

The Garden



By Nelson Ameo
Pictures by Frank Misi

Nguzu Nguzu Reading Books

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The Garden



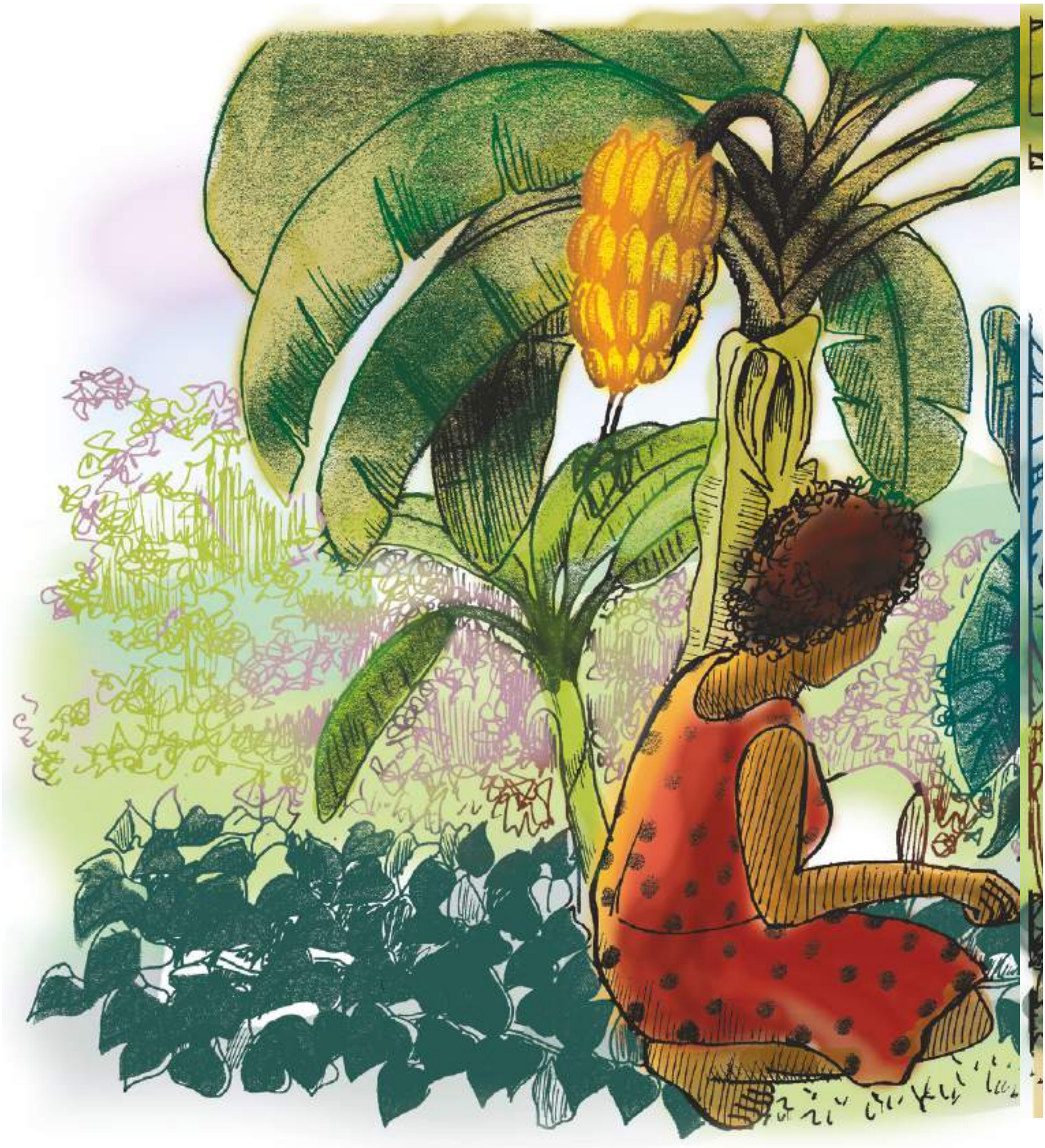
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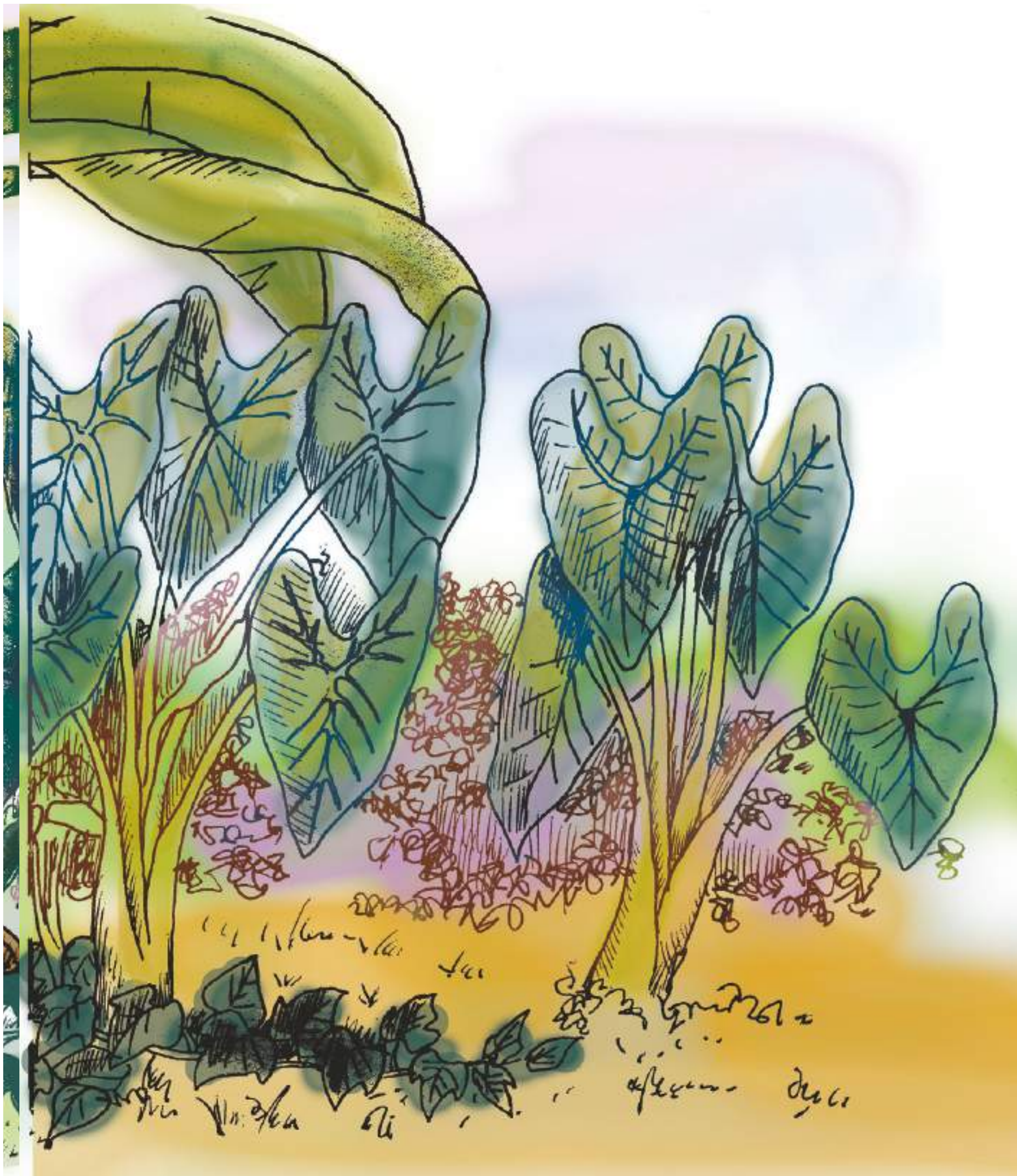
Mother had a garden.
She grew food for us.



