

How Does Your Garden Grow?

Small Group Reading

Before reading

Understanding text structure Have students look through the text. Point out text features such as headings, subheadings, graphic organizers, and captions. Discuss how these features help the reader to understand and find information in the text.

Spelling Introduce students to the reading vocabulary and discuss word meanings. Partner students and have each pair use a dictionary to divide each word into syllables.

During reading

Ask students the following questions as you read each chapter together.

CHAPTER 1

- Who is Erica? (literal)

CHAPTER 2

- What are some of the things that the children want to include in their garden? (literal)

CHAPTER 3

- Why are shears and clippers called “adults only” tools? (inferential)

CHAPTER 4

- Why do Natasha, Ismini, and Daniel need to break up the soil in their garden before planting? (inferential)

CHAPTER 5

- What special job do compost worms do? (literal)

CHAPTER 6

- What helps to keep the moisture in the pot in step 3? (literal)

CHAPTERS 7–9

- How long is it before the plants are ready to be planted? (literal)
- How can you tell that Erica is an experienced gardener? (inferential)
- How would you feel about growing a garden at your school? (personal response)

After reading

Have students complete BLMs 1 and 2 after you explain the instructions for each activity.

Understanding steps in a process Tell students to cut out the boxes in each line of BLM 1 and put them in order to create a sentence, using the text as needed. They put the sentences in order for instructions on “How to plant.”

Grammar Explain to students that in a set of directions, each sentence is in the form of a command and the verb comes first in the sentence. Point out the verbs *use*, *tap*, *slide*, *place*, *fill*, *press*, and *water*. Help students understand that the subject of each of these sentences is “you,” even though it is not actually in the sentence.

(BLM 1)

Tell students to match labels to pictures of propagation and write information for a caption. **(BLM 2)**

Fluency As a class, read Chapter 8 aloud. Help students with pronunciation as needed.

➔ How to plant

Cut up the following sentences and place the words in the correct order. Remember to put the command word first. As with any sentence, you will need to change the first letter to a capital and make sure there is a period at the end. Once you think the words are in the right order, see if you can paste the sentences in order from 1–6.

a hand trowel	wider than the pot	to dig a hole	use
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tap	to loosen the root ball	the plant out gently	and
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the pot	slide
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the plant	place	in the hole
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the hole	with soil	fill
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the soil firmly and gently	around the plant	press
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each plant	water	immediately
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➔ How to propagate a plant

Label the illustrations and add captions to give the reader more information.

Labels:

Shrub stem,

potting mix,

water,

roots



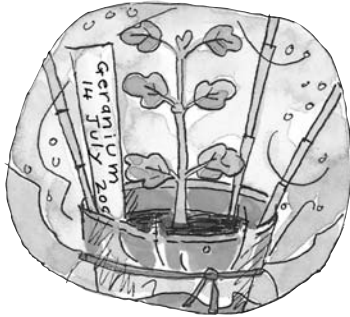
Label:

Caption:



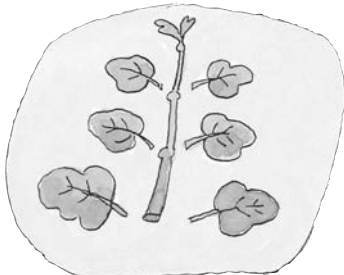
Label:

Caption:



Label:

Caption:



Label:

Caption:

