

# A City Garden

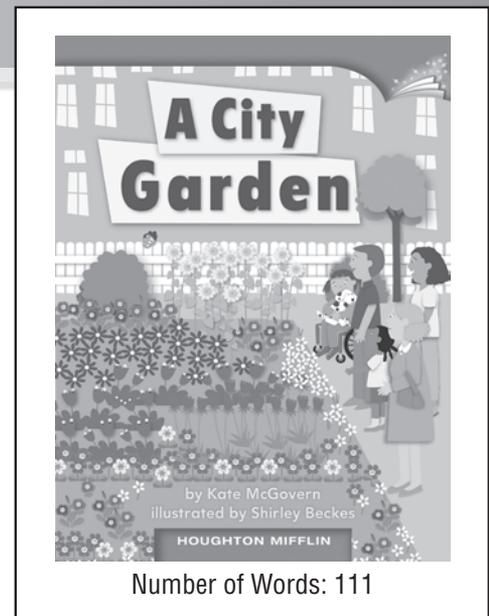
by Kate McGovern

Fountas-Pinnell Level C

Informational Text

## Selection Summary

A community gets together, cleans up a messy lot, digs up the soil, and plants a garden.



## Characteristics of the Text

<b>Genre</b>	• Informational Text
<b>Text Structure</b>	• First-person plural narrative
<b>Content</b>	• Community gardens • Working together
<b>Themes and Ideas</b>	• By working together, people can improve a community.
<b>Language and Literary Features</b>	• Clear, straightforward language • Some repetition: <i>Look at the ___. We can ___.</i>
<b>Sentence Complexity</b>	• Some short sentences: <i>It is a mess!</i> • Some longer sentences: <i>We can dig it up and plant vegetables.</i>
<b>Vocabulary</b>	• Words relating to cleaning a lot and making a garden: <i>mess, trash, cans, leaves, piles, broken, fence, fix, paint, soil, dig, plant, vegetables, flowers, hose, garden</i>
<b>Words</b>	• Many high-frequency words: <i>look, this, all, with, we</i> • More challenging words: <i>soil, hose</i>
<b>Illustrations</b>	• Illustrations that support and add to the text
<b>Book and Print Features</b>	• Nine pages, with one to five lines of text and one illustration on each page • Large print and good spacing between words
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# ***A City Garden*** by Kate McGovern

## **Build Background**

Read the title to children and talk with them about what the people are doing in the cover illustration. Ask children what they know about gardens. Then ask: *What do people have to do to make a garden in a city?*

## **Introduce the Text**

Guide children through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

**Page 2:** Explain that this book shows how people can work together to make a beautiful city garden.

**Suggested language:** *Turn to page 2. Look at the picture. What does this place look like? What a mess! So the people in the picture say: We can clean it up.*

**Page 3:** Remind children that they can use information in the pictures to help them read. *In the picture on page 3, you can see people cleaning up the mess. What jobs can they do here?*

**Page 4:** *What is happening in this picture? The man and the boy are raking leaves into piles. So what will they say they can do now? They say: We can rake them into big piles. Which people in this picture are playing instead of working?*

**Page 6:** *When you turn to page 6, what do you see? People are digging in the **soil**. What sound do you hear first in the word soil? Yes, that's the /s/ sound. Find the word soil and put your finger under the s at the beginning of the word. What do you think these people will plant in this soil?*

**Page 7:** *Why are the children holding a **hose** in this picture? Say the word hose. What letter would you expect to see first in the word hose? Find the word hose and put your finger under it. What job do these children have? What will they say they can do here?*

*Now go back to the beginning and read to find out about this city garden.*

## **Learn More Words**

**hose**

**soil**

# Read

As the children read, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

## Respond to the Text

### Personal Response

Ask children to share their personal responses to the book. Begin by asking what they liked best about the book, or what they found most interesting.

**Suggested language:** *What were some of the ways the people worked together to make the garden?*

### Ways of Thinking

As you discuss the text, make sure children understand these teaching points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none"><li>• People clean up a messy lot in a city by picking up trash, raking leaves, and fixing a broken fence.</li><li>• They dig up the soil, plant, and water the plants.</li><li>• Everyone enjoys the new city garden they made.</li></ul>	<ul style="list-style-type: none"><li>• By working together, people can improve a community.</li><li>• A community project brings people together in a city.</li><li>• A garden in the middle of a city provides a green oasis.</li></ul>	<ul style="list-style-type: none"><li>• The writer uses exclamation marks to show how messy the lot is at the beginning of the book and how happy everyone is at the end of the book.</li><li>• The writer's attitude is that a community project like a garden is beneficial to city living.</li></ul>

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### Choices for Support

#### Concepts of Print

Help children understand that a sentence is a group of words with ending punctuation. Point out that the ending punctuation in *A City Garden* includes periods and exclamation points. Model how to read sentences ending with an exclamation point.

