

Unit name: Plants and Gardens	EAL Level: A1 & A2	Year level: Foundation	Duration: Approximately 3-4 weeks
Topic focus By the end of this unit, students will be able to: <ul style="list-style-type: none">• talk about what they see in the garden• describe the parts of a plant/flower (VCSSU042)• talk about what plants give us• talk about what plants need to grow• explain how to grow a sunflower• talk about the life cycle of a bean plant (VCSSU043).	Victorian Curriculum F-10 EAL By the end of this unit, students will be able to: <ul style="list-style-type: none">• label the parts of a plant/flower (VCEAL071)• recognise the features of a procedural text (VCEALA141)• write a procedural text about how to grow a sunflower (VCEALC136).	Victorian Curriculum F-10 Capabilities By the end of this unit, students will be able to: <ul style="list-style-type: none">• make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities (VCCCTQ003)• name and practise basic skills required to work collaboratively with peers (VCPSCSO006).	
Topic-specific vocabulary Things we can see in the garden (flowers, bushes, trees, grass, pathway, fence) Things we use in the garden (shovel, gloves, pots) Parts of a plant/tree (roots, stem, trunk, branches, leaves, flower, seed) What plants need to grow (sunlight, air, soil, water) Action verbs (dig, plant, water, pick) Lifecycle of a plant (seed, seedling, plant)	Linguistic structures and features <ul style="list-style-type: none">• adjectives (colours)• singular and plural (a watering can, garden gloves)• simple present action verbs (imperatives)• time markers (first, next, then)• prepositions (in the pot, in the ground)• procedural text structure (title, what we need, what to do)	Summative assessments <ul style="list-style-type: none">• a labelled drawing of a sunflower• a written procedural text about how to grow a sunflower• a written or drawn diary of a bean plant	

Teaching and learning activities

The following activities follow [the teaching and learning cycle's four stages](#).

Building the context or field

Learning intention: We are learning about what we can see in the garden.







Success criteria: I can say what I can see in the garden. I can draw things I see in the garden. I can write what I see in the garden.

- Show students a picture of a garden. Ask them if they have a garden at home or if they have been to the park. Ask questions that draws on prior knowledge such as ‘What do you find in the garden?’
- Students go on a scavenger hunt to the school gardens, flower beds or to a local park. Students can use the 5x4 picture grid for plants and garden on page 92 of [Language games for EAL students](#) on FUSE and tick or circle each item on the grid as they find them on the scavenger hunt. Alternatively, they organise their findings according to colour on the [Rainbow Garden](#) sheet by drawing or writing what they find in the school gardens in the correct box. During the scavenger hunt, encourage students to talk about what they can see using the sentence structure ‘I can see a ...’ Be mindful to repeat and model key words and learnt sentence structures.

What colours can you see in the garden? Draw or write what you can see.		
green	purple	brown
orange	blue	black
red	yellow	pink

- Back in the classroom, students share what they saw in the garden and contribute ‘I can see’ sentences that are scribed on the board. Use this opportunity to model handwriting conventions and to model reading the jointly constructed sentences. Students read the sentences on the worksheet, trace them and copy underneath. Choose the worksheet to use depending on the language proficiency of students.

