

# **Song 11: Into the Garden**



## **ACTIVITY MENU**

### **PRE-LISTENING**

Swat  
Unscramble the Sentences  
Can You See What I See?

### **LISTENING**

Dictation  
Did You Hear What I Heard?  
Mixed-Up Pictures

### **SINGING**

Sing Along With Me  
Old Song, New Song  
Your Moves

### **POST-LISTENING**

Speaking: I'd Like to Ask You About...  
Reading: Main Ideas and/or Specific Details  
Writing: Paragraph Posters



## **Into the Garden: Lyrics**

*by Zach Ladin*

(4:56)

(1... 2... 1-2-3... Giddy up!)

- 1 Let's go out to the field  
Sunflowers dancin' in the breeze  
Breathe that cool air in off the morning  
Let's get down on our knees  
.... And pull some weeds!  
Yeah, come on, let's pull those weeds! Yeah.  
I'm pullin' some weeds. Come on now!  
Pull those weeds. Give these plants some room to breathe. Yeah!  
We're pullin' weeds, good job.
- 10 Let's go out to the field!  
Let's go have some fun!  
We'll help these plants grow in water and love.  
Long rows in the sun.  
Let's go into the garden.  
There's so much to see.  
Can you smell the tomatoes?  
It's just like heaven to me.  
It smells just like heaven to me.
- 19 Let's go into the field.  
Life's all around.  
Plants, insects, spiders, birds, mammals, and more  
In the sky above and the soil underground.
- 20 Let's go into the garden.  
It's so amazing to me.  
With our help these plants will grow strong  
And give us food to eat,  
And give us a nice tasty treat.
- 25 Let's go into the field.  
Nibble on the fruits you can find.  
Let's give thanks while we're harvesting.  
That sun feels divine!  
What do you want to grab from the garden? [x4]
- 30 All right, now we're gonna need all of your help!  
So who's ready? Who's comin' with me?  
We're gonna go out to the garden,  
And we're gonna harvest whatever we want!  
You ready? Come on, let's go!



- 35 Who likes asparagus?  
 Some beautiful broccoli [ooooo!]
- 37 Some crispy carrots  
 How 'bout some dandelion greens?  
 How 'bout some eggplant?  
 Some fabulous fennel?  
 I'd love some garlic. [Yes, please!]   
 Some happy horseradish  
 Incredible iceberg  
 Who wants some jalapenos? [Woo!]
- 45 Who wants some kale?  
 Who wants some luscious leeks? [Oh, I'd love some.]  
 Some mighty mushrooms  
 Some napa cabbage  
 Odiferous onions [These smell good!]   
 Purple potatoes [Wow!]   
 Some cucumbers!  
 How 'bout a rutabaga? [Yeah!]   
 Some super squash  
 Some tomatoes [They smell good, too!]
- 55 How 'bout some urad beans?  
 Vivacious veggies [Yeah!]   
 Wonderful watermelon [Woah!]   
 We better get extra!  
 Some yummy yarrow  
 Zany zucchini  
 Great job everyone!
- 62 What do you want to grab from the garden?[x4]  
 For dinner's giant salad  
 .... and soup!  
 Who wants some soup?  
 Who wants a nice hot bowl of vegetable stew?  
 Ohhh, it smells good!  
 Who wants a nice fresh green crispy organic salad? [Yes, please!]   
 Let's go into the garden.
- 70 Feel the warm sunlight.  
 Let's enjoy and be thankful.  
 All that the Earth provides  
 For all that the Earth provides  
 The Earth provides. [x4] [Earth provides.]  
 Thank you, Earth, for what you provide. [x9] [In the garden... x4]  
 Thank you, Earth!



**Pre-listening Activities:** Choose one or two of the activities below.

### **Swat**

**Purpose:** To introduce the names of vegetables and adjectives used in the song, and make print and sound connections

**Level:** All                    **Time:** 15 – 20 minutes

**Preparation and Materials:** Prepare a flyswatter or rolled-up newspaper for each team. Hang the pictures (pages 706-721) for the words/phrases on the board in random order.

**Instructions:** Review words and definitions as needed. Divide the class into groups, line each group up equal distance from the board, and give the first person a flyswatter/newspaper. Once the teacher calls out a word from the board, the first person of each group will race to the board to swat the word; whoever reaches the correct word first, wins a point. The next person in line will be given the flyswatter/newspaper and the game continues until every student has at least one chance to swat a word. The team with the most points wins.

### **Unscramble the Sentences**

**Purpose:** To generate interest and introduce vocabulary for the song, write phrases and sentences, and form commands / phrases suggesting “let’s go...”

