

Topic: In the Garden				
Language skills: All modalities				
Specific vocabulary: Corn, peas, beans, lentils, potatoes, tomatoes, onions, cabbage, peppers, sunflowers,				
Time/phase	Activity/task	Materials	Assessment	Anticipated problems/issues
5 mins Engage	Introduction: Ask the students if they know what a garden or a farm is, if so, ask one to explain and I show a picture, if not just show picture and explain - also ask if students have one and show difference between garden and farm - also explain that we will be making our own garden today and maintaining it throughout the camp	Picture of garden and farm	Gauge understanding and listen to responses, just for reference not for formal assessment	Students may not understand or recognize the garden or farm at first so I will draw pictures and try to demonstrate.

<p>25 mins Engage</p>	<p>Ask students to draw pictures of their garden and ask what they think should go in one - get them to say the word for the crops in English if they know it and help them if they don't. Ask them to label the items that they know. Compile a list of the things they said should go in their gardens</p>	<p>Paper, crayons, pencils</p>	<p>Again, look for understanding and responses</p>	<p>They may not understand the directions in which case I will be sure to scaffold and model.</p>
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<p>25 mins Study</p>	<p>Go over the new vocabulary that the students have presented using picture cards with the word written on it. Start by asking what it is and if they don't know then tell them and ask what they wach one tastes like. Discuss adjectives that go with each food or flower and talk about whether or not they like them. The students will then be given worksheets with blank pictures of each crop and they will be asked to label the picture, write an adjective that goes with it and color it in the appropriate color.</p>	<p>Picture cards, worksheets</p>	<p>Look for responses from students when eliciting responses and assess their worksheets</p>	<p>Students may not understand directions, again I will scaffold and model with Tongan and gestures if needed. There will also be an example on the worksheet</p>
<p>30 mins Activate</p>	<p>Communicative activity - students are in together in one group and they are given a list of items that need to be included in the garden and they have to work together to organize it to make sure everything will fit. They will have to use numbers, shapes and target structures such as "put five cabbage plants here" or "make a square of twelve tomatoe plants". They will create their garden by gluing the crops into the blank garden to come up with one design that will be implemented into the actual outdoor garden.</p>	<p>Papers with instructions, blank gardens and lists of plants and cut outs of plants</p>	<p>Monitor their engagement in the activity and look at their final gardens</p>	<p>Students may not understand the initial directions, in which case I will again scaffold and model by demonstrating. They also may not be able to use the full target structure but hopefully they will still be using the target vocabulary</p>

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35 mins Activate	Gardening - The whole group will go out into the garden to implement the design they just came up with. We will have the seeds, bulbs or baby plants needed. The students will have already learned about the planting process and will work together to create the garden.	Seeds, bulbs, baby plants, water, the garden design the students just created	Monitor their discussions throughout the process	Students may not speak in English while they are talking to one another, but since it is an English camp this will not be strictly enforced I will just be sure to talk to them individually to try to elicit some English production and to encourage them to use the new target language
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