	<div> <div> <p>What can you see?</p> <p>Trace and copy the sentences about what you can see in the garden.</p> <p>I can see a leaf.</p> <p>I can see a tree.</p> <p>I can see a flower.</p> <p>I can see grass.</p> </div> <div> <p>What can you see?</p> <p>Trace and copy the sentences about what you can see in the garden.</p> <p>I can see a green _____.</p> <p>I can see a purple _____.</p> <p>I can see a brown _____.</p> <p>I can see an orange _____.</p> <p>I can see a blue _____.</p> </div> </div>
Building the context or field	<p>Learning intention: We are learning about what we use in the garden.</p> <p>Success criteria: I can say plural and singular words. I can read plural and singular words. I can sort plural and singular words.</p> <ul style="list-style-type: none"> Read a text that introduces students to the different types of equipment you would find and use in the garden. Talk about how they are used in the garden. Connect to students' home language by asking them what the garden supplies and equipment are called in their language. They may need to speak with their parents or a Multicultural Education Aide to help them with home language translation. Bring a variety of different garden supplies and equipment for students to interact with. Orally model to students the difference between plural and singular words using the sentence stem, 'I have...' (e.g. 'I have a watering can' and 'I have gloves.'). Students take it in turns to pick an item and talk about it. Students play quick vocabulary games as a class, in small groups or in pairs such as <i>Name a card</i>, <i>Tic-Tac-Toe</i> or <i>Quick as a flash</i> using the plants and gardens flashcards on pages 96 to 100 of Language games for EAL students on FUSE. Students play the games using the previously modelled sentence stem 'I have...' Optional: Create a sensory table that includes different plastic toy garden supplies and equipment such as gloves, shovels, watering can, for students to interact with. Students complete the worksheet What I use in the garden by reading and tracing the words of items they use in the garden. Then they cut, organise and paste the pictures into the correct column (one or many) on the second worksheet Singular and plural.

	<div> <div> <p>What I use in the garden</p> <div>  <p>garden gloves</p> </div> <div>  <p>shovel</p> </div> </div> <div>  <p>apron</p> </div> <div>  <p>watering can</p> </div> <div>  <p>boots</p> </div> <div>  <p>pots</p> </div> </div> <div> <p>Singular and plural</p> <p>Cut and paste the pictures into the correct column.</p> <table> <tr> <th>ONE</th><th>MANY</th></tr> <tr> <td></td><td></td></tr> </table> </div>	ONE	MANY		
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	<div><div><div>What do you do in the garden? Match the picture to the word.</div><div><div><div>plant</div><div>dig</div><div>water</div></div><div><div>pick</div><div>grow</div></div></div><div><div></div></div></div><div><div>What do you do in the garden? Finish the sentences.</div><div><div><div>I can _____ a hole.</div></div><div><div>I can _____ a flower.</div></div><div><div>I can _____ my garden.</div></div><div><div>I can _____ fruit.</div></div><div><div>I can _____ a tree.</div></div></div></div></div>
Building the context or field	<p>Learning intention: We are learning about the parts of a plant.</p> <p>Success criteria: I can talk about the parts of the plant. I can label the parts of a plant. I can draw the parts of the plant.</p> <ul style="list-style-type: none">Read Growing Things by Susan Bennett-Armistead (available at LMERC) focusing on pages 10-11 and pages 14-15. Alternatively, use another simple non-fiction book that introduces students to the parts of a plant or watch the video Elmo's World: Flowers, Plants and Trees from 10:19 when the video introduces vocabulary about the parts of a tree.. Discuss the pictures in the book or video and connect to students' prior knowledge through questioning. Monitor students to ensure they understand the questions. If necessary and appropriate for this session, recast the questions to support students' understanding and provide them with an opportunity to hear the questions in different ways (message abundance). Keep questions as simple as possible, e.g. 'What is this?', 'What can you see?', 'What is growing?' Allow students wait time after each question.Using an image of a tree or a plant, either on butchers paper as a big version or on individual worksheets, students label the different parts of the plant using the vocabulary learnt. This can be done as a whole class activity on the floor, paired or individual activity.Students complete the worksheets by drawing the plant or tree and tracing over the labels. Choose the worksheet according to students' language proficiency.

