THE VIRGINIA ADULT LEARNING RESOURCE CENTER

Virginia Commonwealth University

Curb Appeal
Lesson Four: My Yard

Facilitator Guide

Building Basics *was paid for under an EL Civics grant from the U. S. Department of Education administered by the Virginia Department of Education. It was paid for under the Adult Education and Family Literacy Act of 1998; however, the opinions expressed herein do not necessarily represent the position or policy of the U. S. Department of Education, and no official endorsement by the U. S. Department of Education should be inferred. This document was designed and created by the Virginia Adult Learning Resource Center at Virginia Commonwealth University, 817 West Franklin Street, Suite 221, P.O. Box 842037, Richmond, VA 23284-2020.* *It may be reproduced for nonprofit, educational purposes only.*

Curb Appeal
My Yard

Building Plan / Blue Prints / Specs (Getting Ready to Teach)

Lifeskill Objective: Learners will identify annual and perennial landscaping plants.

EFF Skills: Read with Understanding, Speak So Others Can Understand, Listen Actively, Observe Critically, Cooperate with Others

SCANS Skills: Resources (identify, organize, plan, and allocates resources)
Interpersonal (work with others)

Lesson Length: 4 hours

Tools

Laying the Foundation:
My Yard Pictures--overhead
Pictures of yards with plants native to your region--not included

Activity #1:
My Yard Pictures--overhead
My Yard Pictures Handouts
My Yard Story Script Handout
Blank Paper

Activity #2:
My Yard Story
Yes/No Cards
My Yard Yes/No Handout

Activity #3:
Realia: Plant and/or Flower Company/Seed Catalogs
Notetaking Chart: Flowers--multiple copies for small group activity
Notetaking Chart: Shrubs and Trees--multiple copies for small group activity

Activity #4:
Realia--Plant tags from local nursery
Information Gap Handout #1--Part A and Part B cut up into multiple sets
Information Gap Handout #2--Part A and Part B cut up into multiple sets
Crayons or Markers

Optional:
Brochures from local Cooperative Extension Service
Map showing the growing seasons in your region
Real flowers or plants
Glue sticks, scissors, paper

Target Vocabulary

Nouns:

annual	bulbs	calla lily	rape myrtle	dogwood
evergreen	fern	foliage	forsythia	full sun
grass	hosta	hydrangea	landscape	light
lilac	lily of the valley	natural habitat	ornamental	partial sun
peony	perennial	plant tag	seed	seedling
shade	shrub	snapdragon	species	sun
sunlight	transplant	tree	varieties	vine

Spring-flowering bulbs

crocus	daffodil	hyacinth	tulip

Summer-flowering bulbs

amaryllis	caladium	canna	dahlia	gladiolus
lily	spider lily	tuberous begonia		

Adjectives:

alien	annual	deciduous	evergreen	heavy (water)
light (water)	moderate (water)	native	non-native	ornamental
perennial	woody			

Laying the Foundation
Warm-Up / Presentation

Actions	Materials
1. Elicit from students what they already know about landscaping and foliage, especially native to your region. Ask questions such as: ➢ Who works outdoors? ➢ What kinds of construction jobs are outdoors? (roofer, crane operator, landscaper, nursery worker) ➢ What kinds of plants are in your yard or outside your apartment? (answers may vary but should include flowers, grass, etc.) ➢ When do flowers bloom? (discuss and review the seasons and different weather types in your area)	***Pictures of yards with plants native to your region***
2. Tell students that today they are going to learn about different plants in a yard.	
3. Show the **My Yard Pictures (Spring)**. Ask students to tell you what they see in the picture by asking questions such as: ➢ Is this indoors or outdoors? ➢ What flowers do you see? (elicit and/or introduce new vocabulary; write on board) ➢ What shrubs do you see? (elicit and/or introduce new vocabulary; write on board) ➢ What is this? (point to sun, shade, tree, walkway, etc. and elicit and/or introduce new vocabulary; write on board) Repeat same elicitation and introduction of vocabulary with the **My Yard Picture (Summer)**.	***My Yard Pictures– Overhead***

