

**A GARDEN OF FRUIT AND VEGETABLES
TEACHING NOTES**

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UNIT 1. WHY ARE FRUIT AND VEGETABLES IMPORTANT?. WHY AN ECOLOGICAL FRUIT AND VEGETABLE GARDEN?

Lesson 1. WHY VEGETABLES AND FRUIT?. Understand why fruit and vegetables are important. Know about nutrients they contain and their functions.

***The materials that aren't student's Ws are supplementary materials. (the ones in red)**

ACTIVITY 1. Why fruit and vegetables?

Show slide 1 of the Power Point Presentation (Why fruit and vegetables?). The children will be shown a picture of a dish. On the dish they'll be able to see the average percent of the five main groups of valuable foods that people need everyday to be healthy. Ask the question that appears on the first image of the PPT1: "Why do you think fruit and vegetables occupy so much space on the dish?". The children give their opinions: "I think it's because...".

After they have expressed their opinions show slide 2 of the PPT1 and they see the answer. Show slide 3 and ask another question: "What average percent of food do fruit and vegetables represent?". The children can guess the answer and then show them how to calculate the percentage required. See slide 4.

Afterwards show the fifth slide of the PPT1 and ask the last question: "Fruit and vegetables contain something that is very important for our diet and it's not on the picture. Do you know what it is?" Let them guess and then show slide 6.

Resources: **the first six slides of the PPT1**

Activity 2. What are fruit and vegetables made of?

Show slide 7 of the PPT1. On the screen they'll see this question: "What are fruit and vegetables made of?" .

Give them time to think and discuss the answer with partners. Afterwards click several times on the mouse to show them gradually the different types of nutrients that fruit and vegetables have.

Resources: **slide 7 of the PPT1**

Activity 3. Functions of nutrients

Divide the class in small groups. Each group has two envelopes. The children open the first envelope and they spread out the labels with the names of the nutrients on the table. The children open the second envelope and they grab five more pieces of card where they can read the different definitions of the nutrients' functions.

The children match the labels of the nutrients with their corresponding functions. They check how they did the activity by viewing slide 8 of the PPT1. Each group is going to have a card on which they can record how well they did the activity.

HOW DID IT GO?
Excellent (got 5 answers correct)
Very good (got 4 answers correct)
Good (got three answers correct)
Ok (got less than three answers correct)

*Resources: envelopes with the labels of the nutrients' names and envelopes with the definitions of the nutrients' functions (worksheet 1) and **slide 8 of the PPT1**, card "How did it go".

Activity 4. Good for you.

Give the photocopy of a conceptual map for the children to fill in.

The children can work out the answers by taking into account what they have learnt from the previous activity.

Show slide 9 of the PPT1 and ask them the questions. They correct their answers by viewing slide 10 of PPT1.

Resources: conceptual map Ws 2 and **slides 9 and 10 of the PPT1**

Activity 5. Giving advice.

Show slide 11 of the PPT1 where they can read a sentence that summarises what they have learnt. It's a rhyme to help them to remember the relevant information that they'll have to memorise for class the next day.

Fruit and vegetables are good for
you
Eating them is what you should do.

After they can think of some advice they would give. They can do the activity in small groups.

-You should/Why don't you... _____

Resources: **slide 11 of the PPT1** and Ws 3

Activity 6. From the ground up.

Introduce the vocabulary the children will need to understand the song. Write on the blackboard the new vocabulary and add some important words the children probably know such as: nutrients, minerals, vitamins, grains, fruit, vegetables and fibre.

Ask for the meaning of the words and explain the meaning of the ones they don't know. Then give some children small pieces of paper with the words written on them and give to the rest of the class pieces of paper with the definitions of the words. The children have to find the person whose definition matches the word they have. After check if they did it correctly.

Resources: Ws 4

Each child has a photocopy of the song they are going to listen to. They have to fill in the gaps with the words that are missing.

The children listen to the song and they complete it. Help them to correct it and then they all sing the song. Each child sings a line. They sing the chorus all together and they sing the sentences that are repeated all the time in small groups.