	<table border="1"> <tr> <th colspan="2">Parts of a plant Draw the parts of a plant.</th></tr> <tr> <td>flower</td><td></td></tr> <tr> <td>seeds</td><td></td></tr> <tr> <td>leaves</td><td></td></tr> <tr> <td>stem</td><td></td></tr> <tr> <td>roots</td><td></td></tr> </table> <table border="1"> <tr> <th colspan="2">Parts of a tree Draw the parts of a tree.</th></tr> <tr> <td>leaves</td><td></td></tr> <tr> <td>branches</td><td></td></tr> <tr> <td>trunk</td><td></td></tr> <tr> <td>roots</td><td></td></tr> </table> <table border="1"> <tr> <th colspan="2">Parts of a plant Draw the parts of a plant.</th></tr> <tr> <td>f _____</td><td></td></tr> <tr> <td>s _____</td><td></td></tr> <tr> <td>l _____</td><td></td></tr> <tr> <td>s _____</td><td></td></tr> <tr> <td>r _____</td><td></td></tr> </table> <table border="1"> <tr> <th colspan="2">Parts of a tree Draw the parts of a tree.</th></tr> <tr> <td>l _____</td><td></td></tr> <tr> <td>b _____</td><td></td></tr> <tr> <td>t _____</td><td></td></tr> <tr> <td>r _____</td><td></td></tr> </table>	Parts of a plant Draw the parts of a plant.		flower		seeds		leaves		stem		roots		Parts of a tree Draw the parts of a tree.		leaves		branches		trunk		roots		Parts of a plant Draw the parts of a plant.		f _____		s _____		l _____		s _____		r _____		Parts of a tree Draw the parts of a tree.		l _____		b _____		t _____		r _____	
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Building the context or field	<p>Learning intention: We are learning about what plants give us.</p> <p>Success criteria: I can answer questions. I can talk about what plants give us.</p> <ul style="list-style-type: none"> Excursion opportunity: refer to the list of Suggested excursions/language learning experiences for excursion ideas. On the excursion, students engage with a variety of different plants using their senses to see, touch and smell. Focus on simple and clear oral language: teach the language first and then ask questions to encourage students to repeat the target language, e.g. Teacher: ‘This is mint. What is this?’ / ‘This is lavender. What is this?’ Take photos of the different plants that students see on the excursion. Use the photos to recycle oral language. Ask students about what each plant is and what they give us using simple structured questions, e.g. ‘What is this?’, ‘What do we use it for?’ Model the sentence starters used to answer the questions in complete sentences, e.g. ‘This is mint. We use mint for toothpaste.’ In the classroom, bring a variety of plants such as mint, lavender, basil, as well as plant products such as fruit, vegetables, tea leaves, flowers etc. Create an immersive language learning experience by allowing students to use their senses to interact with the plants and products. This can be left as a permanent display throughout the unit of work. Students bring in different plants each week to add or replace the current display. They can draw pictures or write sentences on strips of paper about the plants and plant products in their own time to add to the display. 																																												
B	<p>Learning intention: We are learning about what plants need to grow.</p>																																												

Success criteria: I can talk about what plants need to grow. I can draw and write about what plants need to grow.

- Read [*The Sunflower that went FLOP by Joy Cowley*](#) (available at LMERC). Discuss what is happening on each page and ask literal/comprehension and predicting questions that focus both on the illustrations and the words, e.g. ‘What is Mr Brown doing?’, ‘What does he use?’, ‘Will it work?’, ‘Will it help the sunflower?’ ‘What does the word ‘stick’ mean?’
- Follow with a simple re-tell activity using pictures from the story. This can include ordering the pictures and using the pictures as prompts to talk about what happened in the story or matching the pictures with simple sentences that explain what happened in each picture.
- Watch videos that talk about what plants need, such as [*Sesame Street: Grover Talks About Plants*](#), and/or listen and sing along with songs, such as Justine Clarke’s [*Doin’ It \(Making the Garden Grow\)*](#) on YouTube. Pre-teach the lyrics to the song by using the closed captions/subtitles in the video. Slow the playback speed down to 0.75. Pause the videos at intervals to discuss.
- Ask students what they think plants need to grow. Create *an anchor chart* with the students using pictures/drawings and words based on their contributions.
- Students plant their own sunflower in an empty milk carton or plastic container filled with soil. They regularly water it and watch it grow. Recycle the key vocabulary using simple sentences, e.g. ‘We need soil.’
- Students draw and write the things plants need to grow. Choose the worksheet according to students’ language proficiency.

What do plants need to grow?
Trace the words and draw the pictures.

sunlight	water
soil	air

What do plants need to grow?
Trace the words and draw the pictures.

s _____	w _____
s _____	a _____

Learning intention: We are learning how to grow a bean plant.

