

Lesson 1: Reading Anywhere Farm - speaking and listening	Introduction	Main	Plenary / Reflection
<p>Learning Intentions:</p> <p>EL03-SPL01: 3SL4 Listen and respond appropriately to others' views and opinions.</p> <p><u>WALT:</u> Listen and respond appropriately to others' views and opinions</p> <p><u>TIB:</u> We want to learn what others are thinking to help us develop our own ideas</p> <p><u>SC:</u> By the end of the lesson I can:</p> <p>a. Listen and respond to a partner by agreeing, disagreeing or adding on; explain reasons for agreement or disagreement</p> <p>b. Provide more than one reason for agreement or disagreement with an idea or opinion</p> <p>c. Sustain a conversation with others (3- 4 exchanges)</p>	<p>Explain that as you read Anywhere Farm, students are to use the See, Think, Wonder routine (<i>see resource</i>), with these prompts written on the board:</p> <p>What do you see? What do you think about that? What does it make you wonder?</p> <p>Begin by using the routine with the front cover by modelling. For example, <i>I see a girl and an adult putting up a sign over something, suggesting that the garden is new, which I think is exciting. It makes me wonder why they created a garden there.</i></p> <p><u>Note:</u> Some students may be ready to use the routine in one go, ie respond to all the prompts at once. Others may answer just one prompt as a starting point.</p>	<p>Read Anywhere Farm to the class. As you read, talk about the book - what do they see? Think? Wonder?</p> <p>Have all the names of where you can grow an <i>Anywhere Farm</i> on pieces of paper and place in a pot (or something plant related!). <i>See resource.</i></p> <p>----</p> <p>Students are to each pick out one of the pieces of paper, without looking, and then see what they have chosen!</p> <p>Explain that they are going to create an argument for why their <i>Anywhere Farm</i> receptacle is the best.</p> <p>For example: <i>A box on a bike is the best place for a seed because you can just wheel it in and out of the sun and rain, and you can take your plant on day trips so it doesn't get bored being in the same place all day.</i></p> <p>Students can write out their arguments in full, or note form.</p>	<p>Students then share their argument with a partner and the partner can respond by agreeing, disagreeing or adding on, and explain reasons for disagreeing or agreeing.</p> <p>Pairs then swap, so that students get a chance to hear lots of different arguments!</p> <p>Ask students at the end who would like to share with the class, then the whole class can respond.</p> <p>Put cards back in the box, ready for next lesson. Today they knew where the seed was planted. Tomorrow... it will be a mystery!</p>

Lesson 2: Re-reading Anywhere Farm - describing a setting	Introduction	Main	Plenary / Reflection
<p>Learning Intentions:</p> <p>EL03-WR107: 3Wa1 Develop descriptions of settings in stories.</p> <p><u>WALT:</u> Develop descriptions of settings using show not tell</p> <p><u>TIB:</u> It's more interesting to the reader and creates a vivid image in their minds</p> <p><u>SC:</u> By the end of the lesson I can:</p> <ul style="list-style-type: none"> - Score3: - (a) show instead of tell the setting - (b) use sensory details - (c) show time of day - (d) show season 	<p>Recap on the last lesson.</p> <p><i>Today we are going to read the book again and I want you to think about how each seed is really the main character in its own Anywhere Farm story... What are some of the settings? A bin, a window box, a cup, even a horn!</i></p> <p><i>Today you are going to be the seed, describing your home, your Anywhere Farm.</i></p> <p>As students listen to the story again, ask them to think about what seed they would like to be - what plants do they see? Sunflowers? Beans? And think about the setting... where is your home? Are you alone, do you have neighbours? Students can make some notes on a piece of paper as the teacher reads.</p> <p>OR pick a setting from the cards, and pick a seed from the other pot (see resource).</p>	<p>Read Anywhere Farm to the class again.</p> <p>Then model the activity, picking a setting and a plant, and do some shared writing as a class, recapping on the skills of show not tell.</p> <p>ME WE YOU</p> <p>For example, a sunflower seed in a bucket. How can we show, not tell it's a bucket? Eg. <i>Oh you should have seen the look on the other seed's faces when I was planted into my new big, beautiful red plastic home. There is a handle shaped like a rainbow that a little girl takes hold of and she carries me places. My favourite times are when she places me against the wall during the day and I feel the warmth of the sun giving me strength. Etc.</i></p> <p>-----</p> <p><u>Differentiation:</u> Some students can just describe their setting, others could describe how they are growing and where they are living.</p>	<p>Ask students to come up to the front and role play their seed - don't tell the class what seed they are, or where their Anywhere Farm is - just read the descriptions!</p> <p>The rest of the class then have to guess what their Anywhere Farm is, and possibly what seed they are by asking questions (win a sticker with the least amount of questions, ie. if they got it right away because you described it so well using show not tell!)</p>