Resources: Ws 5

UNIT 1. WHY ARE FRUIT AND VEGETABLES IMPORTANT?. WHY AN ECOLOGICAL FRUIT AND VEGETABLE GARDEN?.

Lesson 2. WHY AN ECOLOGICAL FRUIT AND VEGETABLE GARDEN?. Understand that building an ecological fruit and vegetable garden is the best option when making a vegetable garden.

Activity 1. Some clues.

Write on the blackboard the keywords from the story which the children need to understand. (The keywords are the main characters names and the actions they do). The children have to define the words. There is another way of doing this. Give each child a piece of paper with a keyword written on it. The child has to explain what the word means and the others have to guess the name of the word.

Resources: [keywordsW1](#)

Activity 2. Putting in order.

Divide the class in small groups. Each group has an envelope with all the pictures of the story. The children put them in order.

Resources: [Ws 2](#)

Activity 3. Checking

Read the story. The children check if they have put the pictures in the correct order.

Resources: [Story of the Green Dragon](#)

Activity 4. Matching.

Give each group an envelope with the bits of text that go under each picture. The children match each picture with its corresponding piece of text.

Resources: [Ws 3](#)

Activity 5. Checking again.

Read the story. The children check if they have matched the pictures and the pieces of text correctly.

The children stick the pictures and the pieces of text on a paper.

Activity 6. Understanding what happened.

The children work in pairs. Give them a worksheet with some questions they have to answer about the story. They do the activity orally and then correct it on the blackboard. After that they write down the answers.

Resources: Ws 4

Activity 7. Moral.

Ask the children what's the **Moral**?

Useful structures:

-I should/we shouldn't...

-It's better to...

-I could/we could...

They write down the moral of the story.

******We should do things in a way that doesn't harm the environment. We could build an ecological fruit and vegetable garden. Sometimes we need to learn about how to do things better.

UNIT 1. WHY ARE FRUIT AND VEGETABLES IMPORTANT?. WHY AN ECOLOGICAL FRUIT AND VEGETABLE GARDEN?

Lesson 3. WHAT DOES ECOLOGICAL MEAN? Main features of an ecological fruit and vegetable garden.

Activity 1. Useful words

Give some children a word from the word bank. One to each child. Each of the rest of the children has a picture that matches one of the words the other children have. The children with the words stand up and they look for the child that has the picture which is related to the word they've got.

Stick the pairs on the blackboard or on the wall (word-picture) the children have made and correct them.

Resources: **Word bank 1**

Activity 2. Where do you end up?

Give each child worksheet 1. Tell them that if you say an ecological sentence they go right and if you say a non-ecological sentence they go left. They end up in a vegetable they'll plant in the garden. They all must reach the same vegetable.

Resources: Ws 1 and **sheet of ecological and non-ecological items**

After the activity ask the children what other fruit and vegetables they think they could plant in the garden.

Activity 3. Tips for an ecological fruit and vegetable garden

Give the children worksheet 2. They complete each sentence with the words from word bank 1. They then do a representative drawing of the sentence next to each sentence.

Resources: Ws 2

Remind them it's important to consider all these tips when building an ecological fruit and vegetable garden.

UNIT 2. CREATING AND MAINTAINING A FRUIT AND VEGETABLE GARDEN.

Lesson 4. GETTING STARTED. WHERE WOULD YOU BUILD IT?. To meet or satisfy some conditions in order to build a vegetable and fruit bed. To put pictures on the computer and print them out.

Activity 1. Revision

Divide the class in two groups. One member of each group sits with their back to the blackboard. Write a word from the vocabulary worked on the last session on the blackboard. The members of each group describe the word to the child that can't see the word. That child has to say the word out loud. If he or she does it before the child from the other group his or her group get a point.

Activity 2. Some clues.

Explain and draw the underlined phrases and concepts of activity 3 on the blackboard: sunny place, fertile soil, South orientated, tap, more a les 50 m², near a place where to keep gardening tools, flat area and protected from the wind.