Building on the Foundation
Practicing the New Language

Actions	Materials
Activity #1: My Yard In this activity, students listen to and then read a story describing a typical yard. Read the **My Yard Story Script** out loud while students listen. While you are reading the story, students should do a while-listening activity. Have students practice focused listening by giving them the following two fill-in-the-blank questions to answer before reading the story out loud. The students will listen to try to answer the questions. ➢ 1. _____ plants live for only 1 year. _____ plants live for two or more years. ➢ 2. Two types of trees are _____ and _____. After reading, discuss the story with students by asking comprehension questions such as: ➢ What grows in my yard? (flowers, trees) ➢ What are two types of flowers? (annual, perennial OR daffodil, tulip) ➢ What does annual mean? (lasts one year or season) ➢ What does perennial mean? (lasts 2 or more years or seasons) ➢ Are bulbs annuals or perennials? (perennials) ➢ Are tulips annuals? (no) ➢ How do you grow flowers? (seeds, seedlings, or bulbs) ➢ What are two types of tress? (deciduous, evergreen) ➢ Are evergreens annuals? (no) ➢ How do plants grow? (with water and sunlight)	***My Yard Story Script*** ***Blank Paper***

Actions	*Materials*
Read the story again while students listen again. Then give each student a copy of the **My Yard Pictures (Spring)** and **My Yard Pictures (Summer)**, and a copy of the **My Yard Story Script**. Read the story again, pointing to plants in the **My Yard Pictures** as they are mentioned in the story. Students may listen and watch the teacher and/or read silently as the teacher reads. **Easy:** Students circle the names of plants (flowers, trees, and shrubs) in the **My Yard Story Script Handout**. On the bottom of the **Handout**, they put the words in alphabetical order. Then, students label their own copies of the **My Yard Pictures** with the words on their list. **Difficult:** Students make a list of plants in the **My Yard Story Script** by putting them into two categories: annuals or perennials. Then, they label their own copies of the **My Yard Pictures**. Circulate to assist and check comprehension. When finished, students check work with a partner and add any additional plant vocabulary they know to the appropriate picture. Meanwhile, the teacher makes a chart on the overhead or board with three rows and three columns. Label the 2nd row ***Spring*** and the 3rd row ***Summer***. Label the 2nd column ***annual*** and the 3rd column ***perennial***. Then, the whole class debriefs the activity by working together to fill in the chart. Ask two higher level students to come to the board and fill in the chart as the rest of the class provides the appropriate responses for each category on the chart. To check the labels identified in the **Pictures**, show a copy of the **My Yard Pictures** on the overhead. Point to various plants on the overhead and elicit the correct name from students.	***My Yard Pictures (Spring) –Overhead*** ***My Yard Pictures (Summer)–Overhead*** ***My Yard Pictures (Spring) Handout*** ***My Yard Pictures (Summer) Handout*** ***My Yard Story Script Handout*** ***Overhead and/or Whiteboard*** ***Markers***

Actions	Materials
Activity #2: Reading Comprehension with Yes/No Cards In this activity, you read a true or false statement from the **My Yard Story Script**. Students demonstrate their understanding of the story by holding up a yes card if the statement is true, or a ***no*** card if the statement is false. For statements that are false, the teacher should ask higher level students to change them to true (or ***yes***) statements. 1. Annual plants live for two years. (NO) YES NO 2. Perennial plants live for two years. (YES) YES NO 3. A snapdragon is a tree. (NO) YES NO 4. Trees may be deciduous or evergreen. (YES) YES NO 5. All plants need full sun to grow. (NO) YES NO 6. All plants need heavy amounts of water to grow. (NO) YES NO 7. Tulips are bulbs. (YES) YES NO 8. Hosta is a bulb. (NO) YES NO Check comprehension of the text as students hold up the right (or wrong) answer. Re-teach and review as necessary. Note: Activity can be changed to an individual, written activity by using the **My Yard Yes/No Handout** and having students circle ***yes*** or ***no***.	***My Yard Story Script*** ***Yes/No Cards*** ***My Yard Yes/No Handout***

Actions	Materials
Activity #3: Student-Generated Lists In this activity, students generate lists of other types of plants that are annual, perennial, spring-flowering, summer-flowering, evergreen or deciduous. Put students in mixed-ability small groups (3-4 students in each group). Distribute plant and flower catalogs to each group and one **Notetaking Chart** (either **Trees and Shrubs**, or **Flowers**) to each group. In small groups, students work together to generate a list (based on their own experience or by using the catalogs) of additional plants for each category. Additional information they know or learn about the plant, e.g. sun, water, cost, etc. can be added to the ***Comments*** section of the chart. Demonstrate how to do this by doing one example in front of class. Groups present and share their list with the whole class when finished. Note: If time permits, groups can complete each **Notetaking Chart**.	***Realia: Plant and/or Flower Seed Catalogs*** ***Notetaking Chart: Flowers*** ***Notetaking Chart: Shrubs and Trees***

