

31 pages, 478 words + activity

Genre:

Realistic Fiction

Focus:

- reading and following conversation
- following a longer story
- maintaining meaning
- sequencing events

Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form
- pictures support and extend the story

High-frequency Words:

a, and, asked, at, be, can, do, each, find, first, for, friends, from, having, help, her, hi, home, I, is, it, just, let's, liked, look, lot, maybe, my, need, next, no, now, of, oh, our, please, put, said, saw, see, the, then, there, think, to, too, want, went, will, with, would, you, yes

Standards:

- R.1, R.2, R.4, R.6, R.7
- RF.1, RF.2, RF.3
- W.2, W.3
- SL.1, SL.2, SL.3, SL.4
- L.1, L.4

Guided Reading with

THE GARDEN

Guided Reading: I

DRA: 16

Intervention: 16

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illustrated by Shirley Ng-Benitez

Overview: At the public garden, Lily and her friends learn what plans need in order to grow. Discover all the delicious fruits and vegetables they plant!

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- What kinds of things can you find and see in a garden?
- Have you ever been to a garden? What did you see there? What was it like?
- Have you ever grown flowers or plants? What about fruits or vegetables? What did you have to do? What were the different steps?

2. Connect children's past experiences with the book vocabulary:

- Call children's attention to the title: *The Garden*.
- Tell children that this book is about working in a public garden. Ask children to predict what might happen in the story and what the main character, Lily, and her friends will do to learn and help out at the public garden.
- Show the back cover and read the copy. Ask children what they think Lily and her friends will grow at the public garden.
- Have children suggest some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to tell what they see happening as they turn the pages.



3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, “What will you do if you come to a word that you don’t know?”
- Encourage children to look for chunks of words they know and to blend the sounds quickly.
- Suggest that children read continued reading beyond an unfamiliar word in order to use the context of the story to unlock the meaning of the word.
- Tell children to think about the things they have seen in a garden or what they might see in a garden in their neighborhood. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The story is told in three chapters. The book contains a table of contents and chapter headings.
- Page 1, the title page, has a picture that introduces all of the children in the story.
- Page 3, the contents page, has a picture of the neighborhood featured in the story.
- The book contains numerous high-frequency words and many other familiar words.
- The story is written in narrative form; dialogue is interspersed with narrative.
- All the sentences are different; there are no text patterns.
- Transitional words and phrases are used to indicate order (first, next, then, now).
- Five fruits and vegetables are named (strawberries, carrots, tomatoes, peas, peppers).
- Exclamation points are used to emphasize action and responses.
- The pictures enhance the story, but most of the story is told in the text.

- The last page has an activity about planting snap peas.

Guided Reading Note: Level I is the benchmark for the end of first grade. Children reading at level I are in an early fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) “get” the author’s message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

Reading the Book

1. Set a purpose by telling children to find out about what Lily and her friends learn at the garden and what they do to help.

2. Have children read the story silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check on comprehension with simple questions, such as: “What is the story about?” or “Tell me how the story begins.” As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, re-reading, turning back to a page. You may want to make notations about what you observe.

3. Look for these reading behaviors during the first reading:

- Do they have multiple sources for information? Have they begun to cross-



check, using a variety of strategies, and self-correct?

- Do they rely less on pictures and more on print when reading?
- Do they have a strong sight vocabulary?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Have they started to use punctuation to gain meaning?
- Do they easily move from page to page?
- Do they make accurate predictions? Do they confirm or revise their predictions while reading?
- Can they connect the text to their own experiences?
- Do they read more automatically and with fluency?
- Do they react to the text even though they are reading silently?
- Have they begun to draw conclusions and make inferences?

4. As children read, note what they are doing.

Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children's facial expressions and use these as signals to ask questions, such as: "What made you smile?" or "Where do you need some help?"
- Encourage children's attempts by making comments, such as: "I like how you are using a different strategy when the first one you tried didn't work."
- If children are struggling with deciding which strategy to use, suggest a specific strategy that will help them get meaning in the most efficient way, such as: "Did you think about chunking the word?" or

"Did you think about reading the rest of the sentence and then going back to the word?"

5. Possible teaching points to address based on your observations:

- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies from the known to the unknown when encountering new words.
- Work with inflectional endings: the "-ed" form of verbs.
- Work with double consonant and vowel rules, and have students go on a scavenger hunt to find all of the words with double consonants (miss, will, happy, strawberries, carrots, peppers, small, pulled) and words with double vowels (seeds, look, need).
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the story grammar—characters, setting, problem, and solution.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Call attention to the use of quotation marks, commas, exclamation points, and question marks in dialogue.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit *The Garden* to review what Lily and her friends learn at the public garden and how they help Lily's neighbor, Mr. Sam, plant fruits and vegetables.



After the First Reading

1. Have children tell what they learned about Lily and the public garden and confirm their predictions about what happened in the story.

Ask children to talk about how Lily and her friends help out in the public garden and how they grow different fruits and vegetables.