Success criteria: I can talk about what I see. I can draw and write about what I see. I can talk about my writing and drawing.

- Read [My Bean Diary by Rhonda Jenkins](#) (available at LMERC) and review each stage of the bean growing process.
- Watch the video [Bean Time-Lapse](#) and talk about what they notice happening to the bean plant. Ask questions that model the topic vocabulary, e.g. ‘What is happening to the roots?’, ‘What is happening to the stem?’. Model drawing the different stages of the bean seed as it grows. Break down the process into four key stages, i.e. 1. seed, 2. roots, 3. seedling, 4. plant. Label the pictures using the key vocabulary, e.g. bean seed, roots, shoot, stem, leaf.
- Students watch the video [Growing a bean plant](#) on YouTube from 7:43 to 9:52 and watch Cody plant a bean seed.
- Students plant their own bean seed in a clear container or bag with a wet paper towel to see the roots grow. Use broad bean seeds and make sure to soak them overnight to help them germinate.
- Students fill in their bean diaries over the next couple of weeks and continue to monitor and watch their beans grow. They describe their drawing and read or talk about their writing to demonstrate their understanding of their work.

My diary of a bean plant

Date: _____

Today my bean looks like this:

My bean is _____ cm tall.

My b_____ seed has g_____.

The r_____ has gr_____ down.

I can see _____

My diary of a bean plant

Date: _____

Today my bean looks like this:

My bean is _____ cm tall.

My bean seed has grown.

The root has grown down.

I can see _____

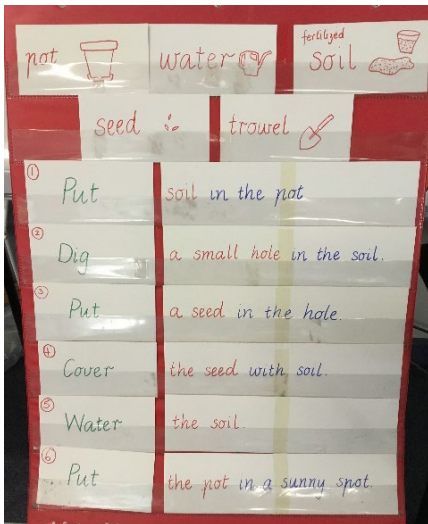
- Create a checklist of the success criteria to be displayed in the classroom and referred to every time students update their bean diary to support their oral discussion about what they see and what they draw and write in their bean diary. Students receive a star when they fulfill each success criteria each time.

Optional Maths component: Graph the growth of the bean plant as a class using rulers, unifix blocks or Lego blocks to measure. Create a whole class ‘checklist’ for individual students to tick off when their plant grows roots, stems, leaves or beans.



Learning intention: We are learning about how a plant grows (life cycle).

	<p>Success criteria: I can talk about how a plant grows. I can use time markers.</p> <ul style="list-style-type: none"> • Read What's This? A Seed's Story by Caroline Mockford (available at LMERC) which includes a series of picture cards that tells the story of a seed's journey into a sunflower. Students talk about what they see on each picture and what is happening in each picture. • Watch, learn and sing along with the song How Does a Plant Grow? (Lifecycle of a Plant) on YouTube. Focus on the time markers in the song (e.g. First, Next, Then). Use closed captions/subtitles and slow the playback speed down to 0.75 when learning the song. • Using the Non-fiction Sequence & Write Tiles by Lakeshore (available at LMERC), students sequence the <i>Life Cycle of a Plant</i> cards. Model how to talk about each card using simple sentences and starting each sentence with a time marker, e.g. 'First, the...'. Students take it in turns to practise talking about each card using the modelled language. • On mini whiteboards, students draw the four stages of a plant's lifecycle and labels each picture with the names of the plant parts and the correct time markers for each stage. Students can look at the <i>Life Cycle of a Plant</i> cards as a model and copy the time marker words. • Read The Tiny Seed by Eric Carle (available at LMERC) as a summing up activity to recap the oral language and concepts focused on in the lesson.
Guided practice	<p>Learning intention: We are learning how to read a procedure.</p> <p>Success criteria: I can read to find out what we need. I can read to find out what we do. I can read the doing words. I can read prepositions.</p> <ul style="list-style-type: none"> • Read the model text Making Hairy Harrys and go through the equipment and steps required for making Hairy Harrys. Teach and model the language first before asking questions at each step of the way, e.g. 'We need a container. What do we need?' • Focus on the verbs (in green) in the model text, reading the sentence first before asking questions, e.g. 'Pour the grass seeds on the soil. What do we do? Pour.' • Focus on the blue prepositional phrases in the model text reading the sentence structure first before asking questions, e.g. 'Put the soil in the container. Where do we put the soil? In the container.' • Students make Hairy Harrys using either an empty milk container or plastic container filled with soil. Students use grass seeds for the hair and decorate their Hairy Harry with different art materials such as buttons, pipe cleaners, sequences, etc. Refer to Beginning EAL Support Materials – Plants and Garden for instructions to make Hairy Harrys. • Students jointly construct an oral procedural recount of what they did to make their Hairy Harrys. Use the model text as support if necessary. Guide the joint construction with key questions using the time markers previously learnt, e.g. 'First, what did we do?'