**Level:** 2 and above            **Time:** 25 – 35 minutes, plus the length of the song (4:56 minutes)

**Preparation and Materials:** Make a copy of the Scrambled Sentences handout (page 722) containing sentences beginning with “Let’s go” for each group of students. (Answer key: page 729.)

**Instructions:** First, review how to form the phrase “let’s go” using the imperative base form of the verb and no subject. For example: *Let’s go out to the field. Breathe that cool air in off the morning.* Divide students into small groups. The students will recreate a sentence from the given words. Give students words from one scrambled sentence. Have the students create one sentence from those words. Write the completed sentences on the board. Have other students check classmates’ work. If using all the sentences from a stanza, have the students unscramble the sentences. Listen to the song to check their work.

### **Can You See What I See?**

**Purpose:** To generate interest and introduce vocabulary for the song, and activate background knowledge about the topic

**Level:** All                    **Time:** 25 – 30 minutes

**Preparation and Materials:** Hang the picture of the garden (page 723) on the board.

**Instructions:** Divide the class into small groups; assign one member of each group to be the recorder. Have the recorder write the letters of the alphabet down the left side of the paper. The students will tell their recorder all of the items in the picture they see that start with each letter. Once time is done, have groups trade papers and check each others’ answers. Each correct item receives one point; the group with the most points wins.