Activity 3. Where would you build an ecological fruit and vegetable garden?

Before they go outside write on the blackboard some prepositions they need: next to, in front of, behind, opposite the..., on, in, under and explain to them the meaning of the prepositions by doing drawings on the blackboard. Divide the children in small groups. Give the children worksheet 1 and a camera to each group. Remind them of the conditions a fruit and vegetable patch should have and let them go outside and take a picture

Resources: Ws 1 and a camera

Activity 4. Some computer work

Each group goes to a computer. They download the picture and they print it. They can create a folder where they'll keep all the pictures we'll be taking of the fruit and vegetable patch. Once they have printed the picture they stick it on worksheet 1.

Resources: computers, Ws 1

UNIT 2. CREATING AND MAINTAINING A FRUIT AND VEGETABLE GARDEN.

Lesson 5. START WORKING. To agree when choosing the best place for a fruit and vegetable garden, to know the materials and tools you need to get started and to follow some instructions to work it out.

Activity 1. Agreement.

Stick the pictures of possible places where to build an ecological fruit and vegetable garden on the blackboard. The children look at the first picture and ask the members of the group that took the picture questions like:

- Is it a sunny place?
- Has it got fertile soil?
- Is it in a flat area?...

The pupils then discuss and agree where to start growing vegetables and fruit around the school. They say to the teacher:

- We think that... because...
- In our opinion the best place is...
- We agree we should.../We could...

Activity 2. Let's work it out.

Give the children worksheet 1. Tell them they'll see some materials and tools they need to build a garden. They have to think which ones they would choose and circle the ones they'll use.

Resources: Ws 1

Activity 3. What do you use it for?

Write on the blackboard all the actions people can do with the different gardening tools provided in the previous activity.

Point to a child and say to him/her: "You are going to dig" and then show the child how to dig. The child stands up and does the action. The teacher does the same with the other functions of the tools. The children think about what tool is related to the action they are doing.

Divide the class into four groups. Give worksheet 2 to each group. The children put in order the steps to build an ecological fruit and vegetable patch. The garden will have four patches so that's why we have four groups of children.

Make sure they've put the steps in the correct order and then give each group the tools and materials they need before they go outside to build the fruit and vegetable garden.

Resources: Ws 2, gardening tools required to build the patches

UNIT 2. CREATING AND MAINTAINING A FRUIT AND VEGETABLE GARDEN.

Lesson 6. WHAT TO GROW AND HOW TO DO IT. To know vocabulary of fruit and vegetables. To know families of plants and which can grow next to each other. To plan and select what to plant in each patch.

Activity 1. Fruit and vegetables.

Show the flashcards of the fruit and vegetables you'll plant in the garden. Make the children repeat the new vocabulary and after play the game: "What's the missing flashcard?". Hide one flashcard and make the children guess the name of the fruit or the vegetable that is not there.

Resources: flashcards of fruit and vegetables

Activity 2. "Who's got a..."

Play the "Who's got" game. Show a card and the children see a picture of a fruit or a vegetable. You cover the question with a hand and you ask it out loud: "Who's got a carrot?" The child that has the picture of a carrot raises his/her card. They say "I've got a carrot" and the child asks the question below. The children continue until the question is asked to the teacher. The game starts and finishes with the teacher.

Resources: flashcards of the "Who's got game"

Activity 3. Planning what and where to plant.

Give the children Ws 1 (How does our fruit and vegetable garden work?). Tell them the four rectangles represent the structure of the school garden. Ask them why they think the patches are different colours.

Tell them the patches are different colours because plants belong to different families.

Give them Ws. 2, 3, 4 and 5. Explain to them how plants can go together. Divide the class in small groups. They do Ws 6 having a look at the previous worksheets.

When they finish Ws 6, put two groups together. They answer the other group's questions and they ask their own questions to the other group. The answers of the last two questions are: It stops pests and the soil has more minerals.

