Let’s Grow Together!

Grades 3–5

In this activity, children will plan to plant a garden this summer, and along the way, they can explore measurement, journals, music, art, science, Indigenous ways of knowing, and so much more! These activities can be completed with materials typically found in many households.

There are French vocabulary words at the end of this document to support each of the activities. Children who are learning English as an additional language can also use these vocabulary words to practice.

To complete this activity, you might need a pencil, paper, crayons, markers, pencil crayons, paints, a way to watch online videos, a ruler or tape measure, seeds, and simple planting materials. You can complete all of the activities here without using the Internet if you wish.
Your Challenge!

Spring is here, and it’s time to get ready to plant our gardens! Your challenge is planning your perfect garden. You can do that by doing some of the activities here. Do you have to plant your garden for real? That’s up to you and your families. Still, planning a perfect garden will be fun to do!

You will see French words here and there with our descriptions of the activities, and there is a collection of French words related to gardens at the end of this document. You can try doing some of the activities in French! It’s up to you! C’est à toi!

Remember What You Already Know!

Think about what you already know about gardens:

• Have you ever had a garden? Would you like to have a garden?
• What are your favorite foods from your gardens?
• When do you usually plant your garden?
• When do you usually harvest the fruit and vegetables from your garden?

Imagine Your Perfect Garden!

Let’s start planning our garden! Draw or create a picture of your garden. Here are some things you should include in your plans for your garden!

<table>
<thead>
<tr>
<th>Will your garden be indoor, outdoor or on a balcony?</th>
<th>How big or small will it be? What is its area? How long are its sides?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What shape will your garden be?</td>
<td>What type of plants do you want to grow? Will you grow flowers, vegetables, or both? (Will you grow hundreds of delicious Brussels sprouts? Yummy!)</td>
</tr>
<tr>
<td>How many types vegetables will you grow?</td>
<td>How many types of flowers will you grow?</td>
</tr>
<tr>
<td>How will you keep animals out of your garden? Will you have a scarecrow or a fence?</td>
<td></td>
</tr>
</tbody>
</table>

When you are ready, you can start drawing! Add color and label the parts of your garden.

Geraniums des géraniums
Petunias des pétunias
Irices des iris
Lettuce de la laitue
Roses des roses
Peas des pois
When you are done, share your plans for your garden with a parent, sibling, friend, or grandparent. Do you know anyone who is good at gardening or farming?

When you are done, share your plans for your garden with a parent, sibling, friend, or grandparent. Do you know anyone who is good at gardening or farming?

Plan Mr. Baker's Garden!

You have a fancy job as a garden planner! Mr. Baker wants to have a garden in his back yard, but he does not know how to plan it. He calls you to plan his garden for him. Can you do the job?

He has purchased 36 metres of fencing to use as an outline for his garden. The problem is that he does not know how wide and long to make his garden! You will investigate this problem and write a letter to Mr. Baker describing his different options for the dimensions of his garden. Your letter should contain both written explanations and diagrams to make sure he understands his options. Make sure it answers all of the questions below. **Bonus:** Mr. Baker speaks both English and French. You can write your letter in either language!

Find all of the possible dimensions for Mr. Baker's garden given the amount of fencing he has. You should know something else. Mr. Baker wants a rectangular garden. He just hates squares and circles, and don't even get him started about triangles! Draw a picture to represent each possible solution:

- What is the smallest garden that can be created that uses all of his fencing? (Remember to use your math skills to find the area in metres squared \([m^2]\).)
- What is the largest garden that can be created that uses all of his fencing?
- Which set of dimensions do you think he should use? Why?

As you write your letter to Mr. Baker to explain your recommendation, remember to check your own work to make sure your client will be really happy with your work. Think about these questions:

- Did you find all of the possible dimensions for his garden?
- In your work, did you identify the smallest and largest area that can be created?
- Does your letter include pictures to help Mr. Baker? Did you label your pictures?
- Did you make a recommendation to Mr. Baker?
- Did you explain why you made this recommendation?
Scientists use field journals to record important facts about things that they see outside when they are exploring the world around them! Scientists record things like what the weather is like from day-to-day, what plants and animals look like, and how plants and animals grow and change over time.