#### Phonemic Awareness and Word Work

Provide practice as needed with words and sounds, using one of the following activities:

- **Listening Game** Have children listen for words that rhyme. Have children raise their hands if the words rhyme, and keep their hands in their laps if the words do not rhyme. Say pairs of words, for example: *trash* and *dash*, *clean* and *can*, *leaves* and *sleeves*, *soil* and *boil*, *hose* and *help*, *flowers* and *fence*, *city* and *pretty*, etc.
- **Clapping Syllables** Have children hear and say syllables in words from the book: *garden*, *vegetables*, *flowers*, *water*, *hose*, *city*, etc. Have them clap on each syllable: *gar-den*, *ve-ge-ta-bles*, *flow-ers*, *wa-ter*, *hose*, *ci-ty*, etc.
- **Finding Letters** Have children recognize letters by name and locate them quickly in words. Use letters from the words on the first pages of the book, including: *look*, *at*, *this*, *place*, *it*, *is*, *a*, *mess*, *we*, *can*, *clean*, *it*, *up*, *all*, *trash*, *cans*, *pick*.

# Writing About Reading

## Critical Thinking

Read the directions for children on BLM 23.8 and guide them in answering the questions.

## Responding

Read aloud the questions at the back of the book and help children complete the activities.

## Target Comprehension Skill

**Sequence of Events** ✓ **TARGET SKILL** Explain to children that they can tell the order in which things happen in a book. Model how to think about the sequence of events in this book.

### Think Aloud

*This book tells about a group of people that work together to turn a messy place into a beautiful garden. First, the people clean the lot up. They pick up trash, rake up leaves, and fix a broken fence. Then they dig up the soil and plant vegetables and flowers. They use a hose to water the plants. Finally, the people enjoy their beautiful new city garden.*

## Practice the Skill

Have children tell about the sequence of events in another book they have read.

## Writing Prompt

Read aloud the following prompt. Have children write their response, using the writing prompt on page 6.

How do you think the people in the book feel about their garden? Write about why their feelings change from the beginning to the end of the book.

# English Language Learners

**Front-Load Vocabulary** Make sure children know the meanings of the following words: *mess, trash, leaves, broken fence, vegetables, flowers, plants, garden.*

## Oral Language Development

Check the children's comprehension, using a dialogue that best matches their English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the child.

Beginning/ Early Intermediate	Intermediate	Early Advanced/ Advanced
<p><b>Speaker 1:</b> What are the people making in this book?</p> <p><b>Speaker 2:</b> a garden</p> <p><b>Speaker 1:</b> What are the people fixing on page 5?</p> <p><b>Speaker 2:</b> the fence</p> <p><b>Speaker 1:</b> How do the people water their plants?</p> <p><b>Speaker 2:</b> a hose</p>	<p><b>Speaker 1:</b> What do the people do with the leaves?</p> <p><b>Speaker 2:</b> rake them up</p> <p><b>Speaker 1:</b> What do the people plant in their garden?</p> <p><b>Speaker 2:</b> vegetables and flowers</p>	<p><b>Speaker 1:</b> What was wrong with the place in the beginning of the book?</p> <p><b>Speaker 2:</b> It was messy, with trash, leaves, and a broken fence.</p> <p><b>Speaker 1:</b> After the people cleaned the place, what did they do?</p> <p><b>Speaker 2:</b> They dug up the soil and planted flowers and vegetables in it.</p>

### Responding

**TARGET SKILL** Sequence of Events This book tells how to make a city garden. Tell the order in which things happen in the story. Make a chart.

**Talk About It**

**Text to World** Draw a picture of a garden. Then tell directions about how to make that garden. Tell the order in which things would happen.

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Lesson 23  
BLACKLINE MASTER 23.8

A City Garden  
Think About It

Name \_\_\_\_\_ Date \_\_\_\_\_

### Think About It

Children read the words and circle the one that answers the question.

1. How do the children feel about making the garden clean?

proud      sad      hungry

Children draw a picture of a city garden that they would make and label it.

2.

Read directions to children.  
Think About It  
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10      Kindergarten, Unit 5: Growing and Changing



# A City Garden

How do you think the people in the book feel about their garden? Write about why their feelings change from the beginning to the end of the book.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines provided for writing.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Think About It

**A City Garden**  
Think About It

Children read the words and circle the one that answers the question.

