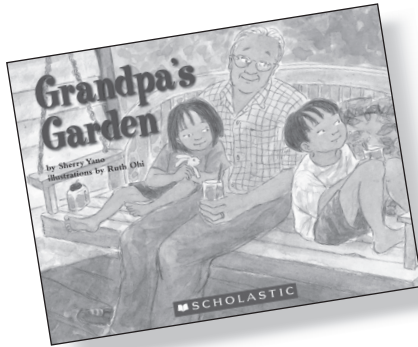


# Grandpa's Garden



**Word Count:** 397

*Written by Sherry Yano*

*Illustrated by Ruth Ohi*

**Text Type:** Fiction: Narrative — Realistic Story

**Guided Reading Level:** H

**Summary:** Grandpa's garden attracts many visitors, some wanted and some unwanted. When the rabbits get into the cabbage patch, Grandpa and his grandson build different fences to keep them out. When these don't work, Grandpa decides to give the rabbits a little piece of his garden. Sharing does the trick!

## Text Supports

- ▶ illustrations that support text
- ▶ consistent placement of text

## Possible Text Challenges

- ▶ challenging vocabulary: *aphids, neighbour, hammered, slipped, sighed, snorted*
- ▶ compound words: *something, dragonflies, ladybugs, strawberries, inside, outside*
- ▶ some complex sentences

## First Session (pages 1-11)

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ inferring

#### Working with Words

- ▶ word solving and building: using word parts to read unfamiliar words
- ▶ using illustrations to assist with the recognition of unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ analyze to find facts and supporting details
- ▶ infer a solution to a problem
- ▶ solve unfamiliar words using known word parts



## BEFORE READING

### Making connections: text to self

#### **Activating and Building Prior Knowledge**

Bring in a variety of real or plastic fruits and vegetables. Include in this collection as many of the foods mentioned in the book as possible, namely, peas, radishes, strawberries, tomatoes, cabbage. Have the items in a bag and pull out one at a time. Ask, *What is this? Do you like to eat it? Where do we get this food?* If students don't mention it, tell them that fruits and vegetables grow in gardens. Ask students to share what they know about gardens: *Have you ever seen a garden or helped to plant a garden? What was planted in the garden? What do people do to make the plants in a garden grow? What might harm the plants in a garden?*

#### **Teaching Tip:**

Good readers often access their personal experiences and knowledge to help them bring added meaning to what they are reading.

### Predicting

Show students the front cover of the book and read the title out loud. Ask, *Whose garden is this story about? Who are the children with Grandpa? What do you think Grandpa grows in his garden? What do you think might happen in Grandpa's garden?*

### Analyzing

#### **Overcoming Text Challenges**

Distribute copies of the book to students and say, *Let's look at a few pages together to see if we can find out what happens in Grandpa's garden.*

Invite students to examine the overview of the garden on pages 2–3. Ask, *Who do you see in the garden? What are they are doing? Can you tell what is growing in the garden? What else do you see in or around the garden?* If students don't notice them, draw attention to the bugs in the air above the garden and identify them (dragonflies on page 2, bees on page 3). Ask students what other bugs or animals they've seen in a garden.

Turn to pages 4–5 and ask, *What are the characters doing now?* You can introduce the word aphids by saying, *Grandpa and the other characters are looking at aphids hiding under the leaves on Grandpa's plum tree. How do you think they feel about the aphids?* Invite students to find the word *aphids* on the page.

#### **Teaching Tip:**

Throughout the before-reading discussion, use words and phrases from the book whenever the opportunity arises. For example, on page 7, you could point out that the boy is eating peas “right out of the pod.” You could also refer to the neighbour by name: Mrs. Blodgett. Students will be better prepared to read and comprehend new or challenging vocabulary if they hear the words before they see them.

Continue examining the pictures and talking about the characters and what is happening in the garden. On pages 8–9 ask, *What are Grandpa and the boy making? Why do you think the rabbits are watching them? What do you think might happen?*

## Word solving and building

On chart paper or the board, print the following compound words: *something, dragonflies, ladybugs, strawberries, inside, outside*. Inform students that they will find these words in the story. Ask students to look carefully at these words and discuss what is common amongst them. Ask, *What two words can you find in each of these words?* Point out to students that a word made up of two words is called a compound word. Demonstrate how they can break compound words into chunks by covering up one of the little words.

## Inferring

### **Setting a Purpose**

Tell students that as they read this book, they should think about the problem in the story and how it is solved. Remind students that good readers ask questions about what they are reading. You could write this strategy on chart paper or the board for students to refer to as they read.



## DURING READING

Ask students to read the text independently, thinking about the purpose for their reading. Encourage students to stop after every couple of pages to reflect on their reading and to think about any questions they might have about their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts such as, *Do you see a word inside this word that you know? What word would make sense here? Do any of the illustrations help you with the word?*

Note students' success in using reading strategies and any difficulties they encounter.

Encourage students who finish early to reread pages 1–11 independently or with a partner.



## AFTER READING

## Analyzing/inferring

When students have completed their reading, create a T-chart. On one side print the heading “Problems” and on the other side print the heading “Solutions.” Ask, *What was the main problem in this story?* (The rabbits were sneaking into Grandpa’s garden and eating the cabbage.) *How did Grandpa try to solve the problem?* (Grandpa built a fence around the garden.) *What was the next problem?* (The rabbits hopped over the fence and continued eating the cabbage.) *How did Grandpa try to solve the problem?* (Grandpa built a higher fence.) *What was the next problem?* (The rabbits tunneled underneath the fence and continued eating the cabbage.) Record students’ responses. Invite students to refer back to specific pages in the book, to show where in the text or illustrations there is support for their responses.

