



TEACHER'S GUIDE

LESSON 12: HOW DOES A GARDEN GROW?

Video summary: Anna grows a flower and visits a garden

Functional purpose: Talk about nature, food, and manners

Grammar: Nouns that are also verbs

Letters and sounds: Gg – /g/

Numbers: 34, 35, 36

Questions: How does a garden grow?

Answers: For my garden, I _____. (plant seeds, water plants ...)

Key words: *dirt, fight, fruits, grow, vegetables, flowers, noun, verb, sun, tomato, eggplant, sunflower*

PREPARE TO WATCH

Get students' attention

This can be done in native language or English.

- Bring a flower, plant, and/or fruits and vegetables to class or show images of them.
- Ask students if they can name the items.
- Ask, “What do you eat that comes from a plant?” Talk about the importance of plants to support life.

Connect to students' experiences

This can be done in native language or English.

- Tell students this lesson is about growing things in a garden.
- Ask students, “Does your family have a garden or plants inside the house? Who works with the plants? What do they grow?”
- Ask, “Who likes to pick food from a plant? What do you like to pick?”
- Ask, “Do you see flowers, fruits, or vegetables growing around your neighborhood?” Help students to say the names of common plants in your area in English.

Teacher's Guide Lesson 12: How Does a Garden Grow?

Guess: What will happen?

- Give students a clue by showing this image from the video story.
- Ask: "What do you think will happen?"
- Ask: "Do you think Anna and Max will have a new friend?"



WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- "What happens when Anna plants a seed?" (Daisy appears.)
- "What does Anna see in the garden?"
- "Where is Daisy at the end of the lesson? Why?" (Max put her outside in the garden because he and Daisy were fighting.)

Talk more about the video

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Teach one or two new words from the video.
- Ask students to say what happened in the video.

See How-to Guide for more questions on the video.

ACTIVITIES

1. Noun or Verb?

Set up/materials

- A list containing nouns and verbs. Include some words that can be both nouns and verbs, such as *water* and *plant*.

How to

- Ask students to explain the difference between a noun and a verb. If necessary, play the section of the video where the host explains. Ask students to give examples.
- Show students the list of words. In their notebooks, they must correctly sort the words as nouns or verbs.
- Next, have students put the words into correct categories on the board.
- Have students circle words that can be both nouns and verbs.

Variations

- Divide the class into two teams or into groups. Give students a new list of nouns and verbs and have the teams compete to see who can put them into the correct categories the fastest.
- Have students create their own lists of nouns and verbs.
- Have groups compete to see who can make the longest lists.
- Have one-half of the students make a list of proper nouns (names of places, people, institutions/organizations). Have the other half make a list of verbs. Then put students from each half into pairs or small groups and have them make sentences using the nouns and verbs.

2. Fruit and vegetable colors

Set up/materials

- Squares of various colors. The colors should match the colors of fruits and vegetables. Teachers can make the squares with paper or find images from the internet.
- Images of fruits and vegetables.

Teacher's Guide Lesson 12: How Does a Garden Grow?

How to

- Review or teach colors, as necessary.
- Show a picture of a fruit or vegetable and have students name it. Say and students repeat.
- Pick up or point to a square of a color. Say, and students repeat the color.
- Tell students that they will make sentences with fruits, vegetables, and colors. Model an example: "The apple is red."
- Show a fruit or vegetable and have students say the sentence, using the sentence form:

The (name of fruit, vegetable) is (color).

The (plural fruits, vegetables) are (color).

Variation

- Have students write the sentences in their notebooks.
- Have students make sentences using objects other than food. For example: *The board is black.*
The board is white.
- Show squares of colors and have students name the colors. Then gradually reduce the amount of time for students to name the color – show each square for only a short amount of time.
- Have students make their own squares and then work in pairs to practice the colors and test each other.
- Have students practice asking questions: *What colors do you like? What is your favorite color?*
You can then take a poll of the class to see what colors are the most popular.
- Teach or review word order for adjectives and nouns: *a black cat; a red car; a white dress*

3. Memory card game ("Concentration")

- Have students assist you in making the following:
- Sets of cards or squares of paper having pairs of images and/or written vocabulary words
- Each card or square of paper has, on one side only, the image and/or written name of one of the vocabulary items relating to the video. For example, *garden, seed, water, apple, dirt, fruit, fruits, grow, vegetables, flowers, noun, verb, sun, tomato, eggplant, sunflower*
- Make sure there are two cards for each vocabulary item, so that students can match them into pairs.

How to

- The goal of the game is to collect pairs of matching cards. Players try to remember the position of each card and say the name of the item on each card.

Teacher's Guide Lesson 12: How Does a Garden Grow?

- Put students into pairs or small groups. Each pair or group gets one set of cards.
- Students place each card face down, so they cannot see the name or image on the card, on a flat surface. For example, if there are 20 cards, they can place them in a 4x5 grid.
- A player turns over two cards and must say the name of the item on each card. If the cards match, the player removes them and gets to keep that pair of cards and continues playing by turning over two more cards. If cards do not match, the player turns them back over and does not remove them. Then the next player takes his or her turns and tries to find a match.
- The game ends when players have found and removed all the pairs. The player who found the most pairs is the winner.

Variations

- Use this game to review vocabulary from other lessons.
- Play a speed version of the game, where groups have only a few minutes to try to find all the pairs.
- Students must form a sentence using the items on the cards each time they turn over two cards.

5. Numbers 34, 35, 36

Set up/materials

- Blackboard or whiteboard; notebooks

How to

- Write the numeral 30 on the board and say “thirty”. Have students repeat.
- Write 30, ____, ____, ____, ____, ____, 36 on the board. Have students copy what is on the board into their notebooks. Then ask students what numbers go in the blanks.
- Write the numbers 31-35 in the blanks as students say them. Then have students write the numbers in their notebooks.
- Divide the class into four groups. Group One will count aloud the numbers from 1 to 10, Group Two from 11-20, Group Three from 21-30, and Group Four from 31 to 36.
- Next, have the groups count a different set of numbers. For example, Group One now counts 11-20, Group Two 21-30, Group Three 31-36, and Group Four 1-10.

Variations

- Draw six dots in a line on the board: * * * * *. Have students draw the line of six dots in their notebooks.
- Draw another line of six dots under the first line: * * * * *
* * * * *
- Ask students to count all the dots they see. Then explain that two groups of six make 12.
- Ask students how many lines, each containing six dots, they need to make 36 total. If necessary, give them time to work on this in their notebooks.
- Make sure students draw the six lines of dots in their notebooks until they have 36 dots.
- Now draw the full 6x6 grid of dots on the board. Guide students with grouping the dots in different combinations (by threes, by fours, by twelve, etc.) and counting aloud to 36 (for example, “four, eight, twelve, sixteen, . . .”) This helps them count and think mathematically in English.

6. Letter Gg and “hard g” sound /g/

Set up/materials

- Blackboard or whiteboard; letter *G* writing sheet below; video segment

How to

- Write the letters *G* and *g* on the board. Say the letter and have students repeat.
- Have students trace the letter in the air as you show how to write it.
- Ask: “Do we have any classmates with the letter *G* in their name?”
- Have those students write their names on the board.
- Have other students come up and circle the letter *G* in the names.
- Have students practice writing uppercase and lowercase *G* with the activity sheet
- Play the video segment where Anna is in the garden and shows the sound /g/ in *garden*.

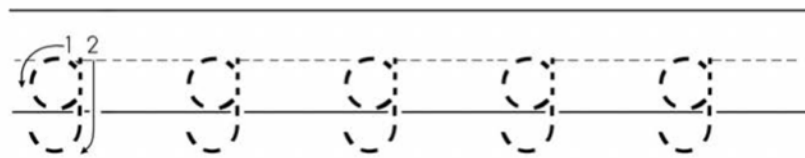
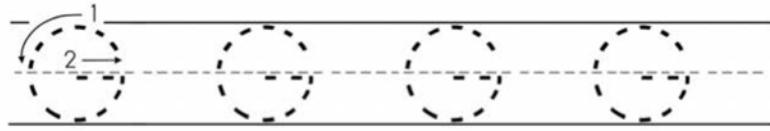
Variations

- Have students write the words from the video that begin with *G*: *garden* and *grow*, in their notebooks. Ask them to think of and write other words that begin with hard /g/ sound, such as *get*, *give*, *go*, *girl*, and *game*.
- For more advanced learners, explain that *G* can also have another sound in English, /dʒ/, as in, *giraffe*, *gesture*, *gem*, *geology*, *gym*, *genius*, *gentle*.

G is for



Gorilla



6. Read and Write

Set up/materials

- Give students a copy of the *Read and Write* activity sheet.

How to

- Point to the first sentence on the activity sheet and read it aloud but pause at the box with the word *garden*. Ask students what word belongs in the box. Show them how to trace over the letters.
- Read the entire first sentence and have students repeat.
- Students continue with the rest of the activity sheet, and teacher helps as needed.
- Discuss question 5: *What do you want to grow?* Write some answers on the board. Then help students write their sentences as needed.

Variation

- Play the video without the sound and read the subtitles aloud. Have students write some of the sentences from the subtitles in their notebooks.
- Have students create three to five new sentences of their own, on the topic gardening, plants, and food.

READ AND WRITE

1. Emma grows
peppermint in her
garden.



2. Ana is growing hog
plum in her garden.



3. We use verbs
for actions.



4. A noun is a person,
place, thing, or idea.



5. What do you want to
grow?

Answer the question here.

7. Listen and Speak

Set up/materials

Give students the *Listen and Speak* activity sheet.

