**SUMMARY** This is a story about a group of kids working together for a common goal: planting and growing a vegetable garden. By taking readers through a busy day in the garden, the story shows how much work goes into growing a garden and how sharing the work is more fun and productive for everyone.

**LESSON VOCABULARY**
- bottom
- cheated
- clever
- crops
- lazy
- partners
- wealth

**INTRODUCE THE BOOK**

**INTRODUCE THE TITLE AND AUTHOR** Discuss with students the title and the author of *Growing Vegetables*. Point out the science content triangle on the cover and ask students how they think this may relate to the selection’s title and content.

**BUILD BACKGROUND** Ask students if they have ever grown plants. Discuss what kind of plants they grew and how they cared for them. If students are interested, begin a discussion about different kinds of gardens, such as herb gardens or flower gardens, or about plants that grow in water or grow without soil.

**PREVIEW/USE TEXT FEATURES** As students preview the book, point out that illustrations can often help them when they encounter unfamiliar words, terms, or ideas. Direct their attention to page 8, where students will see a drawing of Alex’s plant. The illustration helps students figure out what the words *bean plant* mean. Go through the rest of the illustrations with students and see if the drawings relate to any of the words in the text in the same way.

**READ THE BOOK**

**SET PURPOSE** Have students set a purpose for reading *Growing Vegetables*. Students’ interest in growing vegetables and working together should guide this purpose. Suggest that students think about all that goes into growing the vegetables that they eat at home or see in the supermarket or at farm stands.

**STRATEGY SUPPORT: PREDICT** As students read about how vegetables grow, *predicting* gives them a chance to use what they already know and to imagine what is going to happen next in the story.

**COMPREHENSION QUESTIONS**

**PAGE 3** Why does the Garden Bunch want to work together to plant a garden? (*They are friends who love to dig in the dirt.*)

**PAGE 4** Why did the Garden Bunch plant their garden in a sunny spot? (*Vegetables need lots of sunlight to grow.*)

**PAGE 7** Can you predict what will happen if Miranda forgets to water the carrots again? (*The carrots will wilt even more.*)

**PAGE 10** Using clues in the text, explain what *harvest* means. (*It means to pick or gather.*)
**REVISIT THE BOOK**

**READER RESPONSE**

1. Possible response: to inform readers about growing vegetables
2. Possible response: They may plant a new garden. The story says that the kids planted a garden last summer. This summer they grew new plants.
3. Possible response: busy, lively
4. Possible response: The plants were planted in rows; the vegetables were planted in separate areas; markers identified each crop.

**EXTEND UNDERSTANDING** Explain to students that identifying details and facts can help them understand what is important in a story. Discuss with students the facts they learned about growing things from this story. Ask them to write details about how to grow each plant mentioned in the story.

**RESPONSE OPTIONS**

**WRITING** Instruct students to look at the illustration of the Garden Bunch’s vegetable stand on page 12. Ask them to write a short radio commercial for the stand.

**WORD WORK** Discuss with students how words like clever and lazy are adjectives, or descriptive words. Write on the board other adjectives that students know. Then hand out old magazines and ask students to cut out pictures and to write adjectives that describe them. Post pictures in the classroom.

**SCIENCE CONNECTION** Students can learn more about measuring by planting a fast-growing plant, such as a sunflower, in the classroom. Every week, ask students to measure the height of the flower as it grows. Suggest that students also track the growth on a weekly chart posted in the classroom.

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**Skill Work**

**TEACH/REVIEW VOCABULARY**

To reinforce the meaning of the words, ask volunteers to think of a synonym for each word, such as smart for clever. Then have them think of an antonym for each word.

**ELL** Ask students to draw pictures that describe each vocabulary word and to write sentences about them.

**TARGET SKILL AND STRATEGY**

**AUTHOR’S PURPOSE** Remind students that every author has a purpose, or reason, for writing a story. An author may want to entertain, inform, or persuade. Ask students why they think this author wrote this story. Discuss with students what they imagine the author might want them to know about gardening.

**PREDICT** Remind students that predicting is when you guess what is going to happen next in a story based on what has already happened. As students read, remind them to note events that may help them guess what is going to happen next. As students read, suggest that they determine if their predictions were correct. Remind students that predicting is a great way to make sure they understand a story.

**ADDITIONAL SKILL INSTRUCTION**

**GENERALIZE** Remind students that a generalization is when you recognize similarities and differences about things in a story and come to some conclusion. Clue words such as all, many, most, or never can help students form generalizations. As students read, have them note any clue words. Ask students if they see common elements in what each gardener does. Suggest that these common elements allow them to make some generalizations about how to garden.
Author’s Purpose

• The author’s purpose is the reason or reasons the author has for writing.
• An author may have one or more reasons for writing. To inform, persuade, entertain, or express are common reasons.

Directions  Answer the questions.

1. Why do you think the author wrote about the time Miranda forgot to water the plants?

2. Why do you think the author told about the special job each person had?

3. Why do you think the author wrote a book about growing vegetables?

4. What do you think the author wanted you to learn about plants?

5. What do you think the author wanted you to learn about working together?
Vocabulary

Directions Circle the letter of the correct definition below each vocabulary word.

Check the Words You Know

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1. lazy
   a. quick    b. not wanting to do any work    c. simple to do

2. crops
   a. big hairy dogs    b. clothing    c. plants or fruits

3. partners
   a. wooden fences    b. people who work together    c. enemies

4. cheated
   a. did not play fairly    b. dressed for dinner    c. destroyed

5. clever
   a. hungry    b. silly    c. smart

6. wealth
   a. dirt    b. money    c. talent

7. bottom
   a. lowest part    b. highest part    c. middle

Directions Unscramble the letters to form a vocabulary word.

8. TAEEHCD  ________________  12. PTNSERAR  ________________
9. CREVEL  ________________  13. ZALY  ________________
10. TOMBOT  ________________  14. HTWEAL  ________________
11. PRCOS  ________________