You can write your own field journal to keep track of something you can see (observe) in your own household or from your own window. What time does the sun come up? How hot is it outside? What types of birds can you see from your window? Make sure you include drawings in your field journal, and make sure you include the date for all of the things you see! That way, you can see how these things change over time.

If you do plant seeds to get your perfect garden started, you can track their growth and development in your own field journal! You can use a ruler or really anything to measure your plants as they grow. It can be a centimeter (cm), it can be your thumbnail, or it can be something totally different. You decide! Just use the same unit of measurement each time you write your observation down. (My pencil is 9 thumbnails tall!)

You can watch two videos on YouTube about field journals with your children to support this activity. The first explains how to make field journals for children. The second tells the story of a remarkable family from Kierstead Mountain, New Brunswick. The Whitneys are farmers who have compiled their own field observations about weather and about animal and plant behavior. Students at a nearby university are even using their data to learn more about climate change!
Farmers and gardeners pay a lot of attention to the weather and the seasons. They have to know when it is safe to plant their seeds and seedlings outside. One way to measure time is watching the phases of the moon as we can see more or less of it during its 28-day cycle. Did you notice that "moon" and "month" start with the same letters? That is no accident. People have always used the moon to help to measure time.

Draw your own representation of the moon phases, and then give each of them a name! Use your imagination, and then explain why you gave them the names that you picked. (I think I’ll call one Winky!)

Do you know why the moon has phases? The moon travels around (or orbits) the Earth. As it travels, more or less sunlight reaches it. We can always see the whole moon: it’s just that the Sun can only light up parts of it depending on where the Sun, the moon, and the Earth all are in space.
Speaking of measuring time, for generations, many Indigenous Peoples have measured the year by a lunar cycle of 13 full moons, which are visible every 28 days, over the course of the 365 days that make up a year. The names of the 13 moons describe different aspects of nature depending on the time of year. The names vary from Nation to Nation, and from region to region, because of the diversity of the natural landscape and languages across regions.

Do you want to see something cool? Here is the way many Indigenous Peoples have drawn their calendar! They see the 13 middle parts of the shell as the 13 moons of the year, and the 28 smaller parts on the outside of the shell are the number of days in each of the 13 lunar cycles of the year.

13 x 28 = ?

Draw your own Turtle with 13 moons and 28 segments. Are the moons and segments approximately the same size? Did you use anything to help you measure the sizes of the moons and segments on the turtle's back?

You can watch two videos on YouTube about the Indigenous Peoples way of understanding a calendar year. The first explains why the Indigenous Peoples use a turtle shell to understand the calendar. This speaker is from the American state of Wisconsin, but this way of measuring time has been used throughout Turtle Island (North America).

The second is a man reading the story called Thirteen Moons on Turtle's Back by Jonathan London and Joseph Bruchac. One of the names of the moons in the book comes from the Mi'kmaw Nation!
Here are some words you can learn from the Wolastoqey Nation!

turtle: cihkonagc ("jeek-knock-kch")

moon: nipawset ("ne-baw-sek")
Make Music!

What plants are you going to plant in your garden? Create a rhythm chant or body percussion that uses all the names of the different plants. Start with long rhythms, and gradually move to shorter rhythms. Now, do the opposite! If you have access to the app or program Garage Band, build your own garden chant. If you don't, you can ask family members to help you to perform what you create. Here is an example of how to transform words to rhythms.

You can measure gardens, and you can measure time. Think for a moment now. How can you measure the ways your body moves or functions?

- I can measure how far I can jump! That’s distance!
- I can measure how fast I can run. That’s speed!
- I can measure how fast my heart goes when I move. That’s heart rate!
- I can even measure how tall I’m getting. That’s height!

Let’s do a challenge together. Make sure that you’re doing this in a good place to jump and to land, some place where you won’t get hurt and where you won’t break anything fragile. We’re going to do a standing long jump challenge. You just need something to be the base (or starting point) to jump from. It could be a pillow, a tile, a rock, a stick, or really anything you have. You just have to be able to stand beside it and to measuring starting from it! Following these steps:

1. Bend your knees.
2. Swing your arms back to start.
3. Then, swing your arms forward as you jump forward as far as you can go.