How to

- Write the words found at the bottom of the activity sheet on the board. Have students copy the words in their notebooks.
- Make sure students understand the meaning of the words.
- Read the first question aloud. Have the students also read the question aloud after you. Then ask students to answer the question. Write their responses on the board.
- Next, have students list the responses on the lines under the question on the sheet.
- You can model a full-sentence response by saying “You can find _____ (name items).”
- Continue in a similar manner with the next questions. Then guide students as they write their own questions. Make sure they use the auxiliary verb *do* or *does* when necessary.
- Have students work in pairs to practice asking and answering the questions

Variation

- Have one or more pairs of students model the question and answers for the class. Ask the other students in the class to repeat and/or write down what they heard.
- Explain that *daisy* is a type of flower and that *Daisy*, with an uppercase *D*, is the name of the character Daisy in the video. Explain that flowers can be used for female first names in English, such as *Rose*. Give other examples or ask students to search online for female names that begin with flowers.

● LISTEN AND SPEAK

Work with a friend. Ask a question.
When your friend answers, write their answer.
Then, write a new question about gardening.
Ask your friend and write their answer.

What can you find in a garden?

Where do you put seeds?

What do you do in the garden?

Your question: _____

Your friend's answer: _____

Words: bees, daisy, dirt, eggplant,
flowers, fruit, plant, plants, seeds,
sunflower, tomatoes, vegetables, water

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LEARN MORE

1. How do you grow a plant?

Set up/materials

- You can grow carrot greens in water. Bring in carrot tops or parts of other root vegetables.
- Or, start a bean plant – sprout the beans on a wet paper towel and bring them into class for students to observe.

How to

- Put about 2.5 cm of the carrot top in water so the water touches only the bottom, flat part of the carrot top. One way to do this is to soak newspaper and place the carrot tops on the saturated newspaper.
- Place the growing plant where students can see it for a week or two. Explain: “First, one leaf grows. Then, two leaves grow. Next, a flower or a bean starts to form...”
- Have students draw the plant at its smallest stage, then as it grows, draw larger versions.
- Guide students to write a description of how the plant looks at three or four stages of its growth. Use comparative adjectives like “larger” or “longer” in the descriptions.

Variations

- Have students bring in seeds from home to start an in-class garden on the windowsills of the classroom, or at home if they are studying online.
- If growing is not possible in your teaching context, get photos of plants from the internet to show students, and have them describe the phases of growth.
- Use this activity for vocabulary review (*seed, plant, water, leaves, root, grow, big, small*)

2. Say “please”

Set up/materials

- On the board, write a list of verbs for teacher commands or requests, such as *open, close, put, give, erase, sit, stand, write, repeat*.

Teacher's Guide Lesson 12: How Does a Garden Grow?

How to

- Show the scene in the video where Anna is in her treehouse and Daisy wants to go to the garden (Daisy says, "Take me! Take me!")
- Ask students what word Anna says three times to ask nicely (*please*).
- Model the use of *please* with a few requests, such as: "Please give your pencil to a student next to you." "Please return the pencil to the student next to you." "(Student's name), please open the door."
- Practice more polite requests/commands with the verbs on the board.
- Put students into small groups of 3 to 6 students. One student in each group makes polite requests using *please*, and the other students in the group must perform the requested actions. Next, a different student in the group makes polite requests. Continue until all students have an opportunity to make the requests.

Variations

- Choose one student to stand in front of the class and make requests to the whole class and/or individual students.
- Play a version of the game "Simon Says": students must perform the actions only when the request has the word *please*. For example:

"Stand up" (no students should stand because the student did not say *please*)

"Please stand up" (students stand because the request included *please*)

- Have students work in pairs instead of small groups.
- Teach and practice the phrases *May I please + verb?* and *Could you please + verb?* For example:

May I please have a pencil? Could you please spell that? Could you please repeat that?

3. ABC's in the Garden

Set up/materials

- Blank cards or pieces of paper; garden terms, fruit and vegetables, plant words; you can also cut out pictures.

How to

- Help students make word cards of garden terms, fruit and vegetables, and plant words. You can also cut out pictures.
- Create a big alphabet chart with all the letters.
- Have students pick a word and a card and find the appropriate letter. For example, students can match the letter *C* with the card *carrot*.

Variation

- Have students memorize a chant that matches the letters of the alphabet with garden terms and words for plants, fruits and vegetables:

A is for apple; B is for berry; C is for carrots; D is for dirt

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but do not write them.

Questions:

1. We use ____ to talk about actions.
2. How does Anna get Daisy?
3. We use ____ to talk about people, things or ideas.
4. Ana is _____ a hog plum plant in her garden.

Answer key:

1. verbs
2. She plants a seed in dirt.
3. nouns
4. growing

QUIZ

1. We use to talk about actions.



2. Anna plants a seed in .
Then Daisy grows.



3. We use to talk about people, things or ideas.



4. Ana is a hog plum plant in her garden.



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