In the garden mother grew some
plump potatoes, some big bananas
and some tasty taro.

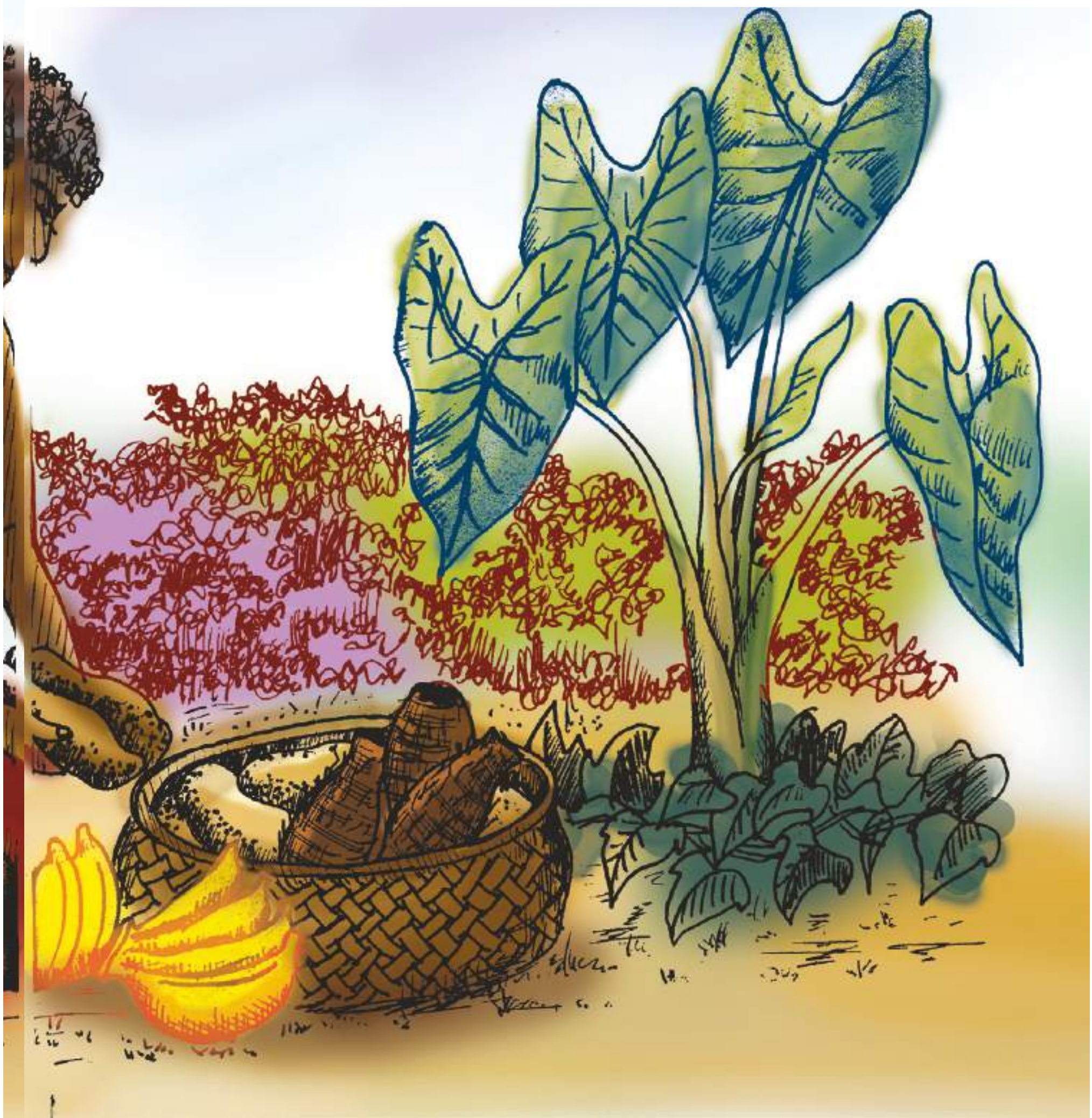


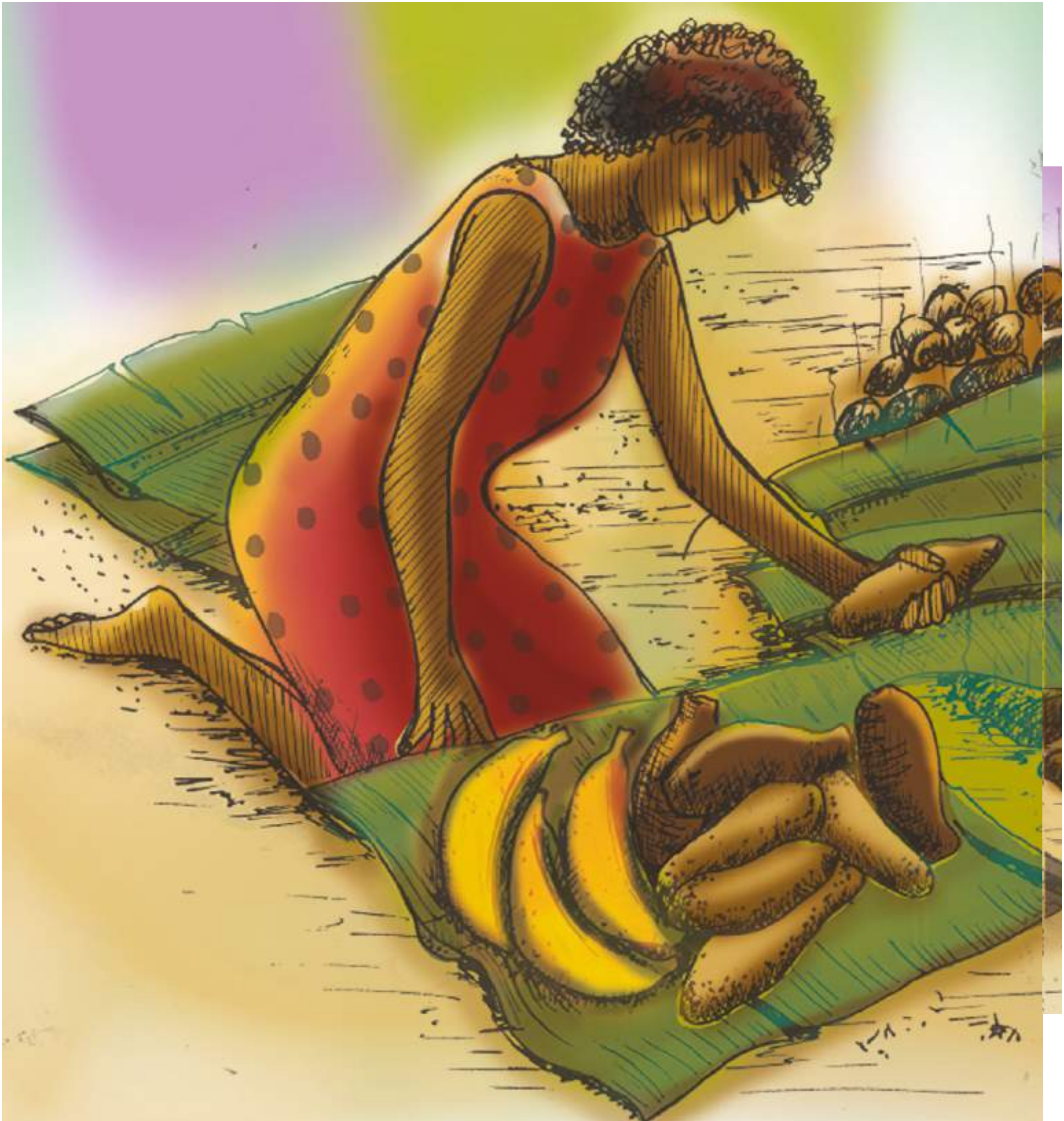
In the garden mother weeded around some plump potatoes, big bananas and tasty taro.