Actions	Materials
Activity #4: Information Gap Set up this activity by telling students they are going to practice asking and answering questions about plants. For this activity, there is a gap in the information that students have. Student #1 will have information that Student #2 does not have. And, likewise, Student #2 will have information that Student #1 does not have. They must talk to each other to get the information each is missing. Review/model how to ask for information. For example: ➢ What color are the __(name)__? ➢ How much ___(water/sun)__ does it need? ➢ What's the __(type)____? Put students in pairs by ability level, i.e., two low level students, two high level students. Note: The activity for each level is very different. Therefore, it is recommended that the teacher put students in pairs and then explain the task instructions specific to each level. **Easy:** Distribute crayons or markers. Demonstrate how to do the activity by dictating a sentence. Then, distribute **Handout A**. (One student in the pair receives part #1 and the other student receives part #2.) Students take turns dictating to their partner the colors of various flowers in the **My Yard Pictures** and color their copy of the pictures as appropriate. **Difficult:** Show students the real plant tags. Ask students where they see these and why they are important. Pass them around so students can see them clearly. Point out what kind of information is found on each one; e.g., type of plant, amount of sunlight and water, color of flower, etc. Then, in pairs, students read the "plant tags" on **Information Gap Handout B** and exchange missing information. Distribute	***Realia—Plant tags from local nursery*** ***My Yard Pictures (Spring) Handout*** ***My Yard Pictures (Summer) Handout*** ***Crayons or Markers*** ***Information Gap Handout A– Student #1 and Student #2 cut up*** ***Information Gap Handout B– Student #1*** ***Information Gap Handout B– Student #2*** ***OPTIONAL:*** ***Brochures from local Cooperative Extension Service*** ***Map showing the growing seasons in your region*** ***Real flowers or plants***

Actions	Materials
Information Gap Handout B. One student in each pair will receive **Information Gap Handout B-- Student #1** and the other student will receive **Information Gap Handout B-- Student #2**. Model how to do the activity by demonstrating with a higher level student. <u>Optional:</u> Brochures from local Cooperative Extension Service or maps showing the growing season in your area may be placed on a board or passed around the room. You may also want to bring real flowers and plants for the students to see.	***Information Gap Handout B– Student #1*** ***Information Gap Handout B– Student #2*** ***OPTIONAL:*** ***Brochures from local Cooperative Extension Service*** ***Map showing the growing seasons in your region*** ***Real flowers or plants***

Finishing Work
Extension or Out-of-Class Practice

Actions	Materials
1. Students draw a picture to show what "My Yard" looks like in the fall or winter. 2. Using plant/ flower company catalogs, students cut out pictures of different kinds of plants and make a ***landscaping picture dictionary***. Each picture can be glued onto a large piece of paper and labeled. 3. Take a field trip to a nursery or hardware store. Visit the plant section, talk to an expert, etc. 4. Invite a guest speaker from a nursery or the local Cooperative Extension to talk about plants native to your region. 5. Students write about flowers and plants found in their native country.	***Plant and Flower Company Catalogs***