Resources: Ws from 1 to 6

UNIT 2. CREATING AND MAINTAINING A FRUIT AND VEGETABLE GARDEN.

Lesson 7. PATCHES OF FRUIT AND VEGETABLES AND AROMATIC HERBS. To learn what to plant in each patch. To know the names of some aromatic herbs. To learn how to plant aromatic herbs.

Activity 1. Colourful beds.

Divide the class in four groups. Group 1 is the Green Patch. Group 2 is the Red Patch. Group 3 is the Yellow Patch. Group 4 is the Brown Patch. Each group has to decide which four plants they would plant in each patch. Give them Ws 1. They do this Ws by having a look at the worksheets (from 1 to 5) they used to do the last activity from the last unit.

Stick their worksheets on the wall (all number ones) and tell them there's something else that has to be planted in each patch. "It's something you should plant in the middle. Do you know what it is?" Let them guess.

Tell them you'll plant aromatic herbs.

Resources: Ws 1 and Ws 1 to 5 from the previous unit.

Activity 2. Some aromatic herbs.

Show them the flashcards of the aromatic herbs they'll plant and tell them the names of the plants.

Show them the little aromatic herbs you'll plant in the garden. Ask them to tell you their names by looking at the flashcards.

Resources: **flashcards of the aromatic herbs.**

Activity 3. We start planting.

Divide the class in four groups and give aromatic herbs to plant and a spade to each group. Go outside and help them to plant the little aromatic herbs.

Resources: aromatic herbs to plant

Activity 4. Word Search.

Give them Ws 2 and tell them to do the Word Search.

Resources: Ws 2 and **solution**

Activity 5. Writing a diary.

Give the children the first front page of the diary they'll keep writing after every time they go outside. Tell them they can record what they've done and how they felt. This is an ongoing activity throughout the project.

Resources: Front page of the diary and Ws 3

UNIT 2. CREATING AND MAINTAINING A FRUIT AND VEGETABLE GARDEN.

Lesson 8. DOING SURVEYS AND COLLECTING SEEDS. To interview some people and to record their answers. To sow seeds in little pots.

Activity 1. Interviewing relatives.

Divide the class in small groups. Give the children Ws 1 where they do an interview with their grandpas, grannies, parents... The aim of the interview is to collect local seeds for the garden. The children do the interview in Catalan. They underline or circle the answers in English. There are some questions they can answer in Catalan. (The ones with an empty space).

As you read the interview questions with them to see if they have any doubts, make sure they understand these words: seeds, lots, a few, jars, envelopes, eat and sell, by drawing what the words mean or what the words are on the blackboard.

Ask them to bring the completed interview sheets by next week, and to put the seeds they collect inside the envelopes.

Resources: Ws 1 and envelopes

Activity 2. Sowing seeds in little pots.

Tell the children you'll sow seeds in empty yoghurt pots to make plants germinate and then transplant them into the garden. This is a way to protect plants from cold weather. Name materials they need to plant the seeds and show them to the children.

Show the children how to plant seeds in little containers by doing the steps in front of them. Explain what you are doing all the time. Write the actions you do on the blackboard.

Divide the class in small groups. Have all the materials on the table. One child from each group has to go where the teacher is and ask for the materials they need to plant seeds. Provide models of structures to ask questions:

-Can you give me four yoghurt pots, please? Thank you.

-Can you give me...?

Once they have the materials they can start planting the seeds.

One person from the group evaluates if they talk in English to carry out the activity by using a traffic light sign. He/She chooses the red, the orange or the green colour. Another person from the group observes if they have a nice attitude and if they all collaborate using a traffic light sign. The child chooses the red, the orange or the green colour.

When they have finished, put all the pots from the same group together and stick their traffic light sign beside the pots.

Resources: sixteen yoghurt pots, soil, lettuce seeds, broccoli seeds and leek seeds. Traffic light signs.

Activity 3. Writing down what we've done.

Give the children Ws 2. They've got to match the pictures of what they used to do the sowing with its corresponding names.

The children write down the instructions they would give to do what they have just done.