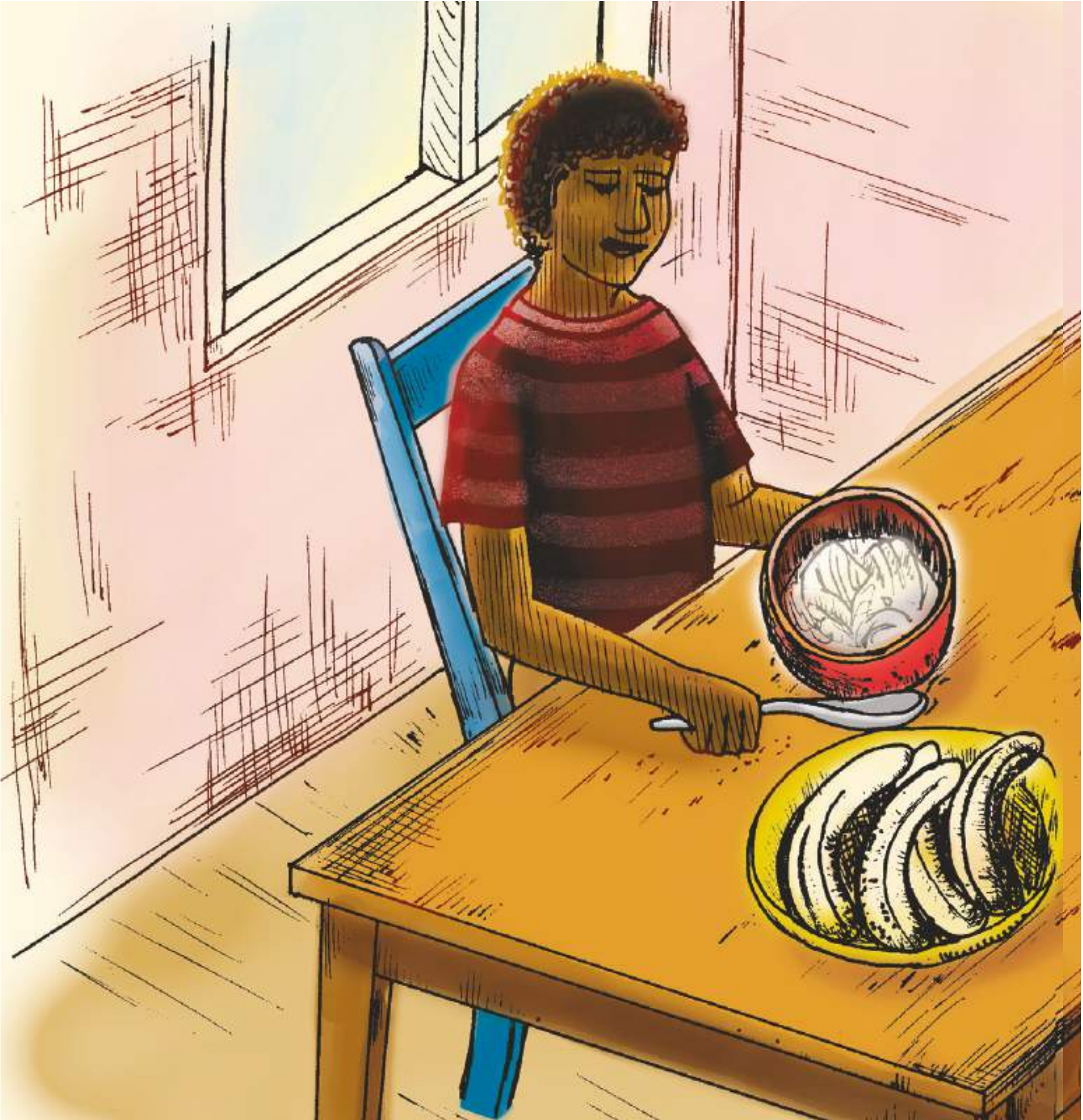
From the garden mother collected some plum potatoes, some big bananas and some tasty taro.