2. Discuss how Lily learns about how to plant fruits and vegetables and the steps involved in gardening.

3. Elicit children's ideas about how Mr. Sam helped Lily and her friends learn about gardening. Discuss how Lily and her friends learned about gardening from Mr. Sam.

4. Have children compare Lily's hesitations about gardening with her friends in the beginning of the story versus the end of the story. Discuss how Lily changes over the course of the story and how she realizes that her friends actually liked gardening with her.

5. Make a list of the different fruits and vegetables that Lily and her friends plant in the story. Have children tell about anything that they have planted in a garden, in their classroom, or at home.

6. Ask children to talk about anything in the story that surprised them.

7. Discuss the lesson in the story that could help children in their real lives.

8. Additional questions to ask:

- How does each character's feelings about growing vegetables change from the beginning to the end of the book? What makes each character change?
- What does this story teach about persistence or patience?
- How does the story demonstrate the

passage of time? What clues in the illustrations and text show time has passed? How much time do you think has passed (a week, a month, a whole year, ten years...)? Why?

- What do you think happens next? If you were to continue the story, what would the next chapter be?
- Share a time you showed responsibility for taking care of someone or something. How did it make you feel? What was challenging?
- What do you think the children will do with the food they grew? What do you think they should do with it? List different ways they could use the food.

Second Reading

1. Have children reread the book silently, in a whisper voice, or to a partner.

2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers, as well as helping you record how they develop over time.

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.



Cross-Curricular Activities

Art: Have children create their own representation of a garden with material available in their classroom. Students can create a collage with various paper or magazine clippings, a painting, drawings or sketches, or a physical garden with actual materials. Have children talk about what they chose to plant in their garden and encourage students to use the same types of fruit and vegetable labels as shown in *The Garden*. Why did they choose to plant those specific fruits, vegetables, or flowers?

Music: Play some videos of drumming or set up a listening station featuring drumming from around the world and in the United States. What are the features of a drum? What do drums around the world have in common? How are drums unique from other instruments?

If possible, bring your class to a high school band performance or invite an older student who plays the drums to class for students to interview and hear the drums.

Science: If possible, have children complete the snap pea activity in the back of the book. Provide children with milk cartons or plastic yogurt cups, soil, and snap pea seeds. Have children keep a scientific journal and make observations throughout the growing process as to what they notice and the types of changes they see.

Have children watch an actual video of a seed growing into a fruit or vegetable. In small groups, children can talk about what they notice from the planting of the seed to the full growth of the plant.

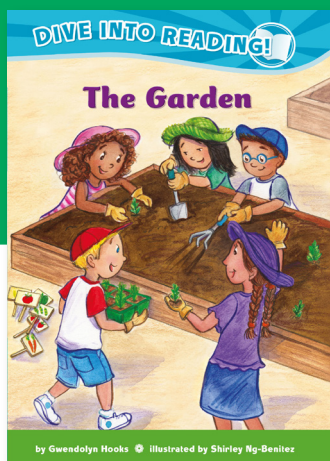
Social Studies: Have children study about the different plants and vegetables that grow in their community or neighborhood. What fruits and vegetables can they find in their area, if any? If possible, consider having children visit a grocery store to examine the fruits and

vegetables in the produce section. Children can interview the manager of the supermarket to find out more about where the fruit and vegetables come from and their selection process.

Writing & Cooking: Encourage children to talk with family members and/or guardians and share a recipe with the class that involves a fruit or vegetable. Have children then bring in or find different photographs of the fruits and vegetables that are in the recipe and label them on a big display in the front of the classroom. Children can also research more about where those fruits and vegetables are typically grown.

Cooking: Encourage children to try the recipe included at the end of the book at home and share their experience (if not the soup!) the next day with the class. Otherwise, bring in some canned lentil soup from the store for children to try.

Math: Provide children with various addition scenarios of different seeds with different fruit and vegetable configurations. Consider giving children manipulatives in different colors indicating the different fruits and vegetables. For example, Lily planted 3 tomato plants. Henry planted 4 more. How many tomato plants are in the public garden?



English Language Learner Activities With

The Garden

Guided Reading: I

DRA: 16

Intervention: 16

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Intervention: 16

The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. These strategies might be helpful to use with students who are English Language Learners.

1. Assign English Language Learners to partner-read the story with strong English readers/speakers. Children can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each child write three questions about the story. Then let children pair up and discuss the answers to the questions.

3. Depending on children's level of English proficiency, after the second reading:

- Review the illustrations in order and have children retell what is happening on each page orally, then in writing.
- Have children work in pairs to retell either the plot of the story or key details. Then ask children to write a short summary or opinion about what they have read.

4. Have children give a short talk about what they learned about gardening and how fruits and vegetables are grown. Alternatively, students can describe what kind of gardening or planting they have done before and how they gardened.

5. The book contains several words that may be unfamiliar to children. Based on children's prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have children make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

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