	Draw each step of the procedure as recounted by the students. This can be displayed in the classroom as a visual reminder of the procedures.								
Guided practice	<p>Learning intention: We are learning how to write a procedure together.</p> <p>Success criteria: I can write what we need. I can write what we do. I can put sentences together in the correct order.</p> <ul style="list-style-type: none"> Remind students about the sunflowers they previously planted. Discuss what they used and what they did. Use actions and photos of the materials used to support their understanding and memory. Co-construct a simple written procedure on how to grow a plant on sentence strips (see image on the right). Students take turns to come up and write parts of the procedural text. Focus on asking functional questions such as ‘What do we do?’, ‘What do we use?’, ‘Where do we do it?’ Use the green, red and blue colour patterns to highlight the sentence structure. Cut up one sentence according to their colours and jumble up the three pieces of sentence strips, for example, a small hole Dig in the soil. Repeat the same process for other sentences. Students practise rearranging the sentences into the correct sentence structure as well as in the correct order of steps. Students write a guided procedural text on how to grow a sunflower. Choose the worksheet according to students’ language proficiency. <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;">How to grow a plant</p> <p><u>What you need:</u> Trace and draw what you need</p> <table border="1" style="width: 100%; height: 150px;"> <tr> <td style="text-align: center; vertical-align: middle;">pot</td><td style="text-align: center; vertical-align: middle;">water</td></tr> <tr> <td style="text-align: center; vertical-align: middle;">soil</td><td style="text-align: center; vertical-align: middle;">seed</td></tr> </table> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;">How to grow a _____</p> <p><u>What you need:</u> Write and draw what you need</p> <table border="1" style="width: 100%; height: 150px;"> <tr> <td style="text-align: center; vertical-align: middle;">p_____</td><td style="text-align: center; vertical-align: middle;">w_____</td></tr> <tr> <td style="text-align: center; vertical-align: middle;">s_____</td><td style="text-align: center; vertical-align: middle;">s_____</td></tr> </table> </div> </div> <div style="text-align: right; margin-top: 20px;">  </div>	pot	water	soil	seed	p_____	w_____	s_____	s_____
pot	water								
soil	seed								
p_____	w_____								
s_____	s_____								

Independent construction	<p>Learning intention: We are writing about how to grow a sunflower.</p> <p>Success criteria: I can label a picture of a sunflower. I can write about what we need to grow a sunflower. I can write about what we do to grow a sunflower.</p> <ul style="list-style-type: none"> • Revise what students know about growing sunflowers. Refer to the anchor charts created throughout this unit of work. Brainstorm with students what independent learning strategies they can use to complete the task, e.g. look around the classroom for different charts and key vocabulary that are on display. • Discuss what students need to do using the <i>sunflower procedure template</i>. Create a checklist to help them understand what they need to do such as: <ul style="list-style-type: none"> ○ I can write a title. ○ I can draw a sunflower. ○ I can label my sunflower. ○ I can use green words for what I do. ○ I can use red words for things I need or use. ○ I can use blue words for where. ○ I can make green, red and blue sentences. • Students write their own procedural text of how to grow a sunflower. Provide students with the <i>sunflower procedure template</i> to guide their writing. Students should aim to write their text independently but can refer to the previous co-constructed procedural text on how to grow a plant. • Students draw a picture of a sunflower and label it. Students can refer to their previous <i>parts of a plant</i> activity.
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References