Resources: Ws 2 and Ws 3

UNIT 2. CREATING AND MAINTAINING A FRUIT AND VEGETABLE GARDEN.

Lesson 9. KNOWING WHAT TO PLANT, TRANSPLANT AND HARVEST EACH MONTH. HOW TO TAKE CARE OF THE GARDEN. LEARNING HOW TO PLANT.

Activity 1. Collecting seeds.

The children bring into the class seeds they have collected.

Collect the envelopes with the seeds. Stick each envelope behind the card of each vegetable or fruit. (Use the flashcards of fruit and vegetables to make the cards). Put them all together in a box.

Resources: **cards of fruit and vegetables** and envelopes with seeds the children have collected

Activity 2. Identifying what to plant and what to do.

Hand out the worksheet for the current month. The children work in pairs. They write the names of the fruit and vegetables you can plant, transplant and harvest that month. When they finish, correct their answers using the projector.

They look at the bottom of the Ws for the month. There are some pictures that give them clues about what to do in the garden that month. Let them think about it in small groups. Take into account their hypotheses and write on the blackboard what to do in the garden the current month.

Resources: worksheet of the current month

Activity 3. How to plant seeds.

Ask the children what we should plant outside that month. Take the corresponding seeds of the box and ask them if they know how to plant those seeds.

The children discuss their ideas in small groups. They do Ws 1. Using the words from the word bank the children write instructions for planting a seed. They also write the missing tip to consider when planting a seed.

The answers to Ws 1 are: Instructions. 1-Dig over the soil with a rake. 2-Make a hole. 3-Put the seeds into the hole. 4-Cover it with soil. 5-Water the area with a watering can.

And the tip is: To bury the seeds at a depth of between one and two times their size. If you prefer it the children can guess the second tip of Ws 1 after doing the worksheets of activity 4.

Resources: Ws of the month and Ws 1

Activity 4. Finding out the missing information.

Each child has information about some plants and lacks information about other plants. With the information they all have they should be able to complete the information that is missing on their worksheets. They go around the class asking questions to fill the gaps of their worksheets. They all cooperate.

The children have the questions they ask on their Ws 2, 2a, 2b and 2c and they can have a look at them.

The children only fill in the information about the plants they can plant outside from these worksheets.

Resources: Ws 2, 2A, 2B and 2C

Activity 5. Planting outside.

Make groups of threes. Take the garden tools and the seeds and go outside. Plant the seeds of the plants they have just collected information about.

Resources: seeds to plant that month
and garden tools.

UNIT 2. CREATING AND MAINTAINING A FRUIT AND VEGETABLE GARDEN.

Lesson 10. RECORDING INFORMATION. Completing fact files. Identifying vegetables and fruit. Understanding a poem about fruit and vegetables.

Activity 1. Completing fact files.

The children work in pairs. Both children have got an incomplete fact file of a fruit or a vegetable. Each child has information his/her partner needs to fill in the fact file. They ask questions to each other about their fact files to complete them. When all the children finish the class will have a fact file of all the fruit and vegetables we'll plant. Each pair reads out loud the information from their fact files. Collect the fact files and place them in a box for the children to have a look at throughout the project.

Resources: Ws from 1A to 27B

Activity 2. Identifying vegetables

The children cut out the pictures of the vegetables they have on page 2. They put each picture in the correct place.

Resources: Ws 2

Activity 3. Poem

The children work in small groups. They have a copy of an incomplete poem. They have the words that are missing and they have to think where to put them in the poem. When you hand out the words with the pictures read them out loud and make them repeat the words.

Resources: Ws 3, 4 and 5

Activity 4. Drawing

Divide the class in small groups. Give each group a part of the poem. Each group draws a picture related to the meaning of the part of the poem they've got. If they don't understand some of the vocabulary explain it to them on the blackboard or use TPR for them to understand.