**Into the Garden: Sway and Mixed-Up Pictures**



# tomatoes





# asparagus





**beautiful broccoli**



# crispy carrots





# dandelion greens



# eggplant





# fabulous fennel





# **incredible iceberg (lettuce)**





# **luscious leeks**





# mighty mushrooms





# napa cabbage





# odiferous onions





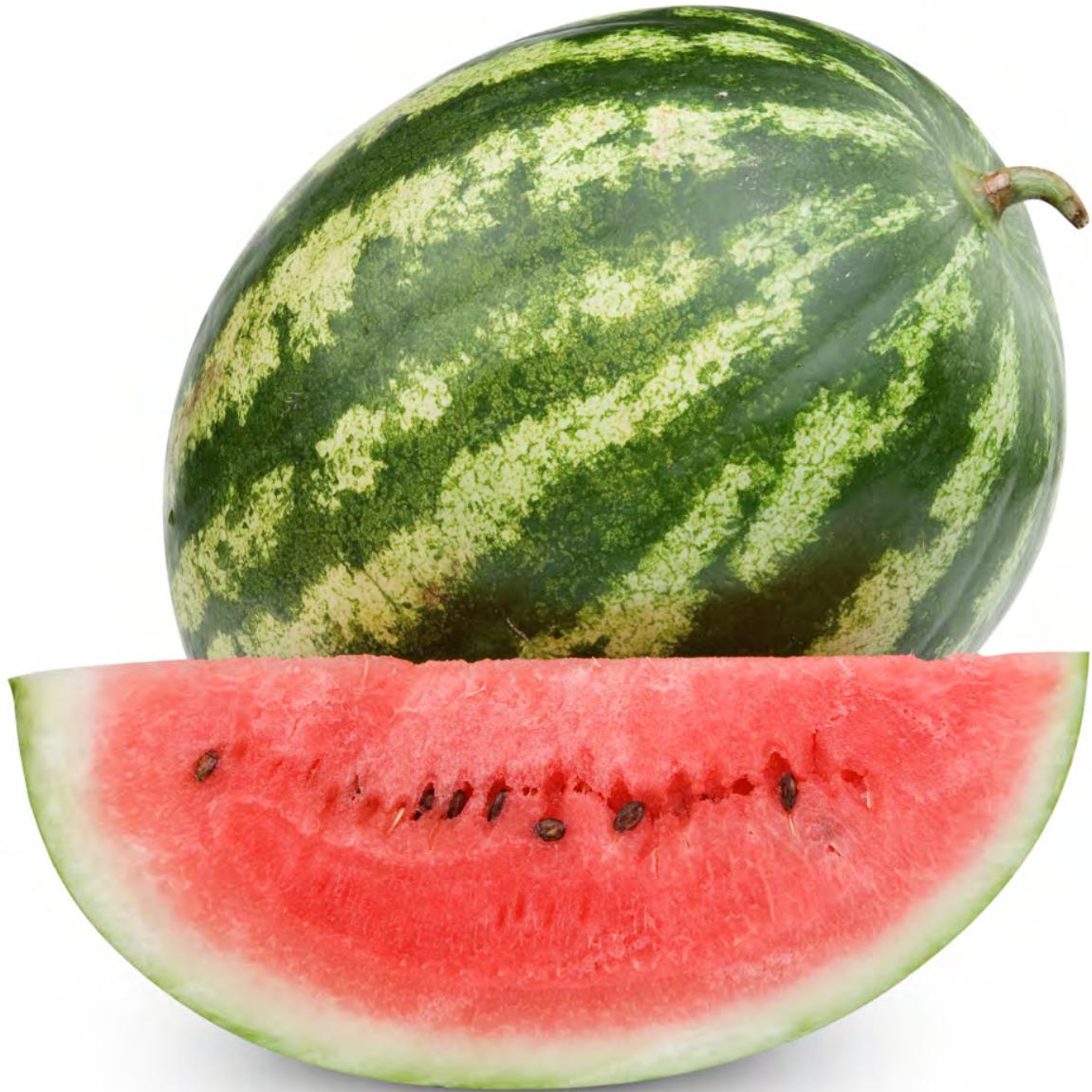
# purple potatoes





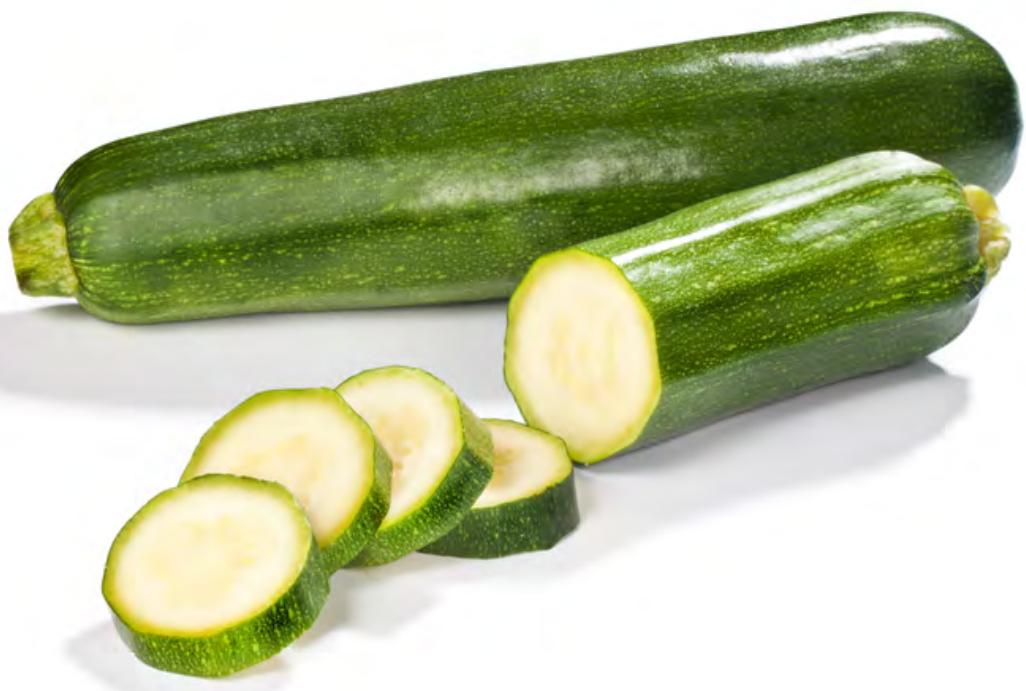
# super squash





# wonderful watermelon





# **zany zucchini**



## Into the Garden: Unscramble the Sentences

*Directions:* Each sentence below has been scrambled so that the words are mixed up. For each sentence, put the words in the correct order to form grammatical and sensible sentences.

1. go out the let's to field

*Unscrambled sentence:* \_\_\_\_\_

2. that cool in breathe morning air the off

*Unscrambled sentence:* \_\_\_\_\_

3. let's knees get on our down

*Unscrambled sentence:* \_\_\_\_\_

4. pull let's weeds those

*Unscrambled sentence:* \_\_\_\_\_

5. plants breathe some give room to these

*Unscrambled sentence:* \_\_\_\_\_

6. let's some go fun have

*Unscrambled sentence:* \_\_\_\_\_

7. garden into go the let's

*Unscrambled sentence:* \_\_\_\_\_

8. thanks harvesting let's while we're give

*Unscrambled sentence:* \_\_\_\_\_



## Into the Garden: Can You See What I See?



**Listening Activities:** Choose one of the listening activities below.

### Dictation

**Purpose:** To listen for details, and write phrases and sentences

**Level:** 2 and above **Time:** 20 – 25 minutes

**Preparation and Materials:** (Answer key: see the song lyrics on page 703-704.)

**Instructions:** Play the song and pause after a few lines. Have the students write down what they heard. Continue this until the song is finished. After listening to the song a few times this way, allow the students to check with their classmates and determine which version is correct if there are differences. Play the song one last time to check their work.