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Suggested excursions/language learning experiences

- Royal Botanic Gardens Victoria – [Primary Excursions](#)
- Ceres Community Environment Park
- Parks Victoria – [Botanic Gardens](#)

PLANTS AND GARDENS

YEAR FOUNDATION – A1 & A2 LEVEL

RESOURCES AT LMERC

A list of big books, readers and activities providing examples of the range of resources available at the Languages and Multicultural Education Resource Centre related to the TEAL unit of work, Plants and Gardens.

LMERC is a DET library specialising in English as an Additional Language, Languages and the Cross Curriculum Priority Areas, for educators across all sectors and levels. Membership is free and teachers can borrow resources for up to 12 weeks. Click on the LMERC catalogue link under each title to check availability, to request the item or to get more information about the resource.

For more information about LMERC, see: [LMERC](#)

The following items provide examples of the type of resources available at LMERC. Many other relevant resources are available at LMERC in English and other languages.

GAMES AND ACTIVITIES

Nonfiction Sequence & write tiles

Sequencing activities. Life cycle of a plant theme included.

See: [LMERC catalogue](#)



BOOKS – FICTION

The Tiny seed – by Eric Carle

'When the tiny seed is blown away from its parent plant, it travels a very long way - over seas, deserts and mountains. The tiny seed survives the hazards of the journey and finally falls onto fertile earth. It grows and grows, becoming the tallest, biggest flower for miles around. Then one day the wind blows and thousands of the flower's seeds begin their own journeys.' Publisher description.

See: [LMERC catalogue](#)



What's this? a seed's story – by Caroline Mockford

A small girl discovers how a tiny seed grows into a magnificent sunflower. We see how the sunflower makes new seeds for the coming year. Includes simple instructions for cultivating seeds.

See: [LMERC catalogue](#)



LMERC RESOURCE LIST

BOOKS - NONFICTION

Flowers for grandma

National Geographic, Windows on literacy, Step up level. Plants around us series. One word per page introducing the colours of different kinds of flowers.

See: [LMERC catalogue](#)



Garden tools – by Julie Haydon, illus. Jenny Mountstephen

Text type: Recount. PM levelled reader series

A non-fiction recount about tools: a diary entry that a girl wrote one day after helping her mother in their garden.

See: [LMERC catalogue](#)



Growing things – by Susan Bennett-Armistead

This big book covers the topics in the Growing Things Theme of My World, with information about plants, farming, and gardening.

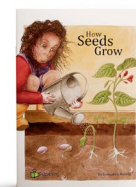
See: [LMERC catalogue](#)



How seeds grow – by Emmaline Marvig

Big book providing examples of the life cycle of plants of various kinds from seed to product. Example of procedural text included.

See: [LMERC catalogue](#)



Our vegetable garden – by Sally Cowan

PM stars series reader. Level 8/9, 16 pages. Non-fiction. Five short chapters covering all stages of creating a garden from making plans, planting seeds and plants, adding plant food and mulch and then picking the vegetables from the garden. Two sentences per page.

See: [LMERC catalogue](#)



Our garden diary – Heather Hammonds

PM writing series reader. Level 8/9, 16 pages. A recount from the point of view of a young girl and her friend incorporating a diary of 10 weeks describing planting the bean seeds, looking after the plants, watching the plants grow and then flower and fruit. Finally, they cook the beans and eat them. One short sentence per page.