1. How do the children feel about making the garden clean?

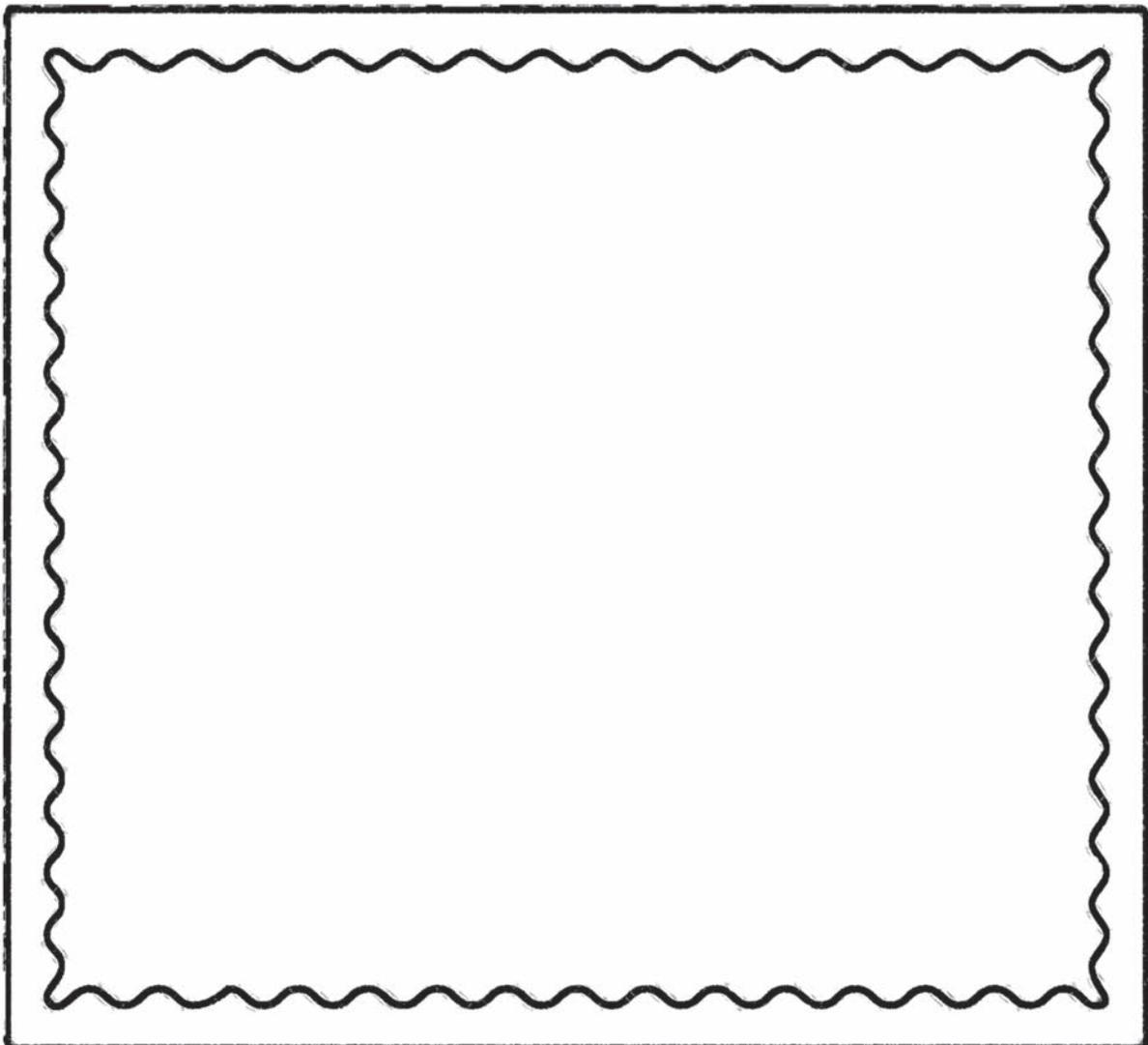
proud

sad

hungry

Children draw a picture of a city garden that they would make and label it.

2.



# A City Garden • LEVEL C

**A City Garden**  
Running Record Form

page	Selection Text	Errors	Self-Corrections
2	Look at this place. It is a mess! We can clean it up.		
3	Look at all the trash. We can pick it up. We can fill the cans with trash.		
4	Look at all the leaves. We can rake them into big piles. We can jump in the piles, too.		
	Comments:	<b>Accuracy Rate</b> (# words read correctly/49 x 100) _____ %	<b>Self-Correction Rate</b> (# errors + # Self-Corrections/ Self-Corrections) 1: _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	Ⓜ cat	0
Omission	̄ cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut <sup>sc</sup> cat	0
Insertion	the ^ cat	1
Word told	Ⓢ cat	1

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