### Did You Hear What I Heard?

**Purpose:** To listen for the main idea and specific details, and make inferences from the song

**Level:** 2 and above **Time:** 15 – 20 minutes (to play the song one or two times)

**Preparation and Materials:** Write the following questions on the board: (Answer key: page 729):

*What are three things that help plants grow?*

*What can we enjoy about being in a garden?*

*Which of the five senses (sight, smell, hear, taste, touch) does the singer mention?*

**Instructions:** As the song is played, students will try to answer each of the questions. After the song is finished, have the students compare answers with classmates. Review answers as a class and discuss any answers that are wrong.

### Mixed-Up Pictures

**Purpose:** To listen for specific phrases

**Level:** All **Time:** 15 – 20 minutes (to play the last half of the song two or three times)

**Preparation and Materials:** Hang the pictures (pages 706-720) on the board in random order. Put a letter under each picture: A, B, C and so on. (Answer key: page 729.)

**Instructions:** Ask students to number their papers 1 – 16. Play only the last half of the song (lines 30 – 76, 2:05 – end). As the song plays, students will write the pictures' corresponding letter in order on their paper as it occurs in the song. Play the song through a few times before checking the students' work as a class.



**Singing Activities:** Choose one of the singing activities below.

### **Sing Along With Me**

**Purpose:** To practice pronunciation and intonation

**Level:** All

**Time:** 10 – 15 minutes (to sing the song one or two times)

**Preparation and Materials:** Write the first half of the lyrics (pages 703-704, lines 1 – 29) on the board or on a large poster.

**Instructions:** Students sing along with the first half of the song while the teacher points to each word on the board, and then clap or tap their desks to the beat for the remainder of the song.

### **Old Song, New Song**

**Purpose:** To explore the rhythm of words

**Level:** 2 and above      **Time:** 40 – 55 minutes (may be extended over several class sessions)

**Preparation and Materials:** Make a copy of the first half of the lyrics (page 703, lines 1 – 29) for each group of students, or write the lyrics on the board.

**Instructions:** Use the first half of the song (lines 1 – 29). Discuss genres of music as a whole. Break students into small groups based on the genre they like the most. Listen to the song once. The students will sing the same song with the same lyrics, but in their groups' assigned genre. Give the students enough time to practice and be ready to sing their song to the class. After singing their song, each group can teach their version to the class and the students can vote on their favorite version.

### **Your Moves**

**Purpose:** To learn vocabulary from the song, and represent word meanings with actions

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Make a copy of the first half of the lyrics (page 703, lines 1 – 31) and circle the following words or phrases each time they appear. Make a copy of the handout for each group of students:

*Let's go   breathe that cool air   get down on our knees   come on  
pull those weeds/pullin' weeds   can you smell   grow strong  
nibble on the fruits   give thanks   we're harvesting   grab from the garden*

**Instructions:** Before singing, create a motion to correspond to each phrase circled. Practice each motion until the students have all of them memorized. Sing and move to each circled phrase as the class listens to the first half of the song (lines 1 – 31).



**Post-Listening Activities:** Choose one or two of the activities below.

**Speaking: I'd Like to Ask You About...**

**Purpose:** To ask and answer questions

**Level:** All

**Time:** 40 – 50 minutes (may be extended over several class sessions)

**Preparation and Materials:** None.

**Instructions:** Have the students pick a character in the song they'd like to interview. Each student will write 8-10 interview questions. Students will pair up and take turns interviewing their partner in the roles of reporter and song character.

**Reading: Main Ideas and/or Specific Details**

**Purpose:** To write and answer questions that focus on main ideas and details

**Level:** 3 and above **Time:** 30 – 40 minutes in class (part of this activity is homework)

**Preparation and Materials:** Make a copy of the reading text (pages 727-728) for each student. As homework, assign each student to read the text and write either one main idea question or one detail question.

**Instructions:** Review main idea questions and detail questions. Have students exchange their questions from the previous nights' homework. The students will answer their classmates' questions and then discuss their answers with the classmate who wrote the questions.

**Writing: Paragraph Posters**

**Purpose:** To write cohesive paragraphs, and represent ideas visually

**Level:** 2 and above **Time:** 100 – 130 minutes (may be extended over several class sessions)

**Preparation and Materials:** Prepare a persuasive paragraph as a model for students. (Optional) Gather crayons or markers, old magazines, glue, and poster paper.

**Instructions:** Describe the parts of a persuasive paragraph. Have students write a persuasive paragraph on the following topic: *Reasons for growing your own food*. Once finished, students will create a poster with related photos and drawn pictures, also attaching their paragraphs. Hang all of the posters around the room and allow students to view each others' posters. Students can choose best paragraph, most creative, best use of vocabulary, etc.