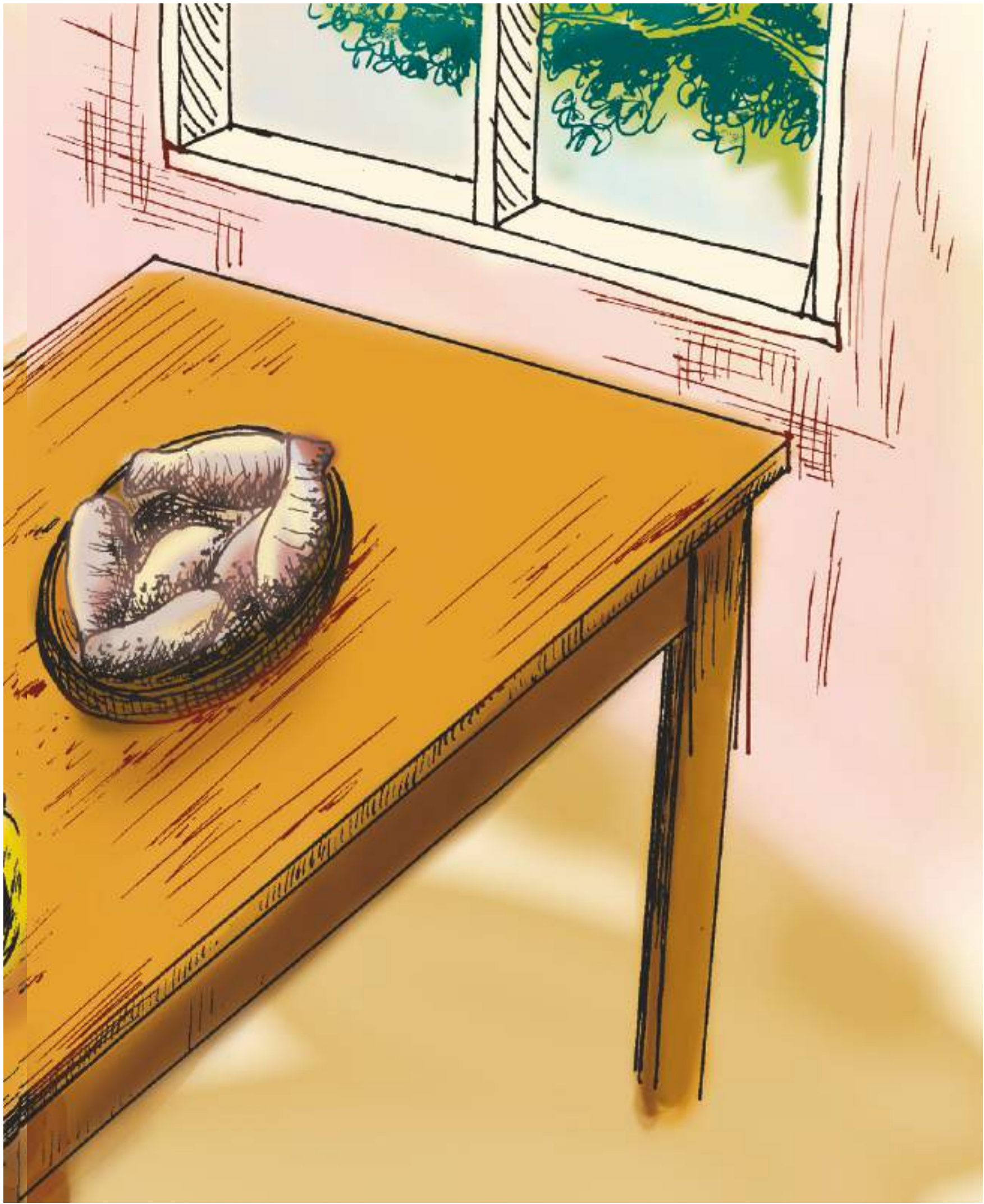


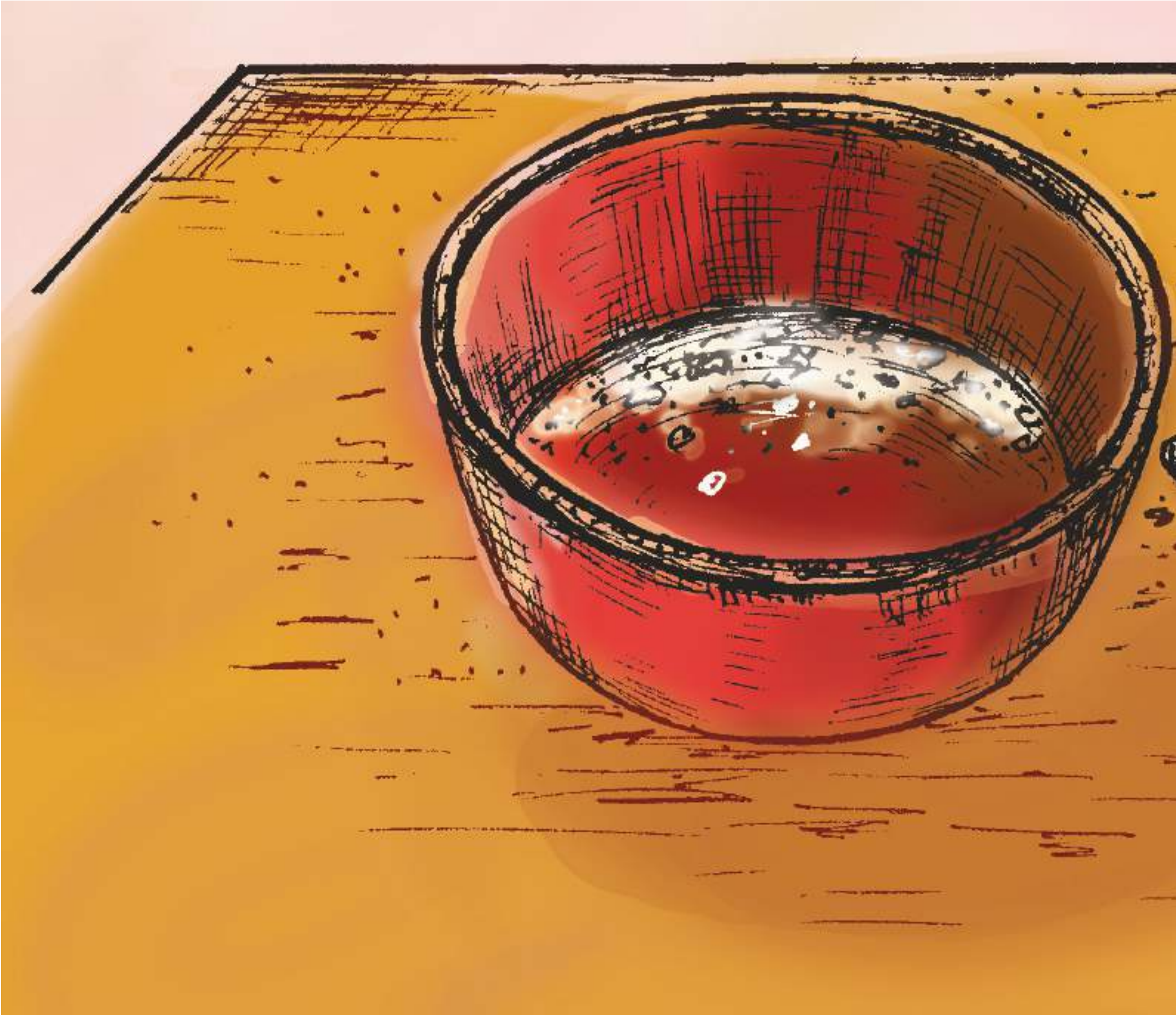
In the oven mother cooked some plump potatoes, some big bananas and some tasty taro.





For my dinner I ate some plump potatoes, some big bananas and some tasty taro.



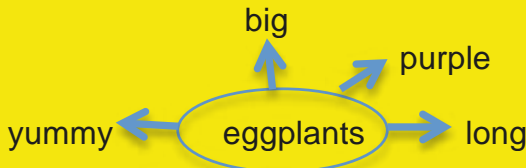




Text:	<i>The Garden</i>
Level:	Year 2
Message:	Working hard in the garden has rewards
Discussion focus:	Growing food in our gardens
Vocabulary focus:	Describing words for food
Letters and sounds:	Alliteration
Writing opportunity:	Describing a fruit or vegetable

