

My Salad Garden

Goals

Comprehension

Making connections: Ask students if they have ever helped with a garden? What did they grow? How did they help?

Vocabulary

High-frequency Words: my, I, a, the, we, and, want, in, first, must, me, will, this, to, it, is, came, from

Content Words: gardener, salad, plants, garden, dig, grow, dad, helps, plant, lettuces, rows, cucumbers, seeds, tomatoes, water, sun, green, red, time, pick

Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. gar/den.

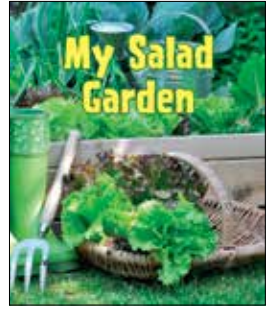
Phonics

Letters and Sounds: st

Words to Blend and Segment: stop, step, stuck, stack, stem

Fluency

Practise rereading the text orally with a partner.



A girl plants seeds to make a garden of salad vegetables.

Before Reading

- Ask students if they have ever helped with a garden? What did they grow? How did they help?
- Students look at the cover and describe what they see. They predict what the title might be. Read the title to them and then read it together.
- From the cover photo and title students predict what the text might be about. Ask: What might grow in a salad garden? Have they ever eaten salad? Do they like it? Discuss if this will be a fiction or nonfiction text?
- Read the title page together. Talk about what vegetables are in the photograph of the salad.
- Talk/walk through the pictures. Discuss what is happening on each page. Before turning to page 16 ask what they think might happen at the end of the text.

Reading the Text

- Read the cover and the title page together. On page 2 discuss what salad plants this gardener wants to grow, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page discussing what the different stages are for making a garden and finally reaping the rewards before reading each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss page 16. How does the girl look? (proud and happy) What could she be thinking? (Wow, I grew these yummy vegetables.) Ask: Would you like to grow your own garden?

Phonemic Awareness

- Students identify syllables in words and clap the beats as they are spoken, e.g. *gar/den* (2), *to/ma/toes* (3), *plant* (1)

Phonics

- Recognise and produce words that begin with the sound /st/ to practise blending and segmenting the sounds together as a group, *stop, step, stuck, stack, stem*, e.g. /st/ /o/ /p/, *stop*.
- Use alphabet letter cards to illustrate the sounds and have students touch the letters as the sound is made for each. (/s/ /t/ combine to make the blend /st/.)

Word Study

- Talk about the words *first, this, must, came, will, from*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Students draw a picture of the first thing to do to make a garden. They write the matching sentence from the text, e.g. First, I must dig the garden.

Fluency

- Practise rereading the text orally with a partner.

Writing

- Have students write the instructions for making a salad garden, e.g. First dig the soil. Then plant the lettuce plants. Then plant the cucumbers, and so on.
- Students write a new text about growing a fruit salad in the garden. They follow the sequence of the text, write the text and illustrate it. e.g. We plant an apple tree. We plant a pear tree.

Home/School Link

Take the book home and any related activity done in class to share with family.