## Gardens for All

Have you ever planted, grown, and **harvested**<sup>53</sup> your own fruits or vegetables? Doing so is just what Zach Ladin happily sings about. *Into the Garden* encourages listeners to go out into the garden, pull **weeds**,<sup>54</sup> and enjoy the sunshine, soil, and sounds of nature. Ladin expresses excitement about the variety of food that comes from the garden. He names a lot of different vegetables, including broccoli, carrots, potatoes, tomatoes, and cabbage.

In the past, many Americans lived in **rural**<sup>55</sup> areas or on farms and grew most of their own food. With the changing economy of the twentieth century, however, Americans have moved away from rural areas to work in cities, where they shop for food at the supermarket or neighborhood grocery store rather than growing it themselves. In the past few years, many food shoppers have been rethinking where their food comes from. They think about how our shopping and eating habits impact the environment and our health. Today many Americans value being close to nature, and they want to participate in growing the food that they eat.



Some are concerned about the quality of the fresh food that they find at the grocery store and particularly about the way that it is grown. They are worried about the long shipping routes from the field to the store as well as the chemicals that are used on the plants.

One way that people are finding better and fresher food is by going to farmers' markets. A farmer's market is an outdoor market where farmers and small businesses can sell their products directly to the public (rather than through a store). Many farmers' markets sell organic food—in other words, food that has been grown without the use of chemicals. The food comes from farmers in the community or nearby areas to avoid the long shipping process and the use of chemicals to keep food fresh. For example, a farmers' market in Michigan sells Michigan tomatoes when they are ready in July through September. On the other hand, a Michigan grocery store may sell tomatoes all year round from far-away California, Florida, or Mexico. These tomatoes may have been grown in **greenhouses**<sup>56</sup> or with the help of chemicals to produce them in the winter and then preserve them for their long journey across the country.



A second way that Americans are showing interest in gardening would make Zach Ladin smile. They are finding a patch of land and planting their own gardens. Some people grow their fruits and vegetables in their backyard by digging up an area that may have contained flowers or grass. They put up a fence to keep out the rabbits and other animals. They spend their evenings and weekends on their knees pulling weeds. Eventually, they enjoy home-grown food.

<sup>53</sup> **harvest** to gather crops from the field

<sup>54</sup> **weed** a plant that grows very quickly where it is not wanted and covers or kills more desirable plants

<sup>55</sup> **rural** belonging to the countryside

<sup>56</sup> **greenhouse** a building or part of a building that has glass walls and a glass roof and is used for growing plants



But not all Americans have a yard where they can plant gardens. In many urban areas, people live in apartment buildings. In big cities, people may plant herbs and small vegetables in pots, which they place on windowsills, **balconies**<sup>57</sup> or rooftops where the sun can shine on them.

Another option for some city gardeners is the community garden. A community garden is owned and cared for by a group of people. Each person goes to a central location where public land has been set aside for residents to grow food. Neighbors work together to plant, care for, and harvest the fruit and vegetables. Co-ops, home gardens, rooftop gardens, and community gardens show that today many Americans share Zach Ladin's excitement for gardening and eating fresh, locally grown food.



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<sup>57</sup> **balcony** a raised platform that is connected to the side of a building above the ground and is surrounded by a low wall or railing



## Into the Garden: Answer Keys

### **Unscramble the Sentences: Answer Key**

1. Let's go out to the field
2. Breathe that cool air in off the morning
3. Let's get down on our knees
4. Let's pull those weeds
5. Give these plants some room to breathe.
6. Let's go have some fun
7. Let's go into the garden
8. Let's give thanks while we're harvesting

### **Mixed-Up Pictures: Answer Key**

1. asparagus
2. beautiful broccoli
3. crispy carrots
4. dandelion greens
5. eggplant
6. fabulous fennel
7. incredible iceberg (lettuce)
8. luscious leeks
9. mighty mushrooms
10. napa cabbage
11. odiferous onions
12. purple potatoes
13. super squash
14. tomatoes
15. wonderful watermelon
16. zany zucchini

### **Did You Hear What I Heard: Answer Key**

1. water, care, sunshine, good soil, pulling weeds, fertilizer, mulch
2. sunflowers, breathing cool air, pulling weeds, smelling tomatoes, having fun, seeing life all around; nice tasty treats
3. touch: pulling weeds, sunlight; sight: sunflowers, life all around; smell: breathing cool air, smelling tomatoes; taste: tasty treats, nibble on fruits.