The first part of you to hit the ground/floor marks how far you got. Measure the distance! Try repeating the jump with little changes to see whether they help or hurt your distance. Can you go farther if you jump off of one foot or two? Can you jump farther on different surfaces like grass or your driveway? Record your distances from each type of jump and see which one was best.

How far did you make it? Could you jump as far as your Mom or Dad is tall? Which unit of measure was best for your distance? (Think about centimeters, millimeters, feet, and metres.)
You have a garden in your yard, but the garden hose will not reach it. You need to think of another way to water it. You will have to look in your recycling bin to see what new containers you could use to carry the water. What size are the containers? If your garden needs 25 litres of water each day, how many times will you need to fill the container to get the water to the garden?

You can watch two videos on YouTube to help with this activity. Here is a fun song that teaches how to convert different units of measurement to and from each other.

Here is a great explanation of capacity and volume to help you to figure out how you will get your water to your garden.
If you do not have anything at home to measure with, how else could you measure the dimensions of your garden? You can use nonstandard measurements to measure its sides. For example, you can use the length of your foot, the length of your brother or sister laying down, or even the length of a skipping rope. Whatever you use to measure, don’t leave any spaces between the nonstandard items when you measure with them, and don’t mix different nonstandard measurements. For example, my pencil is 9 thumbnails long. That works. But I can’t say that my pencil is 2 thumbnails and one cell phone long.

This activity has a perimeter of 10 skipping ropes!

Here is a good explanation of nonstandard measurement on YouTube. What do you think you could use as a nonstandard measurement for your garden?
Gardening and farming are very important to life, especially in New Brunswick. Do you know how farming and gardening have changed over time? You can ask a family member, a family friend or a neighbour all about it. You just need your parents’ permission to do an interview over the phone or over the Internet. You will have to think about your questions first before you do your interview. You can use your questions to discover how farming/gardening practices, tools, technology and even crops have changed over time. When you have your answers, be creative about presenting your findings. You can draw a picture, write a newsletter article, write a blog post, create a short video, or prepare a pamphlet.

Do you know how pollinators help our gardens grow? Pollinators like bees spread pollen from flower to flower and plant to plant. When they do that, they help the plants to produce seeds! Without pollinators, many plants and trees would struggle to survive. The flowers we plant in gardens can help to make sure that pollinators like visiting our yards and balconies.

You can read about pollinator friendly gardens at David Suzuki’s website. He’s a famous scientist from Canada.

Did you know that during each of the World Wars, Canadians were encouraged to grow some of their own food to help the war efforts? This poster is from World War I.

**Gardening**

**le jardinage**

**Tools**

**les outils**

**Farming**

**l’agriculture**

**Today**

**aujourd’hui**

**Pollinators**

**les pollinisateurs**
Well, we have nothing else to talk about to get ready to grow this spring. Nothing.

Nothing at all.

Except plants!

If you want to plant your gardens now, you can get seeds and planters from around your household to get started. When you eat uncooked fruits and vegetables, see whether you can find the seeds in them. The seeds are easier to see in some fruits and vegetables than others. It’s easy to find seeds in peppers, squashes, and pumpkins. Some of the vegetables we eat can be started from ones grown last year, like potatoes.

When you have your seeds, an old egg carton makes for a great planting tray. You can put a seed in each of the holes for the eggs. When it comes time to plant the seedlings in a bigger pot or outside, you can plant that part of the egg carton, too. What a great way of re-using something to make it new again! Good luck planting! Let’s grow together!
## Appendix