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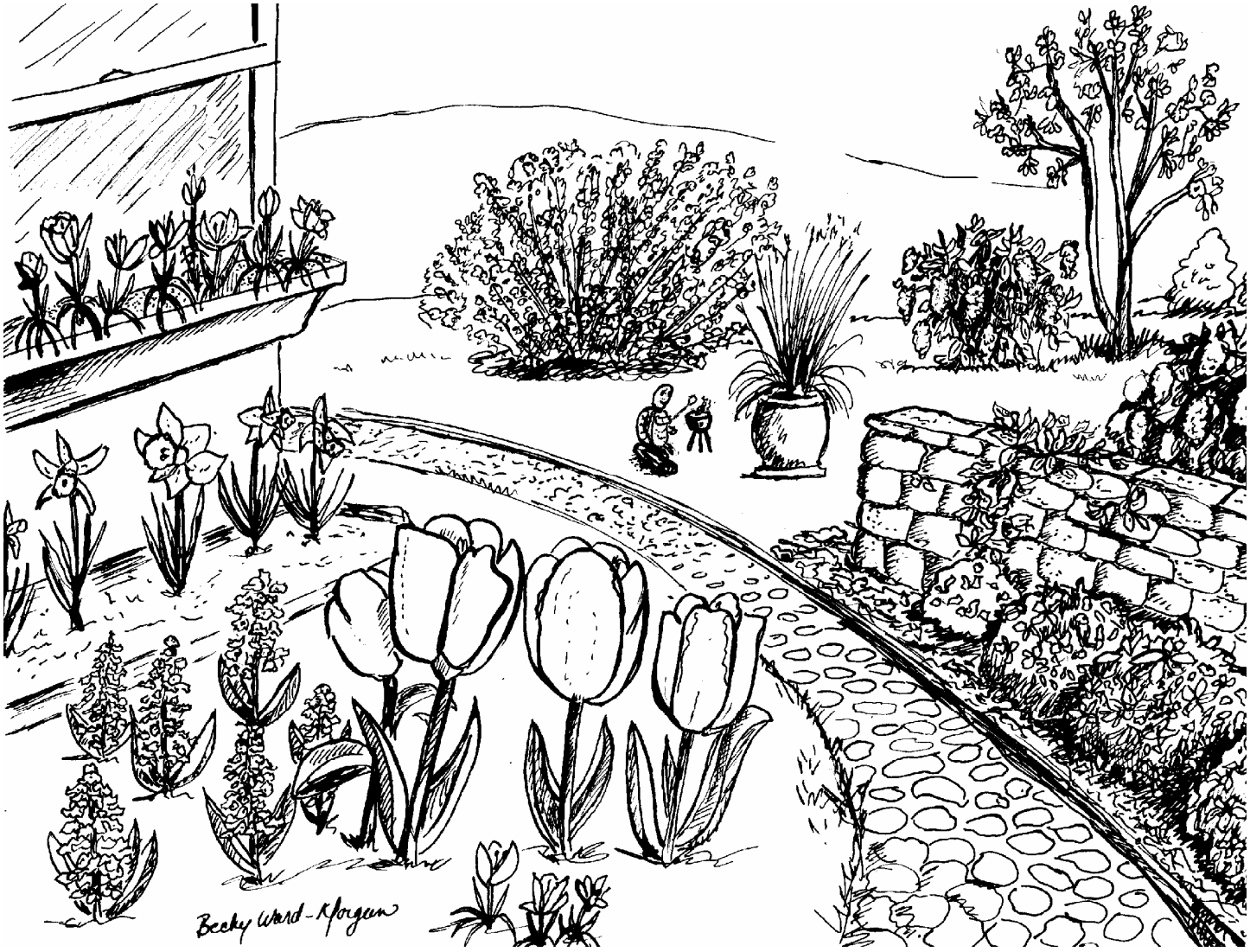
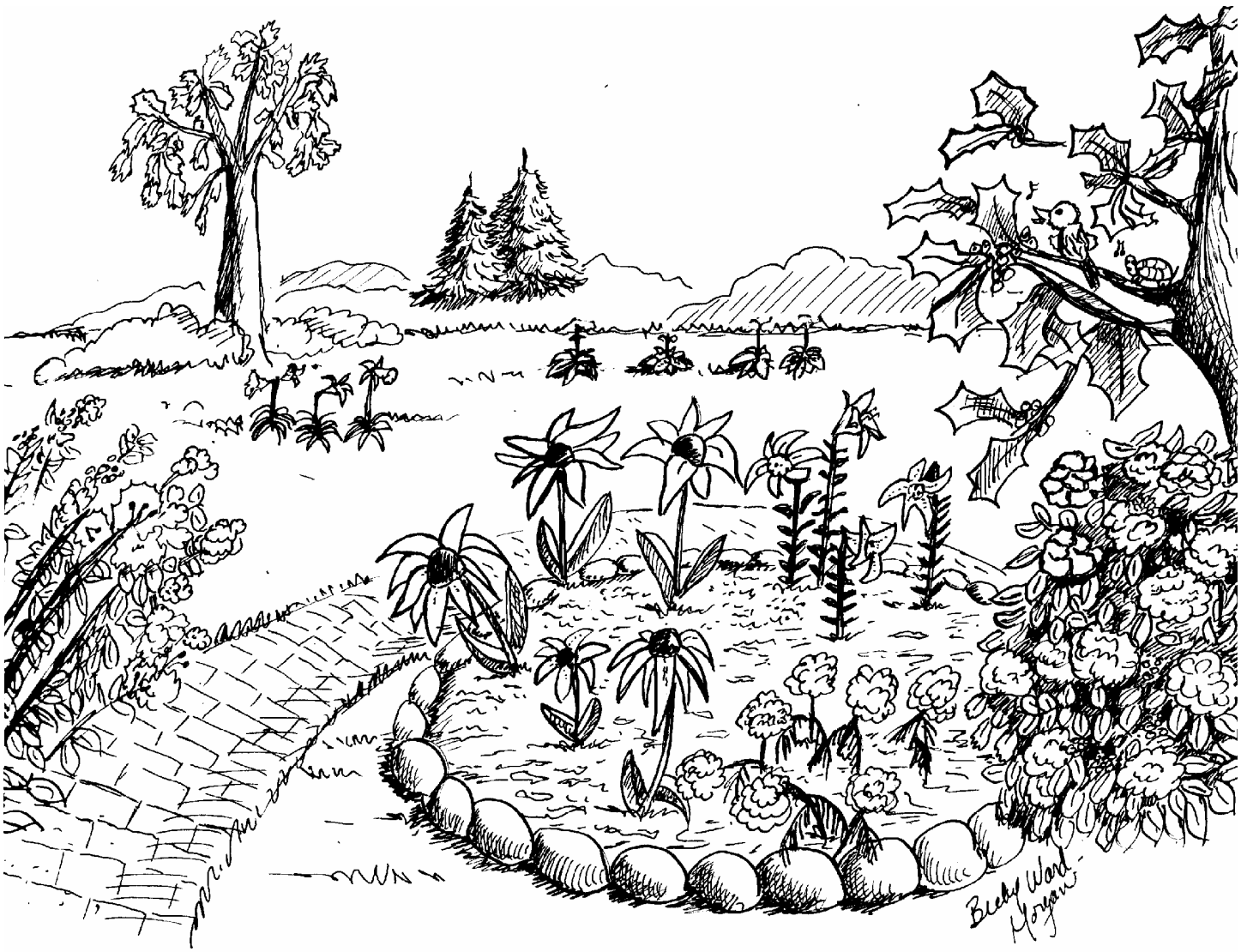


