



NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	Teacher’s Pages Pre-reading Discussion Post-reading Discussion	Activate students’ background knowledge Set a purpose for reading Develop comprehension skills Make connections with the text
5–8	Reproducible Worksheets	Develop knowledge of letter name and sound relationships Develop word recognition strategies Develop vocabulary and writing skills
9–10	Language Experience	Provide familiar, meaningful text that is predictable and easy to read Establish the link between spoken and written words
11	Answer Key	

BEFORE READING THE STORY**1. Share Ideas**

Ask the students to think about their hobbies. Print the following questions on the board:

What is your favourite hobby?

How do you feel when you do this hobby?

Do you do this hobby a lot?

Why or why not?

How do you share this hobby with others?

Have the students move into pairs. Read the questions out loud. Encourage the students to share their ideas with one another using the questions as prompts. After students share their ideas, ask if anyone would like to share their ideas with the group as a whole. This will provide more confident students with an opportunity to speak in front of larger groups.

2. Preview the Book**Choose Option A or B:**

Option A: Tell the students that they are going to read about Doris. Explain to the students they are going to preview the book in order to get an idea of what the book is about. Read the title out loud to the students. Give the students time to look at the front cover. Ask, "Where do you think Doris gardens as a volunteer?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "How do you think gardening makes Doris feel?"

Option B: Print the following on the board:

True or False?

- | | |
|---|--|
| (a) _____ Doris is working in a garden. | (c) _____ Doris gardens at home. |
| (b) _____ Doris is pulling out flowers. | (d) _____ Gardening makes Doris happy. |

Direct the students to the photo on the front cover of the book. Tell them they are going to read a story about Doris, who gardens. Ask questions to elicit information about the photo (e.g. What do you see in the photo? What is Doris doing?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students give a reason for their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Encourage the students to give one reason for each response.

3. Predict the Content

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. Have the students mark the statements probably (P), maybe (M), or probably not (PN). Have the students compare and give reasons for their responses.

- | | |
|--|-------------------------------|
| (a) ____ Doris waters the garden. | (c) ____ Doris buys a gift. |
| (b) ____ Doris sells carrots
from the garden. | (d) ____ Doris plants a tree. |

AFTER READING THE STORY

1. Remember Details

Have students move into pairs. Have them work together to remember as many details as possible from *Gardening*. Have the students as a group share the details they remember. As students agree on details, print the details on the board. (*Note: The details can be left on the board as support for students as they work through the student activities on pages 5 to 8.*)

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) How is the garden a gift to Doris?
- (b) How is the garden a gift to others?
- (c) Why does Doris like gardening?
- (d) Would you like to visit Doris's garden?

Explain why.

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) ____ The garden is a gift to Doris.
- (b) ____ The garden is a gift to others.
- (c) ____ Doris gardens because she lives in an apartment.
- (d) ____ I would like visit Doris's garden.

3. Discussion: Beyond the Story

Have the students discuss the following questions as a group or in pairs:

- (a) Plants and flowers make Doris happy. How are plants and flowers are part of your life? Think about your experiences with plants and flowers. Think about where you see plants and flowers. Think about how plants and flowers make you feel.
- (b) Would you like to volunteer as a gardener? Where might you find a volunteer job working with plants and flowers?
- (c) There are many kinds of gifts. For example, there are gifts we buy at a store. What other kinds of gifts do people give to one another?

1. Letter Names

Look at the sentences on pages 13, 17, and 22.

Find words that begin with the letter **b**.

Copy the words on the lines.

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **b** make?

Read the words with your teacher.

Think of three more words that begin with the sound /b/.

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: back

 Jack

These words belong to the **ack** word family.

(b) Read these sentences. Circle the words in the **ack** word family.

1. Doris waves back to the people.

2. Make sure to pack your toothbrush.

3. The car has a bike rack.

(c) Print words that belong to the **ack** word family.

_____ *back* _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. Doris plants flowers.

2. She waters the flowers.

3. She pulls out weeds.

4. Doris cuts the bushes.



(a) _____

(b) _____



(c) _____

(d) _____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Doris _____ gardening.
- (b) Doris _____ the flowers.
- (c) Doris likes to work with her _____ .
- (d) Doris likes the _____ on her face.
- (e) People look at the _____ .
- (f) They like the _____ and quiet.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) lives / Doris / an / in / apartment _____
- (b) has / Doris / plants / some _____
- (c) walk / People / garden / the / by _____
- (d) sit / they / down / Do _____?
- (e) wave / they / Do _____?
- (f) garden / a / The / is / gift _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) The garden is a gift.

The _____ is a gift.

The _____ is a gift.

The _____ is a gift.

The _____ is a gift.

(b) I have some plants.

I have some _____ .

I have some _____ .

I have some _____ .

I have some _____ .

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH

Step 1: Start a Discussion

Possible prompt: Ask the students to think about what they like about being outside.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. It's cooler outside.). Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

Note: Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text

(a) Sight Words

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *Gardening* was **b /b/**. Have students find and copy the words that start with the letter **b**. Repeat the process for the word family **ack**, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

Example:

It's cooler outside.

It's *hotter* outside.

It's *noisier* outside.

It's *raining* outside.



ANSWER KEY

Teacher's Pages

After Reading the Story

2. Check Comprehension:

Option A: (a) The garden gives Doris a chance to do the hobby she loves. The garden makes Doris feel good. (b) Doris keeps the garden beautiful and other people can enjoy it. Other people enjoy the peace and quiet in the garden. (c) Doris likes plants and flowers. Doris likes to work with her hands. She likes the sun on her face. She likes the peace and quiet. (d) Students will have different answers.

Option B: (a) True. The garden gives Doris a chance to do the hobby she loves. The garden makes Doris feel good. (b) True. Doris keeps the garden beautiful and other people can enjoy it. Other people enjoy the peace and quiet in the garden. (c) False. Doris gardens because she likes plants and flowers. She likes to work with her hands. She likes the sun on her face. She likes the peace and quiet. (d) Students will have different answers.

Worksheets

1. **Letter Names:** bushes, by, back
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. back 2. pack 3. rack (c) Possible answers*: back, Jack, pack, rack, black, crack, hack, lack, knack, quack, sack, smack, stack, tack, track, whack
4. **Matching:** (a) Doris cuts the bushes. (b) Doris plants flowers. (c) She pulls out weeds. (d) She waters the flowers.
5. **Predict Words*:** (a) likes, loves, enjoys (b) plants, weeds, waters (c) hands (d) sun (e) flowers, plants, bushes, garden (f) peace
6. **Scrambled Sentences:** (a) Doris lives in an apartment. (b) Doris has some plants. (c) People walk by the garden. (d) Do they sit down? (e) Do they wave? (f) The garden is a gift.
7. **Sentence Frames:** Students will have different answers.

**Other answers are good if they make sense.*