<table>
<thead>
<tr>
<th>Imagine Your Perfect Garden!</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dans mon potager de légumes</td>
<td>Il y a…</td>
</tr>
<tr>
<td>In my vegetable garden</td>
<td>There is…</td>
</tr>
<tr>
<td>Dans mon jardin de fleurs</td>
<td>Voici mon jardin</td>
</tr>
<tr>
<td>In my flower garden</td>
<td>This is my garden</td>
</tr>
<tr>
<td>un jardin en pleine terre</td>
<td>le plan</td>
</tr>
<tr>
<td>an inground garden</td>
<td>the plan</td>
</tr>
<tr>
<td>un jardin surélevé</td>
<td>une variété de</td>
</tr>
<tr>
<td>a raised bed</td>
<td>a variety of</td>
</tr>
<tr>
<td>le jardinage en pots</td>
<td>un treillis</td>
</tr>
<tr>
<td>container gardening</td>
<td>a trellis</td>
</tr>
<tr>
<td>un potager de balcon</td>
<td>une cage de tomate</td>
</tr>
<tr>
<td>a patio garden</td>
<td>a tomato cage</td>
</tr>
<tr>
<td>un pot</td>
<td>une clôture</td>
</tr>
<tr>
<td>a pot</td>
<td>a fence</td>
</tr>
<tr>
<td>une boîte</td>
<td>un rang</td>
</tr>
<tr>
<td>a box</td>
<td>a row</td>
</tr>
<tr>
<td>French Word</td>
<td>English Equivalent</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>un contenant</td>
<td>a container</td>
</tr>
<tr>
<td>un sillon</td>
<td>a furrow</td>
</tr>
<tr>
<td>petit</td>
<td>small</td>
</tr>
<tr>
<td>grand</td>
<td>big</td>
</tr>
<tr>
<td>plus petit que</td>
<td>smaller than</td>
</tr>
<tr>
<td>plus grand que</td>
<td>bigger than</td>
</tr>
<tr>
<td>la même taille</td>
<td>the same size</td>
</tr>
<tr>
<td>environ</td>
<td>around</td>
</tr>
<tr>
<td>à côté de</td>
<td>beside</td>
</tr>
<tr>
<td>en arrière</td>
<td>behind</td>
</tr>
<tr>
<td>en avant</td>
<td>in front</td>
</tr>
<tr>
<td>rectangulaire</td>
<td>rectangular</td>
</tr>
<tr>
<td>carré</td>
<td>square</td>
</tr>
<tr>
<td>moyen</td>
<td>medium</td>
</tr>
<tr>
<td>un sachet de graines</td>
<td>a packet of seeds</td>
</tr>
<tr>
<td>une graine</td>
<td>a seed</td>
</tr>
<tr>
<td>un plant</td>
<td>a seedling</td>
</tr>
<tr>
<td>le sol</td>
<td>soil</td>
</tr>
<tr>
<td>French</td>
<td>English</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>une plante</td>
<td>a plant</td>
</tr>
<tr>
<td>planter</td>
<td>to plant</td>
</tr>
<tr>
<td>semer</td>
<td>to sow</td>
</tr>
<tr>
<td>arroser</td>
<td>to water</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>des légumes</td>
<td>vegetables</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>de l’ail</td>
<td>garlic</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td>des betteraves</td>
<td>des asperges</td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>des carottes</td>
<td>des champignons</td>
<td><img src="image7.png" alt="Image" /></td>
</tr>
<tr>
<td>des choux</td>
<td>des choux-fleurs</td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td>French</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td><strong>des citrouilles</strong></td>
<td><strong>pumpkins</strong></td>
<td></td>
</tr>
<tr>
<td><strong>des courges</strong></td>
<td><strong>squash</strong></td>
<td></td>
</tr>
<tr>
<td><strong>des haricots</strong></td>
<td><strong>green beans</strong></td>
<td></td>
</tr>
<tr>
<td><strong>du maïs</strong></td>
<td><strong>corn</strong></td>
<td></td>
</tr>
<tr>
<td><strong>des poireaux</strong></td>
<td><strong>leeks</strong></td>
<td></td>
</tr>
<tr>
<td><strong>des pommes de terre</strong></td>
<td><strong>potatoes</strong></td>
<td></td>
</tr>
<tr>
<td><strong>des tomates</strong></td>
<td><strong>tomatoes</strong></td>
<td></td>
</tr>
<tr>
<td><strong>des fleurs</strong></td>
<td><strong>flowers</strong></td>
<td></td>
</tr>
<tr>
<td><strong>un géranium</strong></td>
<td><strong>a geranium</strong></td>
<td></td>
</tr>
<tr>
<td><strong>un iris</strong></td>
<td><strong>an iris</strong></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>une jonquille</td>
<td>a daffodil</td>
<td></td>
</tr>
<tr>
<td>a daffodil</td>
<td>une marguerite</td>
<td></td>
</tr>
<tr>
<td>un pétunia</td>
<td>a petunia</td>
<td></td>
</tr>
<tr>
<td>a petunia</td>
<td>une pivoine</td>
<td></td>
</tr>
<tr>
<td>une rose</td>
<td>a rose</td>
<td></td>
</tr>
<tr>
<td>a rose</td>
<td>un tournesol</td>
<td></td>
</tr>
<tr>
<td>une tulipe</td>
<td>a tulip</td>
<td></td>
</tr>
<tr>
<td>a tulip</td>
<td>une violette</td>
<td></td>
</tr>
<tr>
<td>une violette</td>
<td>a violet</td>
<td></td>
</tr>
</tbody>
</table>