See: [LMERC catalogue](#)



LMERC RESOURCE LIST

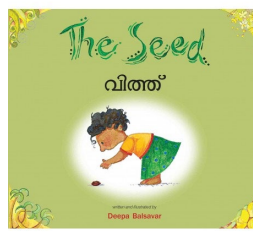
BOOKS IN LANGUAGES



Example of resources about the life cycle of plants in Arabic Vietnamese



Ethirpatham = Opposites- Veerasamy Vanitha and Raju Navya



The Seed – Deepa Balsavar



above.

See: [LMERC catalogue](#)

English – Arabic picture dictionary - DK

Thematic picture dictionary. See plant section page image



Từ điển khoa học của bé. Bé tập khám phá = Children's science dictionary

Themes include nature, animals, earth, roads, earth history, inventions. Text in Vietnamese. See plant section page image above.

See: [LMERC catalogue](#)



Opposites = Ethirpatham – by Veerasamy Vanitha and Raju Navya

Book with vocabulary in Tamil and English. Double spread on theme of the garden features lift the flaps revealing the roots of a plant, worms underground, insects in the air.

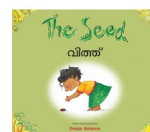
See: [LMERC catalogue](#)



The seed = Vitthu – by Deepa Balsavar

A bilingual book in Malayalam and English. A little girl discovers a seed one day. She puts it in a pot and then begins to watch it grow. She shares her curiosity about what it will turn into with members of her family.

See: [LMERC catalogue](#)



All resources in the list.

See: [LMERC catalogue](#)



These books and other relevant resources can be borrowed from LMERC. Membership to the library is free. To join, click on the register button on the top right side of the [library homepage](#). Contact LMERC to request titles or select via the online catalogue. For more information, please contact LMERC by email or by phone.

LMERC RESOURCE LIST

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[DET website - LMERC](#)

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Rainbow Garden

What colours can you see in the garden? Draw or write what you can see.

<i>green</i>	<i>purple</i>	<i>brown</i>
<i>orange</i>	<i>blue</i>	<i>black</i>
<i>red</i>	<i>yellow</i>	<i>pink</i>

What can you see?

Trace and copy the sentences about what you can see in the garden.

I can see a leaf.

I can see a tree.

I can see a flower.

I can see grass.

I can see a _____.

I can see a _____.

I can see a _____.

I can see a _____.

What can you see?

Trace and copy the sentences about what you can see in the garden.

I can see a green _____.

I can see a purple _____.

I can see a brown _____.

I can see an orange _____.

I can see a blue _____.

I can see a black _____.

I can see a red _____.

I can see a yellow _____.

I can see a pink _____.

What I use in the garden



garden gloves



shovel



apron



watering can



boots



pots

Singular and plural

Cut and paste the pictures into the correct column.

ONE	MANY

What do you do in the garden?
Match the picture to the word.

plant

dig

water

pick

grow



What do you do in the garden?

Finish the sentences.



I can

a hole.



I can

a flower.



I can

my garden.



I can

fruit.



I can

a

tree.

Parts of a plant
Draw the parts of a plant.

flower
seeds

leaves

stem

roots

Parts of a tree
Draw the parts of a tree.

leaves

branches

trunk

roots

Parts of a plant

Draw the parts of a plant.

f

s

l

s

r

Parts of a tree

Draw the parts of a tree.

l _____

b _____

t _____

r _____

What do plants need to grow?
Trace the words and draw the pictures.

sunlight

water

soil

air

What do plants need to grow?
Trace the words and draw the pictures.

S _____

U _____

S _____

a _____

My diary of a bean plant

Date: _____

Today my bean looks like this:



My bean is _____ cm tall.

My b_____ seed has g_____.

The r_____ have gr_____ down.

I can see _____

Date: _____

Today my bean looks like this:



My bean is _____ cm tall.

My _____ seed has a sh_____.

The sh_____ has gr_____ up.

The r_____ have gr_____ down.

I can see _____

Date: _____

Today my bean looks like this:



My bean is _____ cm tall.

My _____ seed has a st_____.

The st_____ has a l_____.

I can see _____

Date: _____

Today my bean looks like this:



My bean is _____ cm tall.

My _____ seed has a _____.