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Tell the learners <i>This story is called The Garden and it is about a mother who grows food in her garden to make a meal for her family.</i> Ask the learners: <i>What actions do we do in our gardens? What do we do once the fruit or vegetables are ready to be picked?</i></p> <p>Now open the book and look at the pictures. As you look through the pictures, help the learners to explain what is happening and compare it to any experience that they have in the garden. If you know there are words that learners will have difficulty with, introduce them as you come to that page. Make sure the learners know the words in English.</p>	V/P	2.4.1.1 2.3.1.4
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. Make sure you read the parts that have alliteration (groups of words that start with the same sound: plump potatoes, tasty taro) strongly, so that the learners can hear the repeated sound.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book. On each page, ask the learners to tell you what mother was doing. On p. 10 make sure the learners understand that this page tells us what the daughter did (she ate the food).</p>	V/P	2.4.1.4
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners to think about their own gardens. Talk about what foods they grow in their garden. Now ask: <i>Is it good to grow food in the garden, rather than buying food from the store?</i> Encourage the learners to give some reasons why it is good to eat food that they have grown.</p>	V/P	2.6.1.1 2.6.2.3
<p><u>Focus on vocabulary: describing words for food</u></p> <p>Ask the learners to tell you what food the mother grew in her garden (<i>bananas, taro, potatoes</i>). Now see if the learners can remember the describing words used for each food (plump potatoes, tasty taro, big bananas). Tell the learners that they are going to think of some more words we use to describe food. Write these words on the board and draw a circle around each word: <i>size, colour, shape, taste</i>. Start with size. Ask the learners to think of some words that tell you about the size of a fruit or vegetable. If the learners give you a word/phrase in V/P, think of a word in English that is similar and teach this word: Write each idea on the board in a spider diagram like this.</p> <div style="text-align: center;"> </div> <p>Repeat this for colour, shape, taste.</p> <p>Take a piece of big paper. Write one of the describing words on the paper (eg. <i>long</i>). Now ask the learners to think of a fruit or vegetable that is long (eg. <i>beans</i>). Write the name of the food next to the describing word (eg. <i>long beans</i>). Continue this by writing the describing word on the paper, asking the learners to think of a food that matches the describing word, then writing it on the paper. Display this list in the classroom</p> <p>Follow up activity in groups: Write some word pairs (eg. <i>yellow mangoes</i>) on pieces of paper and add words to make sentences eg. <i>I planted yellow mangoes in my garden.</i> Ask the learners to draw a picture showing the food. You can display these pictures in the classroom.</p>	E + V/P	2.7.1.4 2.4.2.6 2.4.2.2
<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to remember what happened in the story. See if the learners can remember what food mother grew in her garden and the describing words for each food. Turn the pages of the book and ask the learners to explain what mother did on each page.</p> <p>Tell the learners that today they will be reading the end of each sentence. They will read the part of the sentence that tells us about the food in the story. See if the learners can remember each food as well as the describing words used for each food. Now read the story, letting the learners read the end of each sentence (eg. ...<i>some plump potatoes, some big bananas and some tasty taro</i>).</p>	V/P + E	2.6.1.3 2.6.1.4
<p><u>Close Reading</u></p> <p>Do a close reading of page 2, 4 and 6. Summarise: notice that the parts that change on the pages are the time at the beginning of the sentence.</p>	E + V/P	2.6.1.5

