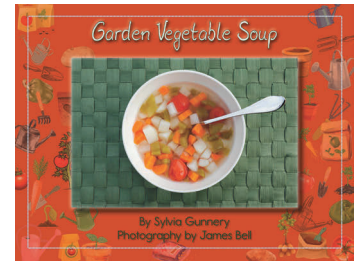
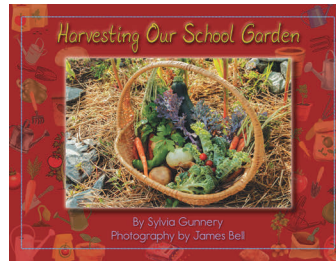


The School Garden Set



Ontario Language Expectations Addressed

A1.1; A1.2; A3.1; B1.1; B1.2; B1.3; B1.4; B1.5; B2.1; B2.2; B2.3; B2.4; B2.5; B2.7; B2.8; B3.1; B3.2; B3.3; C1.1; C1.2; C1.3; C1.4; C1.5; C2.1; C2.2; C2.3; C2.4; C2.5; C2.6; C2.7; C3.2, C3.3; C3.6; C3.8; D1.1; D1.2; D1.3; D1.4; D1.5; D2.1; D2.2; D2.3; D2.4; D2.5; D3.1; D3.2; D3.3

This is a set of four levelled non-fiction books which describe the steps in planting and harvesting a school garden.

The titles are:

- *Planting Our School Garden*
- *Our School Garden Grows*
- *Harvesting Our School Garden*
- *Garden Vegetable Soup*

Some High Frequency Words:

Planting Our School Garden: his, is, the, big

Our School Garden Grows: let's, look, at

Harvesting Our School Garden: of, our, in, says, some, can, what, with, asks, make, all

Garden Vegetable Soup: have, lots, from, and, put, big, go, to, are, now, good

Some Interest Words:

Planting Our School Garden: seed, soil, plant, garden, plot

Our School Garden Grows: root, leaf, flower, weed, growing

Harvesting Our School Garden: vegetables, soup

Garden Vegetable Soup: wash, chop, boil, ready, share, friends

Building Anticipation: Take a field trip to look at different gardens.

Discuss why people plant gardens and list the different things they might grow. Talk about the care and work involved in having a garden.

Book Introduction: Present the four books that they are going to be reading and discuss how they each describe the different stages of growing a garden from planting to enjoying the results. Introduce each book separately guiding students through a book walk and locating a few of the high frequency words. Review the strategies they can use to solve unknown words.

Discussion: Share and reinforce the reading strategies the children used. Have children locate any words they found difficult or did not understand. Talk about the different steps and responsibilities for each stage of growing and harvesting a garden.

Responding Creatively:

Language:

Brainstorm and list all the things needed to plant a garden.

Make a riddle book about the different vegetables. Read their riddles aloud for the class to solve.

Make a recipe book for garden vegetable soup.

Write and illustrate a class book on planting a garden.

Science: List all the requirements for growing a garden.

Discuss the weather and best locations for growing a garden.

Plant their own school garden.

Keep a record of weather and growth of plants.

Invite a gardener in to answer questions and share ideas for growing a healthy garden.

Discuss why some plants do better than others.

Math: Measure and graph the growth of plants.

Weigh the different produce.

Sort the vegetables in different ways (size, colour, taste)

Art: Illustrate and label all the vegetables.

Make a class mural showing the different stages of the garden growing.

Use the left-over vegetables to do various vegetable stamping designs and patterns.

Drama: Dramatize the different chores in growing a garden.

Make a cooking centre using different vegetables for eating.

Have a tasting centre where children taste different vegetables and sort them in different ways.

Plan and have a soup party for the class.

Health and Safety: Discuss and record the nutrition value in vegetables.

Talk about the safety of using tools in the garden or when preparing food.

Explain why it is important to wash all vegetables whether from a garden or store.

Language Foundations: Focused Teaching

<p>Phonemic Awareness</p> <p>Isolate and blend sounds (phonemes) orally to make words.</p> <p>Hearing and saying syllables.</p>	<p>h/o/t; b/i/g; s/o/f/t; p/l/a/n/t</p> <p>pep-pers; flo-wer; car-rot; to-ma-toes; gar-den</p>	<p>Children listen and repeat the sounds (phonemes) slowly, then they say the words.</p> <p>Children say and clap each syllable and tell the number of parts they hear.</p>
<p>Alphabet Knowledge</p> <p>Naming and forming upper- and lower-case letters both in and out of order.</p> <p>Printing upper- and lower-case letters with appropriate formation.</p>	<p>Alphabet Chart and alphabet cards</p> <p>tactile letters, plasticine, salt boxes, large printing samples with starting and ending points indicated (e.g. a green and red dot).</p>	<p>Children sing the alphabet song and use the chart and cards to match upper and lower-case letters. They recognize letters both in order and randomly.</p> <p>Children practice letter formation in salt and other tactile surfaces until ready to print letters on paper. Students work on correct formation of letters.</p>
<p>Phonics</p> <p>Decodable words Letter and sound correspondence</p> <p>Long vowel sounds Single syllable words that end with an e (“pinching e”)</p> <p>Long vowel sounds Two vowels together</p> <p>Onset and rimes and word families</p> <p>Word level reading and spelling using phonics</p>	<p>hot; plant; garden; flower; vegetable; tomato</p> <p>make; plate; time; stove</p> <p>seed; weed; green; eat</p> <p>h-ot; p-ot; pl-ot w-eed; s-eed; n-eed c-ook; l-ook</p>	<p>Using phonetic skills taught children decode the words orally. Using magnetic letters children practice making the word from the sounds they hear.</p> <p>Review vowel sounds both long and short. Have children discover what is the same with all words listed. Children use magnetic letters to make the words. Scramble the letters and have them make the words.</p> <p>Children then spell and read the words fluently.</p> <p>Use movable letters to make the words with the selected rime. Record the words. Have children expand the list if they can.</p>
<p>Language Conventions</p> <p>Beginning capitals and ending punctuation</p> <p>Quotation Marks</p> <p>Word endings Addition of s to make words plural</p> <p>Irregular plurals</p>	<p>Sentences from texts using the different punctuation marks.</p> <p>The text Harvesting Our School Garden</p> <p>vegetable-s; pepper-s; carrot-s; onion-s</p> <p>potato-es; tomato-es</p>	<p>Discuss and note that all sentences begin with a capital and end with a punctuation mark. Note the use and meaning of period and exclamation marks.</p> <p>Have the children note the use of quotation marks on each page in this book. Children read each page using the appropriate inflection. Have children dramatize this book.</p> <p>Have the children note that by adding s to the end of words it means more than one. Using magnetic letters have children add s to the end of words and orally use them in a sentence.</p> <p>Play different games such as bingo or concentration with the singular and plural of words.</p>
<p>Reading Fluency</p> <p>Accuracy, rate and prosody</p>	<p>All four texts in this set</p>	<p>Noting the punctuation and quotation marks encourage students to read with increasing automaticity, accuracy and expression.</p>