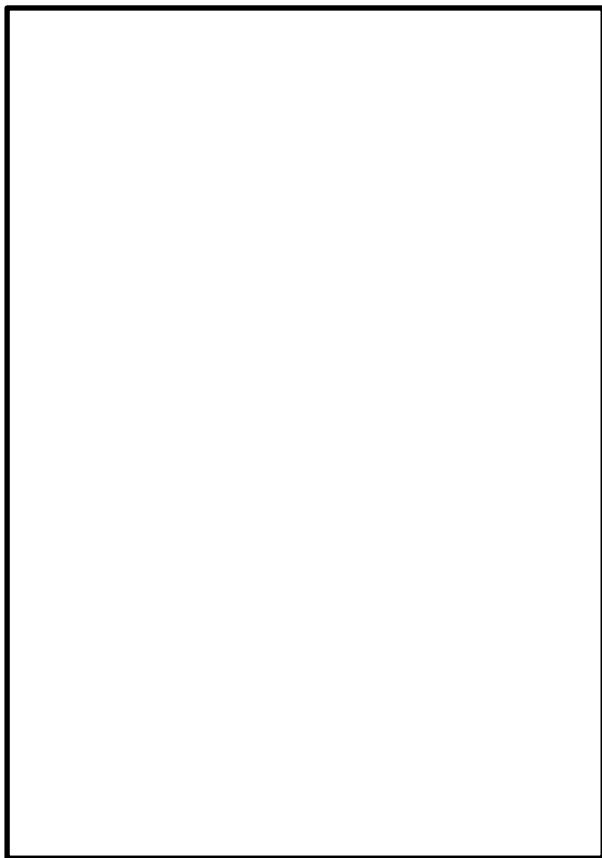
I can see _____

I can see _____

My diary of a bean plant

Date: _____

Today my bean looks like this:



My bean is _____ *cm tall.*

My bean seed has grown.

The roots have grown down.

I can see _____

Date: _____

Today my bean looks like this:



My bean is _____ cm tall.

My bean seed has a shoot.

The shoot has grown up.

The roots have grown down.

I can see _____

Date: _____

Today my bean looks like this:



My bean is _____ cm tall.

My bean seed has a stem.

The stem has a leaf.

I can see _____

Date: _____

Today my bean looks like this:



My bean is _____ cm tall.

My bean seed has a _____.

I can see _____

I can see _____

Making Hairy Harrys

What you need:



*empty milk
carton*



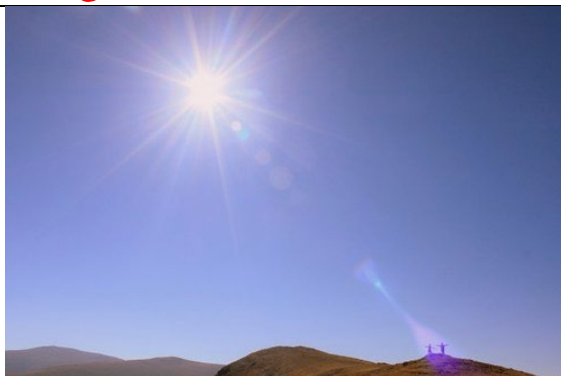
soil



grass seeds



water



sunlight



decorations

What you do:

1. *Decorate the empty milk carton with decorations.*
2. *Put the soil in the empty milk carton.*
3. *Pour the grass seeds on the soil.*
4. *Water the grass seeds.*
5. *Put your Hairy Harry in a sunny spot.*

How to grow a plant

What you need: Trace and draw what you need

pot

water

soil

seed

What you do: Trace and draw what you do

1. Put soil in the pot.	2. Dig a small hole in the soil.
3. Put a seed in the hole.	4. Cover the seed with soil.
5. Water the soil.	6. Put the pot in a sunny spot.

How to grow a _____

What you need: Write and draw what you need

n _____

w _____

s _____

s _____

What you do:

1. Number the sentences in the correct order.
2. Cut and paste them in the correct order.

___ Put a seed in the hole.

___ Put the pot in a sunny spot.

___ Put soil in the pot.

___ Cover the seed with soil.

___ Dig a small hole in the soil.

___ Water the soil.