Strands – Listening and Communicating, Reading and Viewing, Writing

Sub strands

- 1.1.1 Listening and Responding
- 1.3.1 Audience and Purpose
- 2.1.2 Speaking and Communicating
- 4.2.1 Reading and Viewing
- 4.3.7 Vocabulary

Science

Strand – Living Things and Environment

Sub Strands

- 4.1.2 Living together
- 4.1.3 Bio-diversity Relationship and Sustainability

Learning outcome(s)

Literacy

- 1.3.1.1 Create and compose short, simple texts for a familiar audience of peers and family to entertain and inform.
- 2.1.1.1 Listen and respond to two-step oral directions in formal and informal settings.
- 3.2.4.2 Ask and answer questions to help determine the meaning of words and phrases in a text, using dictionaries to assist where necessary.
- 4.1.2.1 Recount through retelling a personal experience or event of personal significance, sharing reflections, opinions, feelings and/or lessons learned.

Science

- 4.1.1.1 Evaluate that all green plants in the environment have common external parts no matter where they live
- 4.1.2.1 Evaluate how plants and animals live together to meet their needs for food, shelter and protection.
- 4.1.3.2 Analyse the diversity of plant and animal forms in an ecosystem.

Lesson Instructions

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

Materials/resources

- [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.

Seedling: a tiny new plant that has just grown from a seed.

Sprout: a little shoot growing out of a seed or of a 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 soil so it can grow.

Weed: unwanted plant in a garden.

Harvest: pick or collect food from the plant when it is ready to eat.

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 do this plant need to help them grow?

Activity 2: You can make lots of things with Spinach

1. **Find out** 5 different recipes of food that uses Spinach as an ingredient.
 - List down the names of the dishes.
 - Write down how to make 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 plant/vegetable.

1. **Fill in** the blank spaces in the two sentences below.

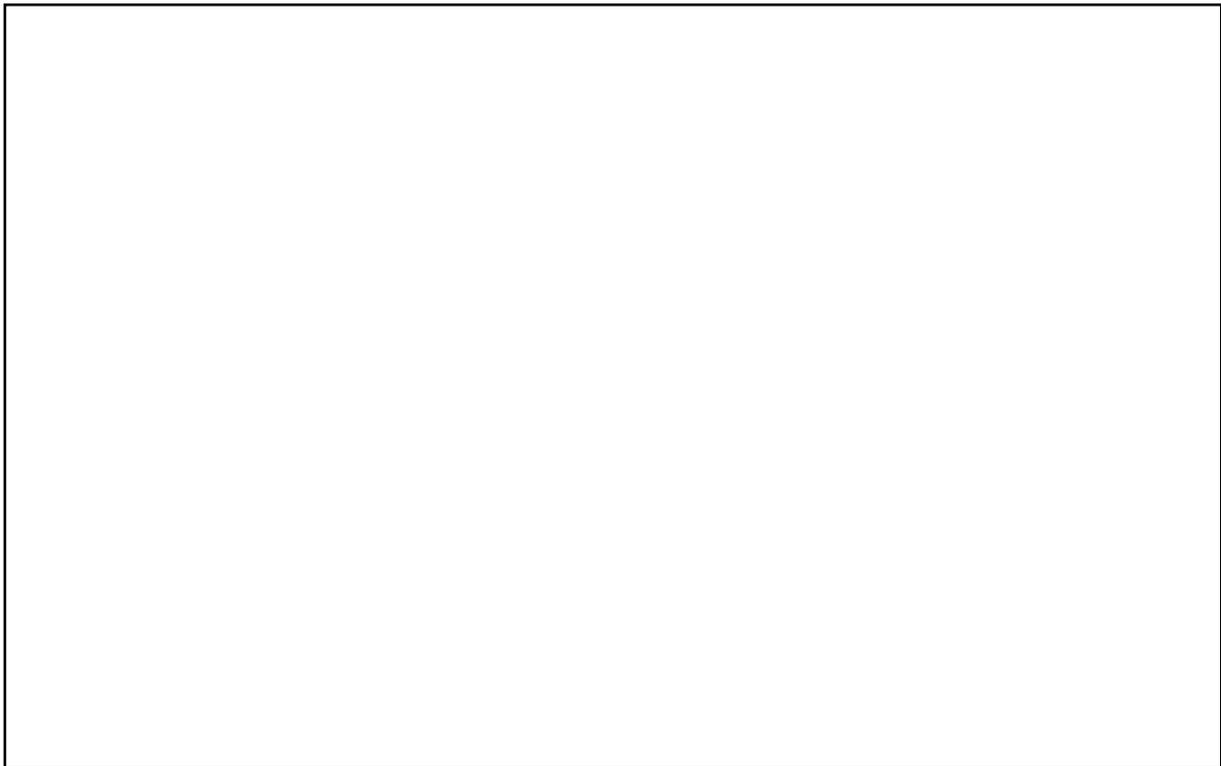
- *The teacher writes two sentences on the board and asks students to copy the sentences in their exercise books.*
- *He/She reads the sentences to the students and asks them to fill in the blank spaces. Provide some examples of answers so students know what to write.*
- In my school garden, I would 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

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. _____

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.