Resources: parts of the poem "Let's marry said the cherry"

Activity 5. Putting in the right order

Stick the group's drawings on the blackboard and write a number or a letter below each one. Tell the children they'll listen to the poem. As you read they put the pictures they've got on the blackboard in order. Read the poem again and check their answers.

Resources: the children's drawings and **poem**

Activity 6. Act it out.

The children play different roles and they say the poem. They act it out

Resources: **poem "Let's marry said the cherry"**

UNIT 2. CREATING AND MAINTAINING A FRUIT AND VEGETABLE GARDEN.

Lesson 11. MAKING A BIRD SCARER. To know the different types of bird scarers, to make a decision democratically, to use imagination to create a bird scarer for our vegetable patch.

Activity 1. Working it out

The children work in small groups. Give each group a set of pictures of different bird scarers. The children talk about what they are and about their functions. Once they have discussed this with partners, listen to what they've thought about it and write their ideas on the blackboard.

Resources: **set of pictures of bird scarers.**

Activity 2. What for?

After talking and contrasting information about the pictures with them, ask them to write a title for the whole set of pictures.

Then they put some words in order to find out the main function of a bird scarer.

Resources: Ws 1

Activity 3. Making a decision

Divide the class in four groups. Ask each group this question: "If you had to build a bird scarer in our garden, what type of bird scarer would you make? Do you remember the four different types?" Write them down on the blackboard (1-with plastic bags and old clothes, 2-with recycling items pretending to be a person, 3-with Cds and 4-with a pretend bird).

Ask the children to choose three of the four. Then ask them to choose two from the three they have already picked out. Once they have decided on the two they like most, ask them to decide which one of the two they would put in the patch.

Ask each group what type of bird scarer they would make. Put a bird scarer on each of the four patches of the fruit and vegetable garden.

Resources: sheets of paper where to write down their choices

Activity 4

Each group has to think about what they need and what to do to build the bird scarer they have chosen. They do Ws 2. Make sure they understand the words from the word bank and the sentence frame by explaining to them the meaning of the words. Tell them they can add new words.

Resources: Ws 2

Activity 5

Each group decides what to bring and what to do to make their bird scarer.

Resources: materials to build a bird scarer

UNIT 2. CREATING AND MAINTAINING A FRUIT AND VEGETABLE GARDEN.

Lesson 12. PESTS IN FRUIT AND VEGETABLE PATCHES. To identify the most common pests. To avoid pests by using ecological and natural methods.

Activity 1. Brainstorm and Insect and fungi flow-chart

Start the lesson doing a brainstorm about pests on the blackboard. After explain to the children how the flow chart works. Put an example if necessary. The children work in pairs.

The children use the flow chart to identify the insects and the fungi that can eat the plants of the fruit and vegetable patch. They write down the names of the insects and the fungi.

Resources: Ws 1. Insect and fungi flow-chart

Activity 2. Experimenting

Explain to the children you'll make a natural magic potion to avoid pests. The potion is called: "Liquid manure from nettles". Show the children what you need to make this mixture. Say out loud the name of each "ingredient". Write what they need on the blackboard. And make them repeat the names.

Divide the class in small groups. Give each group the materials they need to do the experiment. Start doing the experiment. They do what you do. You explain out loud what you are doing all the time. First, put the nettles in a container full of water and stir the mixture for five minutes. Remind them you'll have to do this over two weeks. Tell them you'll now give them liquid that has been already stored for two weeks. Keep their mixture for the next time. The liquid you give them is smelly. Filter it and keep it in a glass or a plastic bottle. Dilute one liter of liquid manure in ten liters of water. Finally spray the mixture on the soil and on the plant.

Resources: five bunches of nettles, five buckets, five plastic bottles, water, five filters and five sprays

Activity 3. Natural magic potion

Hand out Ws 2. They write down the names of the things they needed to make the mixture.

Divide the class in five groups. Give each group a coded sentence (Ws 3). Each group has to work out the code and discover the secret message. Each message is an instruction to prepare the magic potion. Each group thinks about what they are supposed to do when they are given that instruction. They draw what to do. Once they have discussed in groups what the instruction means and they have drawn it, they tell the rest of the class.