Lesson 3: Writing a How-To book... How to grow an Anywhere Farm, Bermuda style!	Introduction	Main	Plenary / Reflection
<p>Learning Intentions:</p> <p>EL03 – WRI01: 3Wt3 Plan main points as a structure. 3Wt2 Begin to organize writing in sections</p> <p>EL03-WRI04: Non-chronological report and instructions</p> <p>SS03-ECO02: Describe how technology can pos. and neg. affect individuals and the community</p> <p><u>WALT:</u> Create tutorial videos</p> <p><u>TIB:</u> We want to share our information with others to effectively teach a new skill</p> <p>SC: Plan and prepare a step-by-step tutorial video with rich subject vocab</p> <p>Time allocation : 2 x 30 minute lessons</p>	<p>Ask students: How do you learn new skills? -Books? -Friend or family member? -Take a class? -YouTube?</p> <p>Allow students to share the best thing they learned how to do. <i>How did you learn it?</i> <i>Did a friend teach you?</i> <i>Did you read a book?</i> <i>Did you search for a YouTube video?</i></p> <p>Why would people prefer to use YouTube to share information or How To's? Now people can share information much quicker using technology</p> <p>Make a class list of pros and cons of using YouTube, and keep it on the wall to refer to and add to as you move forward with these next few lessons.</p>	<p><i>We are going to be planning and then creating our own How To Videos - How to grow an Anywhere Farm, Bermuda style! Our audience will be beginner gardeners across Bermuda</i></p> <p>Together brainstorm a class list of possible topics and what materials you will require, eg. how to plant a seed. Have a think before the next session.</p> <p>-----</p> <p>Me- We-You</p> <p>Watch the mentor video from AgraLiving (first 1.5mins) - pause and write down steps on the board. How to plant a seed</p> <p>As a class, use the graphic organizer to fill in the steps noted during the video (see resource), then complete 2nd page - <i>What would Claire's plan have looked like?</i></p> <p>Use the graphic organizer to demonstrate the planning process for your own lesson. <i>Make it as Bermudian as</i></p>	<p>Students go through their steps themselves to make sure that everything has been included.</p> <p>Then, to make sure someone unfamiliar with the How To would know what to do, students share their ideas / graphic organiser with the class or a partner.</p> <p>Ask students to feedback: What is one thing their classmate has done well? What is one thing they could improve on?</p> <p>Use the remainder of the lesson rehearsing - make it clear and catchy! <i>Remember your audience! We want to inspire them to start their own Anywhere Farm!</i></p> <p>Gather materials for your video (Real or homemade props), ready for next lesson</p>

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Lesson 4: Filming Anywhere Farm, Bermuda style!	Introduction	Main	Plenary / Reflection
<p>Learning Intentions:</p> <p><i>ECO02 again - this time with a focus on our own How To videos</i></p> <p><i>ECO03 3. 3.SS.E1b Explain the importance of farming in Bermuda.</i></p> <p><i>BIO02 Parts of a plant</i></p> <p><i>BIO03 Factors affecting plant growth</i></p> <p><i><u>WALT:</u> Promote the benefits of growing our own food to our community</i></p> <p><i><u>TIB:</u> It's great for the environment, it's fun, it's inexpensive, it's healthy and creative!</i></p> <p><i>SC: By the end of the lesson I can produce a step-by-step tutorial video with rich subject vocab</i></p>	<p><i>This lesson is for you to have fun with your class in whichever way you see best</i></p>	<p><i>Options:</i></p> <p><i>Students work in small groups, first supporting one student in their video, and then take turns (they may have small acting roles, for example)</i></p> <p><i>Students might work in pairs, taking turns practicing with each other</i></p> <p><i>You may choose to perform the How To sketches to another class, if you can't video them</i></p> <p><i>Students might want to go outside and find / create a 'set' for their videos</i></p> <p><i>NOTE: While the teacher is filming the How-To video, the rest of the class can be reading / watching the clips on the Bitmoji page (see slides).</i></p>	<p><i>Etc! We look forward to hearing about and seeing the creativity in your classroom - it would be wonderful to put some of these videos on the BEN website and share with your community!</i></p>