---

**Plan Mr. Baker’s Garden!**

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>le jardin</td>
<td>Je pense que</td>
</tr>
<tr>
<td>the garden</td>
<td>I think that</td>
</tr>
<tr>
<td>une clôture</td>
<td>Selon moi</td>
</tr>
<tr>
<td>a fence</td>
<td>In my opinion</td>
</tr>
<tr>
<td>une arrière-cour</td>
<td>À mon avis</td>
</tr>
<tr>
<td>a backyard</td>
<td>In my opinion</td>
</tr>
<tr>
<td>les dimensions de mon jardin</td>
<td>Je recommande</td>
</tr>
<tr>
<td>the dimensions of my garden</td>
<td>I recommend</td>
</tr>
<tr>
<td>la largeur</td>
<td>parce que</td>
</tr>
<tr>
<td>the width</td>
<td>because</td>
</tr>
<tr>
<td>la longueur</td>
<td>the length</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>l’aire</td>
<td>the area</td>
</tr>
<tr>
<td>la plus petite aire</td>
<td>the smallest area</td>
</tr>
<tr>
<td>la plus grande aire</td>
<td>the largest /biggest area</td>
</tr>
<tr>
<td>rectangulaire</td>
<td>rectangular</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do a Field Journal!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Je vois</td>
</tr>
<tr>
<td>I see</td>
</tr>
<tr>
<td>Je remarque</td>
</tr>
<tr>
<td>I notice</td>
</tr>
<tr>
<td>J’observe</td>
</tr>
<tr>
<td>I observe</td>
</tr>
<tr>
<td>Voici mon dessin</td>
</tr>
<tr>
<td>Here is my drawing</td>
</tr>
<tr>
<td>un fait</td>
</tr>
<tr>
<td>a fact</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>dehors</td>
</tr>
<tr>
<td>outside</td>
</tr>
<tr>
<td>dans la cour</td>
</tr>
<tr>
<td>in the yard</td>
</tr>
<tr>
<td>sur le gazon</td>
</tr>
<tr>
<td>on the lawn</td>
</tr>
<tr>
<td>par terre</td>
</tr>
<tr>
<td>on the ground</td>
</tr>
<tr>
<td>semblable</td>
</tr>
<tr>
<td>similar</td>
</tr>
<tr>
<td>différent</td>
</tr>
<tr>
<td>different</td>
</tr>
<tr>
<td>plus petit que</td>
</tr>
<tr>
<td>smaller than</td>
</tr>
<tr>
<td>plus grand que</td>
</tr>
<tr>
<td>taller than</td>
</tr>
<tr>
<td>plus gros que</td>
</tr>
<tr>
<td>bigger than</td>
</tr>
<tr>
<td>French Word</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>pousse</td>
</tr>
<tr>
<td>grows</td>
</tr>
<tr>
<td>grandit</td>
</tr>
<tr>
<td>grows</td>
</tr>
</tbody>
</table>

**Map the Moon!**

<table>
<thead>
<tr>
<th>French Word</th>
<th>English Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>la lune</td>
<td>le soleil</td>
</tr>
<tr>
<td>the moon</td>
<td>the Sun</td>
</tr>
</tbody>
</table>

**Create!**

<table>
<thead>
<tr>
<th>French Word</th>
<th>English Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>la tortue</td>
<td>le dos</td>
</tr>
<tr>
<td>the turtle</td>
<td>back (body part)</td>
</tr>
<tr>
<td>treize</td>
<td>vingt-huit</td>
</tr>
<tr>
<td>13</td>
<td>28</td>
</tr>
</tbody>
</table>

**Move!**

<table>
<thead>
<tr>
<th>French Word</th>
<th>English Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>sauter</td>
<td>en arrière</td>
</tr>
<tr>
<td>to jump</td>
<td>backwards</td>
</tr>
<tr>
<td>loin</td>
<td>vers l'avant</td>
</tr>
<tr>
<td>far</td>
<td>forwards</td>
</tr>
</tbody>
</table>
### Water Your Garden!