Spring Flowers



Summer Flowers

Activity #1: My Yard Story

My Yard

There are many native plants in my yard. My yard is beautiful!

I grow marigolds, snapdragons, and Queen Anne's Lace. They are annual flowers. Annual plants live for one season or year.

I also grow peonies, Lily of the Valley, hostas, and calla lilies. They are perennial plants. Perennial plants live for more than two years.

I plant flowers using seeds, seedlings, or bulbs. Bulbs come up every year. They can be transplanted or left in the ground. Tulips, daffodils, crocuses, and gladioli are types of bulbs.

There are many trees in my yard, too. Deciduous trees loose their leaves in the fall. Evergreens, such as pine trees, are green all year long.

I don't have many shrubs in my yard, but I do have vines. Some of them are flowering vines.

All plants need special care. They require different amounts of sunlight to grow: full sun, partial sun, or shade. Plants also require different amounts of water to grow: heavy, moderate, or light. Be sure to grow the best kinds of plants for your region.

Activity #2: YES/NO Cards

YES YES

YES YES

NO NO

NO NO

Activity #3: Student-Generated Lists

Notetaking Chart: Trees and Shrubs

Shrubs	Evergreen Trees	Deciduous Trees

Activity #3: Student-Generated Lists

Notetaking Chart: Flowers

	Annual	Perennial	Comments
Spring flowering			
Summer flowering			

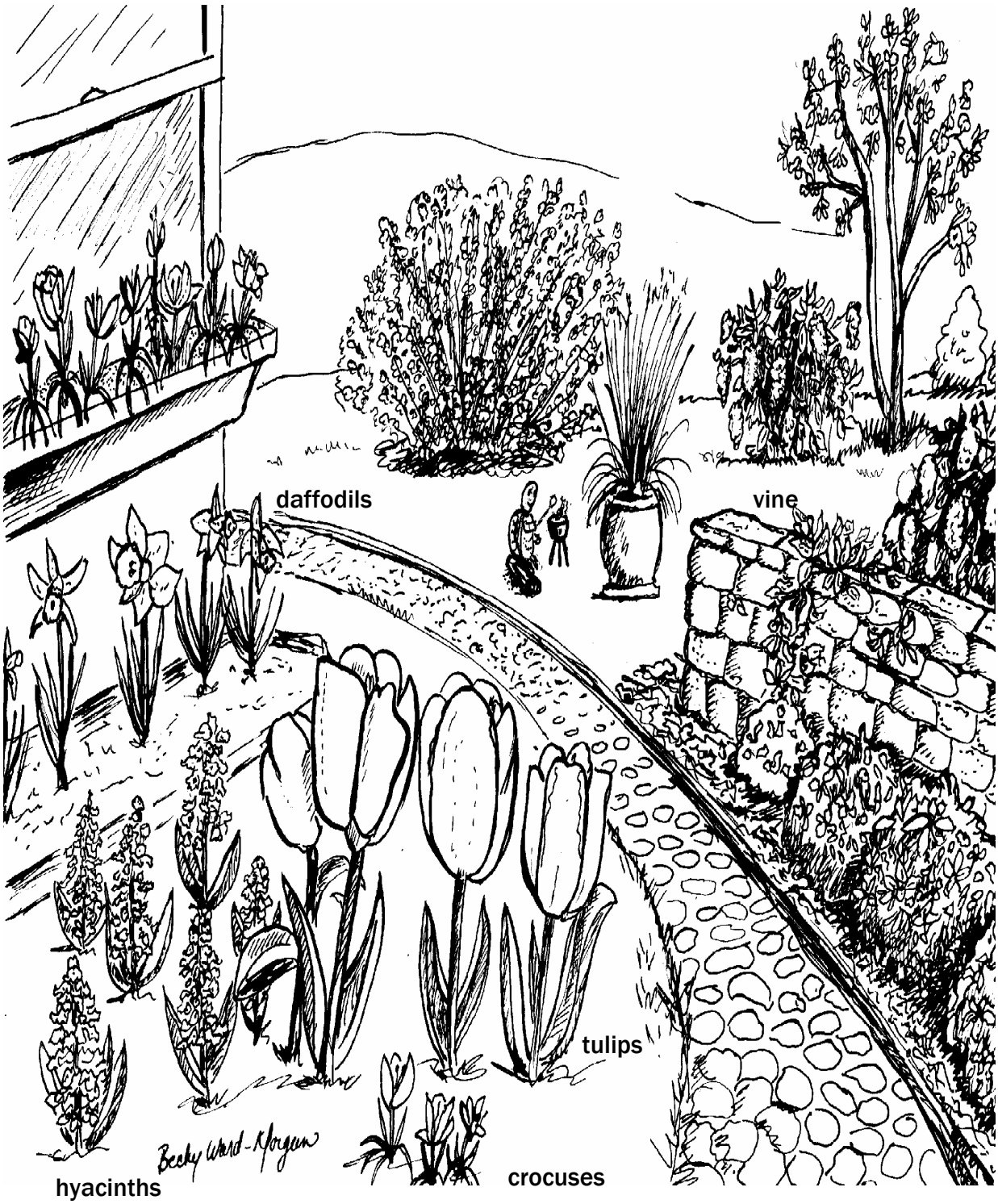
Activity #4: Information Gap Handout A

Student #1

1. The hosta is green.
2. There are two yellow tulips and one pink tulip.
3. The marigold is orange.
4. The holly tree has green leaves and red berries.
5. The sun is yellow.
6. The crocuses are purple.
7. The hyacinths are white.
8. The peonies are light pink.

Student #2

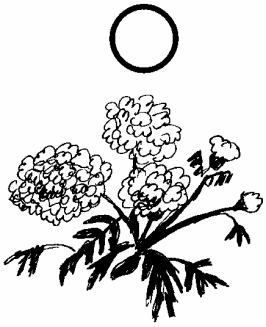
1. The gladioli are red.
2. The crocuses are yellow.
3. Three marigolds are orange.
4. The tulips are red.
5. The daffodils are yellow.
6. The lilies are white.
7. The pine tree is green.
8. The vine is green.



Spring Flower Handout

Summer Flower Handout

Activity #4: Information Gap Handout B

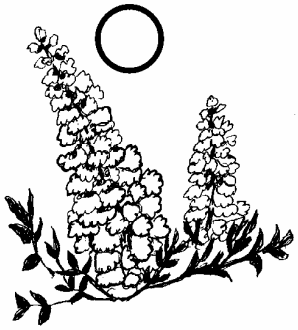


Name: Marigold

Type: Annual

Light: Full Sun

Water: Moderate

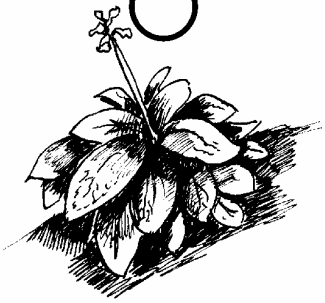


Name: Snapdragon

Color: Pink

Type: Annual

Sun: Full to light shade



Name: Hosta

Light: Shade

Type: Perennial

Bloom: Lavendar spikes in late summer