After they decide how they would put the different instructions in order so as to make the liquid manure from nettles. (Ws 4). Remember to read the instructions out loud almost twice before putting them in order. They write down the instructions. The answers to the way you should put the instructions are on the teaching notes of activity 2.

Resources: Ws 2, Ws 3s and Ws 4.

Activity 4. What about Britain?

Show the children Ppt 2. "And what about Britain?". Every time there's a question stop the Ppt and let them think about it and answer it. Tell the children the types of pests they could find in English gardens.

Resources: Ppt 2

UNIT 2. CREATING AND MAINTAINING A FRUIT AND VEGETABLE GARDEN.

Lesson 13 .TO KNOW ABOUT SOIL. To know what it is, what it's made of, how plants use it and what animals live in it. To follow a recipe.

Activity 1. About soil.

Show the children the PPT3 "What is soil?". Show them the slides from 1 to 14. Every time there's a question on a slide stop the PPT, let them think how to answer, comment on their answers and continue showing the PPT.

Resources: PPT 3 "What's soil?". Slides from 1 to 14.

Activity 2. Discussing with partners.

Show the class slide 15 from the PPT3 "What is soil?". They have to discuss with their partners what they know now about some words related to soil and the PPT they have just watched.

Resources: Slide 15 from PPT3 "What is soil?"

Activity 3. Summarising.

Hand out Ws 1. The children complete the conceptual map about soil. They use the structures below the map to fill in the gaps.

Resources: Ws1. Conceptual map.

Activity 4. How do they do it?.

Show PPT4 "Tiny living things". Every time there's a question on a slide, stop the PPT, let them think how to answer, comment on their answers and continue showing the PPT.

Resources: PPT4 "Tiny living things"

Activity 5. What if...?

Tell the children to close their eyes and say to them: "Imagine you are a slippery worm, a vomiting fly or a tiny bacteria. You live in a dirty and smelly compost heap and you are really, really hungry. What would you eat? A rotten banana?, maybe some crispy and crunchy eggshells...? And where would you find all of this? In a compost heap"

Ask the children (or some of the children) what they would eat.

Resources: Your imagination

Activity 6. A recipe to make a compost heap to feed the patch.

Hand out Ws 2. Ask the children to get the ingredients to make a worm recipe. They circle the ingredients they can compost from a list of things you could use to build a compost heap. The things they can compost are the ingredients and the things that can't compost should be left out.

Resources: Ws 2

Answers: autumn leaves, fruit and vegetable scraps, egg boxes, cardboard, tea bags, grass cuttings and old flowers.

Activity 7. Have a look.

Take a bag full of the things you can compost from the previous list of activity 6.

Show the children the materials they need to make the compost heap. Say the name out loud and make them repeat the names.

Show them how to make a compost heap. Go outside with them and ask them to help you while you tell them how to make a compost heap. Make a layer of at least 30cm or more in the compost bin with the materials you've got. Mix the ingredients together. Put some water every 30-60 cm. Continue to fill the container. Mix it with egg boxes, kitchen paper, and similar paper products to create a better balance. Wait until everything composts and then remove everything from the container, put it on the surface of the fruit and vegetable patch and start again.

Resources: autumn leaves, fruit and vegetable scraps, egg boxes, cardboard, tea bags, grass cuttings, old flowers and kitchen paper. A big container and a hosepipe.

Activity 8. How to make compost.

Hand out Ws 3. The children choose the right option from three options in some sentences to get the proper instructions to make a compost heap.

Resources: Ws 3

UNIT 3. HARVEST FESTIVALS AROUND THE WORLD.

Lesson 14. HARVEST FESTIVALS. To know about harvest festivals around the world: Africa, India, America, China and England. To work in cooperative groups. To plan a school harvest festival.

Activity 1. Festivals around the world

Divide the class in five groups. Give one group Ws1A, another group Ws1B, another one Ws1C, the fourth group Ws1D and the last group Ws1E.