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>J’ai besoin de</td>
<td>I need</td>
</tr>
<tr>
<td>le volume</td>
<td>the volume</td>
</tr>
<tr>
<td>la grosseur</td>
<td>convertir</td>
</tr>
<tr>
<td>the size</td>
<td>convert</td>
</tr>
<tr>
<td>me rendre au jardin</td>
<td>remplir</td>
</tr>
<tr>
<td>to go to the garden</td>
<td>fill</td>
</tr>
<tr>
<td>un jardin</td>
<td>grand</td>
</tr>
<tr>
<td>a garden</td>
<td>big</td>
</tr>
<tr>
<td>un tuyau d’arrosage</td>
<td>petit</td>
</tr>
<tr>
<td>garden hose</td>
<td>small</td>
</tr>
<tr>
<td>de l’eau</td>
<td>un contenant</td>
</tr>
<tr>
<td>water</td>
<td>a container</td>
</tr>
<tr>
<td>recycler</td>
<td>la capacité</td>
</tr>
<tr>
<td>recycle</td>
<td>the capacity</td>
</tr>
</tbody>
</table>

### Measure Without Rulers!

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Je pourrais mesurer</td>
<td>I could measure</td>
</tr>
<tr>
<td>gros</td>
<td>big</td>
</tr>
</tbody>
</table>
en utilisant  using
petit small

le jardin  the garden
les pieds the feet

les dimensions  the dimensions
une règle a ruler

Seeing Changes Over Time!

le jardinage gardening
différent de different than

l'agriculture farming
semblable à similar to

une ferme a farm
parce que because

une serre a greenhouse
tel que/ telle que such as

un changement a change
plus more

les pratiques agricoles agricultural practices
moins less
<table>
<thead>
<tr>
<th>French Term</th>
<th>English Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>l’arrosage</td>
<td>watering</td>
</tr>
<tr>
<td>biologique</td>
<td>organic</td>
</tr>
<tr>
<td>les utilisations technologiques</td>
<td>the technological uses</td>
</tr>
<tr>
<td>Est-ce que</td>
<td>Is</td>
</tr>
<tr>
<td>le sol</td>
<td>the earth, the ground, the dirt</td>
</tr>
<tr>
<td>pourquoi</td>
<td>why</td>
</tr>
<tr>
<td>semer</td>
<td>to sow</td>
</tr>
<tr>
<td>comment</td>
<td>how</td>
</tr>
<tr>
<td>planter</td>
<td>to plant</td>
</tr>
<tr>
<td>où</td>
<td>where</td>
</tr>
<tr>
<td>cultiver</td>
<td>to cultivate</td>
</tr>
<tr>
<td>quand</td>
<td>when</td>
</tr>
<tr>
<td>récolter</td>
<td>to harvest</td>
</tr>
<tr>
<td>auparavant</td>
<td>before</td>
</tr>
<tr>
<td>améliorer</td>
<td>to improve</td>
</tr>
<tr>
<td>maintenant</td>
<td>now</td>
</tr>
<tr>
<td>comme</td>
<td>as</td>
</tr>
<tr>
<td>aujourd’hui</td>
<td>today</td>
</tr>
<tr>
<td>les outils</td>
<td>the tools</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>les pollinisateurs</td>
<td>pollinators</td>
</tr>
<tr>
<td>une abeille</td>
<td>bee</td>
</tr>
<tr>
<td>Bee</td>
<td>Bees!</td>
</tr>
<tr>
<td>un sachet de graines</td>
<td>a packet of seeds</td>
</tr>
<tr>
<td>une graine</td>
<td>a seed</td>
</tr>
<tr>
<td>Voici mon jardin</td>
<td>Il y a</td>
</tr>
<tr>
<td>Here is my garden</td>
<td>There is</td>
</tr>
</tbody>
</table>