ACTIVITIES		LANG.	SYLLABUS														
<p><u>Comprehension: order of actions</u> <i>Preparation:</i> Make word cards for these words: <u>grew</u>, <u>weeded</u>, <u>collected</u>, <u>cooked</u>, <u>ate</u>. One set for the whole class.</p> <p>Show the learners each word card and show them how to read each word. Explain that these words describe an action that we have done (eg. an action that is finished now).</p> <p>Put the words up on the board, but not in order. Ask the learners to look through the books to identify which action mother did first (<i>grew</i>). Choose a learner to come up to the board and point to the correct word. Ask the learners to remember which action mother did next (<i>weeded</i>). Choose a learner to come up to the board and move this word under the first word. Continue this until all the words are in a line.</p> <p>Follow up activity in groups: Give each group a set of cards with the word cards. Ask the groups to put their words in the order that mother did each action in the story. Once the learners are finished. Ask them to take turns pointing to a word, reading the word then saying a sentence explaining what mother did.</p>		E + V/P	2.6.1.5 2.4.2.7 2.4.3.4														
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Start by turning the pages of the book and looking at the first part of each sentence before the comma (eg, <i>In the garden, In the oven, For my dinner</i>). Learners looked at this earlier in Close Reading. Now read the story, encouraging the learners to join in for the first part of each sentence.</p>		E	2.4.3.4														
<p><u>Focus on Letters and Sounds: alliteration</u></p> <p>Hand out the small copies of the book and look the way the vegetables are described: focus on the first letters of <i>plump potatoes, tasty taro, big bananas</i>. Ask learners to notice that the first letters are the same. Sometimes writers do this to link words and ideas together. It also is fun to say! Think of some more types of food and link a word with the same first sound: <i>mighty mangoes, pretty pineapples</i>. They might be able to add more words to the phrase: <i>plump purple potatoes</i>. Write some phrases in their books and draw some pictures.</p> <p>You could play a game where the learners have to say their food and the next person has to say the food before and add a new food....eventually, the last person has to remember everyone’s food!</p>		E + V/P	2.4.2.4 2.1.2.2														
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Today read the first page of the story then choose a learner to read the next page to the class. Repeat this pattern, reading one page to the class then choosing a learner to read the next page.</p>		E	2.4.3.4														
<p><u>Close-Reading:</u> Do a close reading of the other pages in the book. Summarise: look at the patterns in the book’s sentences.</p>		E + V/P	2.4.3.4														
<p><u>Sentence Structure</u></p> <p><i>Preparation:</i> Write the words and phrases on card. Cut them up into groups of words as shown below:</p> <table><tr><td><i>In the garden</i></td><td><i>mother</i></td><td><i>grew</i></td><td><i>some big bananas, some plump potatoes, and, some tasty taro.</i></td></tr></table> <p>Put the words on the board, not in order. Tell the learners that these words make a sentence. They will help you to put the sentence together. Start by asking question number 1 (<i>Where did the vegetables grow?</i>) then choosing one learner to come up to the board, point to the words that tell us this (<i>In the garden</i>) then put the words in place. Repeat this: Asking the question, then choosing a learner to come up to the board and put the words into place until your sentence is in order. Here are the questions you can ask:</p> <table><tr><td><i>Where did the vegetables grow?</i></td><td><i>In the garden</i></td></tr><tr><td><i>Who was involved?</i></td><td><i>mother</i></td></tr><tr><td><i>What did mother do?</i></td><td><i>grew</i></td></tr><tr><td><i>What did she grow?</i></td><td><i>some big bananas, some plump potatoes some tasty taro</i></td></tr><tr><td><i>What always goes at the end of a sentence?</i></td><td><i>.</i></td></tr></table> <p>Now take away the word card for <i>mother</i> from the sentence. Ask the learners to think of another person who might grow food in the garden. Take some ideas then write a new name in the space (eg. <i>In the garden, auntie grew...</i>). Now take away the card <i>some big bananas, some plump potatoes, and, some tasty taro</i> and ask the learners to think of some other food and write it in the space. Here is an example of an innovated sentence. Remember you will need to think of different words with your learners:</p> <p><i>In the garden, brother grew some big pineapples, some plump cassava and some tasty mangoes.</i></p> <p>Learner could write up some examples in their books using this sentence structure.</p>		<i>In the garden</i>	<i>mother</i>	<i>grew</i>	<i>some big bananas, some plump potatoes, and, some tasty taro.</i>	<i>Where did the vegetables grow?</i>	<i>In the garden</i>	<i>Who was involved?</i>	<i>mother</i>	<i>What did mother do?</i>	<i>grew</i>	<i>What did she grow?</i>	<i>some big bananas, some plump potatoes some tasty taro</i>	<i>What always goes at the end of a sentence?</i>	<i>.</i>	E + V/P	2.4.2.8 2.7.2.2
<i>In the garden</i>	<i>mother</i>	<i>grew</i>	<i>some big bananas, some plump potatoes, and, some tasty taro.</i>														
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<i>What always goes at the end of a sentence?</i>	<i>.</i>																
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Today hand out copies of the book to the learners. Ask the learners to read in pairs, taking turns by reading one page each.</p>		E	2.6.1.9														

ACTIVITIES	LANG.	SYLLABUS
<p>Guided Writing</p> <p><i>Preparation:</i> It would be a very good idea for you to bring in some fruit or vegetables for the learners to use for this lesson OR ask the learners to bring it in on Day 4.</p> <p>Tell the learners that <i>Today you will write about a fruit or vegetable that you grow in your garden.</i> Let the learners think about all the food they grow in their gardens and ask them to choose one fruit or vegetable. Ask the learners to say some of the describing words from Day 1's lesson.</p> <p>Use one vegetable as a model, eg. eggplants. Write the word <i>eggplants</i> on the board and draw a circle around it. Now draw four lines and ask the learners to think of a describing word for these things: 1. the size of an eggplant 2. the colour of an eggplant 3. the shape of an eggplant 4. the taste of an eggplant. Write their ideas down like this:</p> <div></div> <p>Now ask the learners to write the name of their food in their books and draw a circle around their word. Start by saying <i>Think of a word for the size of your food.</i> Give them time to think and write. Then ask them to think of a word for the shape, then the colour, then the taste. Once finished, ask the learners to watch you as you write some sentences, using the words from the word plan on the board. Explain that <i>'they'</i> means the eggplants. Here is an example of something you could write:</p> <p style="padding-left: 40px;">In my garden I grow eggplants. They are purple and long. They are tasty.</p> <p>Now let the learners write about their food in their books (or on paper). Walk around the room and help learners to do their writing, showing them where they are correct and where they have made a mistake.</p>	E + V/P	2.7.2.4 2.7.1.3 2.7.2.5 2.7.2.4