Each group reads the information about a harvest festival of a different place in the world. They work with partners to understand the meaning of the texts. They have pictures and photographs that help them to understand the texts.

Resources: Ws1A, Ws1B, Ws1C, Ws1D and Ws1E.

Activity 2. Recording information.

Hand out Ws2. Make groups of fives. In each group put a child that has done Ws1A, another one that read Ws1B, another one that had Ws1C, another one that read Ws1D and the fifth child should have done Ws1E. Each child can talk and has information about one harvest festival of the world. The children ask the questions they have below the grid to get information about festivals. They complete the grid working with one another.

Once they have finished, ask them the questions and correct their answers.

Resources: worksheets from 1A to 1E (if necessary) and Ws 2

Activity 3. Planning a Harvest Festival

Make groups of threes or fours. Say to the children: "Imagine you could celebrate a Harvest Festival in the school..."

- 1-When would you do it?
- 2-Where would you do it?
- 3-What would you celebrate?

4-What would you do?

Hand out the language frame for this activity (Language frame Ws 3).

First they talk about how they would plan a harvest festival in the school. Once they have come to an agreement, they write down their answers on Ws 3.

The groups present what they have decided and then the whole class has to come to an agreement to plan the celebration of a Harvest Festival in the school.

Resources: Language frame Ws3 and Ws3

UNIT 3. HARVEST FESTIVALS AROUND THE WORLD.

Lesson 15. HARVEST FESTIVALS AROUND THE WORLD. WHERE DO VEGETABLES COME FROM?. To know the origin of vegetables. To guess why they are in the supermarket. To act out a story about vegetables.

Activity 1. Surfing the net.

Go to the computer room. The children work in pairs. They go on to the internet. They look for this website:

<http://urbanext.illinois.edu/firstgarden/planning/dictionary/veggies/index.html>.

They can also find this website by going into google and searching for “my first garden”. Then go to “Planning my garden” and after to “Grow veggies”. Tell the children to complete the chart by looking for the information on the web. They click on the names of the vegetables they’ve got on the worksheet. Give two different worksheets to the children. Half of the class has Ws1 and the rest has Ws 2. Remind them the importance of looking at the maps.

Resources: computers, Ws1 and Ws2

Activity 2. Sharing information.

Give the children Ws3. They work in pairs. Explain to them they will share information to complete a chart about the origin of vegetables. They have a model to ask questions and another model to answer questions.

When they work in pairs make sure one child did Ws1 and another child did Ws2.

Resources: Ws3A, Ws3B. Ws1 and Ws2 from the previous activity.

Activity 3. Where?

The children work in small groups. Give them a blank outline world map.

Use the projector to show them the map and ask them about the continents. Ask them to tell you some of the countries of some continents.

Give them Ws4. Tell them to draw the vegetables of Ws3 on the map. If they have problems they can look at an Atlas or they can go on to the internet and look for this website: <http://www.mapsoftheworld.com/> and then click on “World Political Map”.

Resources: Ws4, World Political Map, **answers map**
and **Ws origin of vegetables**

Activity 4. Why are they in the supermarket?

Show the children Ppt5 “Why are they in the supermarket?”. Every time there’s a slide with a question, stop the Ppt and let the children guess the answer. You go on to the next slide when you click on the mouse.

This Ppt helps them think about the reasons why fruit and vegetables from all over the world are in our supermarkets.

Resources: **Ppt5 “Why are they in the supermarket?”**

Activity 5. Story of a peasant.

Explain to the children the story of the peasant. Act it out while you are telling it and use drawings as a visual support to help the children to understand the story. (Use the dialogue version).

Resources: **Story of the peasant (dialogue)**

Activity 6. Act it out.

The children act out the story. They have the script and they read it out loud. Then they act it out in pairs.

Resources: **Story of the peasant (dialogue).**

Activity 7. Have a choice.

The children work in pairs. Every now and then they can choose among one of three options they have. All the options are possible. They can choose the one that they like.

Resources: Ws Have a choice.

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