Ask students to share the questions they asked themselves as they were reading, any words they found challenging during the reading, and what strategies they used to figure out the words. Point out and praise effective reading strategies that you observed as you listened to students read.

# Second Session (pages 12–24)

## Reading Strategies

### Comprehension

- ▶ inferring
- ▶ synthesizing

### Working with Words

- ▶ word solving and building: using word parts to read unfamiliar words
- ▶ using illustrations to assist with the recognition of unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ infer a solution to a problem
- ▶ synthesize: summarize the main parts of the story
- ▶ solve unfamiliar words using known word parts



## BEFORE READING

### Synthesizing

#### **Activating and Building Prior Knowledge**

Review the T-chart created from the previous session. Ask, *What was the main problem in the story? How did Grandpa try to solve this problem?*

### Predicting/evaluating

Direct students' attention to the illustration on pages 12–13. Ask, *How do you think each of the characters in the story is feeling towards the rabbits? What do you think each of the characters might suggest Grandpa do to solve the problem?*

#### **Overcoming Text Challenges**

Continue the picture walk, examining and discussing what is happening in the illustrations. On pages 14–15, ask, *What are the rabbits doing?* To introduce the challenging vocabulary *hammered* and *slipped*, you could say, *Grandpa and the boy hammered in more fence posts, but the rabbits slipped right through them.*

### Word solving and building

Review the list of compound words from the story and demonstrate again how to chunk the words in order to decode them. Provide each student with half of a compound word printed on card. Have students match their word with one another until they find two words that together make a compound word.

### Teaching Tip:

When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.

### Inferring

#### **Setting a Purpose**

Ask students to think about the following question as they finish reading the story: *How do you think Grandpa will solve the problem with the rabbits?*



## DURING READING

Ask students to read the text independently, thinking about the purpose for their reading. Encourage students to stop after every couple of pages to reflect on their reading and to think about how Grandpa is responding to the problem with the rabbits.

Observe and listen to students as they read the text, noting their ability to apply word-solving strategies.

Encourage students who finish early to reread the entire story independently or with a partner.



## AFTER READING

### Inferring/evaluating

After students have completed their reading, direct their attention to the T-chart. Record students' responses to questions about the problems and solutions in the story under the appropriate category on the chart. Ask, *What did Grandpa do to solve the problem of the rabbits digging underneath the fence?* (He put more fence posts into the soil.) *What was the next problem?* (The rabbits slipped between the posts and continued eating the cabbage.) *How did Grandpa try to solve the problem?* (Grandpa knocked down the fence and put the fence back up so that half of the cabbage was inside the fence and the other half was outside of the fence.) *Did this solution work?* (Yes. The rabbits only ate the cabbage that was outside of the fence.) *Why do you think this solution worked?*

### Synthesizing/infering

Have students retell the story to a partner. Once they have retold the story have them try telling it from the rabbits' perspective. Students could share their retelling with the group.

### Word solving and building

Ask students if they found any words challenging during their reading and how they were able to figure them out.

Point out positive reading strategies that you observed during the lesson. For example, *I noticed that when Anna came to the compound word outside she covered up the part she knew, sounded out the part she didn't know, and then put the two parts together.*

## Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

### **Rabbit Problems**

Distribute copies of the first BLM and have students use words and/or pictures to record, in sequence, the four different solutions that Grandpa tried to keep the rabbits out of the garden as well as how the rabbits responded to each solution. Then invite students to use their own words to explain why the fourth solution was the most effective. Students could work in pairs to develop their discussion skills. They can use the second BLM to record a summary of the problem and solution in the story.

**ESL Note:** To make the first BLM more manageable for ESL students, you could complete the first column for them, and have them complete the second column independently or with a partner. Invite them to dictate their responses to the second BLM to a scribe, or ask them to share their thoughts orally.

### **Garden Journals**

In a plastic dish or tinfoil pan have students plant their own mini-garden. Encourage students to keep a gardening journal recording the date they started their garden, what types of seeds they planted, and their observations about the growth of the plants in their garden. Model the first entry with the group in order to demonstrate the information students should include in their journals.

**Word solving and building**

### **Compound Word Collages**

Have students create a compound word collage by cutting out compound words from magazines and gluing them onto a coloured piece of paper.

**Word solving and building**

### **Compound Word Addition**

Have students find the compound words from the story and write them on a piece of paper. Then ask them to write and illustrate an addition sentence for each compound word, e.g., dragon (picture of a dragon) + flies (picture of flies) = dragonflies (picture of dragonflies).

**Making connections:  
text to text**

### **Grandpa and Mr. McGreely**

If you have already read the Read Aloud book *Muncha! Muncha! Muncha!* to the class, discuss the many similarities and differences between that book and *Grandpa's Garden*. Grandpa and Mr. McGreely have similar problems: rabbits are getting into their gardens and eating what they plant. *How do Grandpa and Mr. McGreely feel about the rabbits? How are their solutions similar? How are they different?*

# Rabbit Problems

Name: \_\_\_\_\_

What  
Grandpa Did



What the  
Rabbits Did



1.

1.

2.

2.

3.

3.

4.

4.

# Rabbit Problems Summary

Name: \_\_\_\_\_

The problem in Grandpa's garden was

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Grandpa solved the problem by

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I think Grandpa's solution worked because

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