

# Philadelphia community gardens Lesson Plan – Created by Eli Kaplan

## LESSON BASIS

### Area of Civic Engagement:

Giving Back to the Community: Action

### Lesson Topic:

Philadelphia community gardens

### NRS Level:

Low Beginning ESL

High Beginning ESL

### Lesson Goal:

This class of Bhutanese seniors wants to be active and make friends and contacts in the Philadelphia community. Community gardens are an enjoyable, healthy, low-impact activity that people of all ages can participate in and share.

### Student Outcomes:

To be able to identify different plants and gardening tools. To identify fruits and vegetables.

### Vocabulary Focus:

watering can, rake, seed, planter, fertilizer

## Engagement

### Materials:

Online seed catalogue, print seed catalogue, map of Philadelphia, gardening tools

### Outline:

1. Show up to class in gardening clothes, apron, with hat, ask students what I am going to do.
2. Ask students if they can identify the tools and model the way people use those tools in farming or raising crops.

## Presentation

### Materials:

Picture dictionary handouts from Oxford Picture Dictionary on farming, plants, handout for gardening visual dictionary - online link at <http://visual.merriam-webster.com/plants-gardening/gardening.php>

## Practice

### Materials:

Speaker (community organizer for local community garden group), flyer, photos on website, projector, computer

### Outline:

1. Have students work in small pairs to list all the words they know about gardening or fruit and vegetables in their common L1 and then see how many they can translate into English without the use of a dictionary.
2. Model the sentence I used a \_\_\_\_\_ (tool) in Bhutan / I grew \_\_\_\_\_ (vegetable/fruit).
3. Have students use pictures and their notes to make sentences after jigsawing groups and teaching vocabulary to their peers.

### Outline:

1. Students meet with the local garden's organizer, who tells them about the program in simple English, shows them schedule of events and map of where the nearby gardens are. Timeframe of when people usually work in gardens. Monitor quietly and talk to student to ensure understanding.
2. Speaker shows pictures, asks students to identify different tools and plants, asks students what plants they like to grow. Record answers on whiteboard.

## Application

### **Materials:**

See previous sections

### **Outline:**

1. Students ask questions using model for gardens: Are there strawberries? Does the garden have okra? Using models on whiteboard for questions, they ask authentic inquiries to the speaker, and I record answers on whiteboard.

2. Students work in groups and tell stories about their peers' past experiences. Ex: Naar planted capsicum. Raam used a rake. We used cows to pull tools. This should get students to think about their past experiences and integrate their new language into a previous framework. Share with larger group and speaker.

3. Using map of Philadelphia, find route to the closest public garden (the one the speaker works with). Students read and make notes for their map so they can lead the group without prompting to the destination.

4. Go to gardening site and show the materials and have students interact with the gardening tools, and assist students in finding schedules so they can participate in gardening in the future. Perhaps bring a selection of berries that they can share and enjoy with as a closing treat.