

Day 1

Introduction

Introduce the text *How Groundhog's Garden Grew*. Build some background knowledge on gardens and what plants need to grow.

Review

- Seeds grow into plants with soil, water and sunlight.
- Seeds grow into plants that we can eat to maintain good health.

Read Aloud / Mini Lesson

- Today we are going to read a book and we are going to focus on how to figure out words we do not know as we are reading a text.
- Start the story, stopping throughout to prompt comprehension.

Model

"Little Groundhog said the neighbor's garden was scrumptious and irresistible. What did he mean?" (prompt using context clues to figure out the meaning)

"Little Groundhog!" Squirrel scolded. "This food does not belong to you. If you take food that belongs to others, you will not have a friend in the world! Why don't you plant your own garden?"

"I'm sorry," Little Groundhog told her, embarrassed, "but I don't know how."

Guided Practice

Students will turn and talk with a partner to practice figuring out what the word *scolded* means.

Grade Level: 4

Note: The reading level of "How Groundhog's Garden Grew" is a level M. Keep in mind that this is lower than 4th grade, but can be differentiated to meet the needs of all students in a 4th grade classroom.

Subject Area: ELA / Science

Materials:

How Groundhog's Garden Grew by Lynne Cherry

Standards:

RL 4.1
RL4.4
4.L.1

Collaborators:

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Question

What does the word *scolded* most likely mean as it is used in this text?

Teacher will prompt students to use the context clues, a reading strategy, to determine the meaning of *scolded*.

Students will practice this question by themselves:

“Squirrel hands Groundhog a gooey seed.”

What does the word *gooey* mean as it is used in this sentence?”

(Students need to refer to how they are dried in the sun.)

Independent Practice

Students will go back to their journals/reading notebooks and write the vocabulary words in a sentence, using them in the context from the story.

Small Group Practice

Students will complete a graphic organizer worksheet on uses of the word and different variations of the vocabulary words.

Graphic Organizer Worksheet

Name: _____

Date: _____

Use the words from the story to find a synonym and antonym for each word.

Word	Synonym	Antonym
scrumptious		
irresistible		
scolded		
gooey		

Use each sentence below to **REWRITE**, using a synonym for the underlined word.

1. "Beautiful! Scrumptious! Irresistible!" he exclaimed as he crept into a neighbor's lovely vegetable garden.

2. "Little Groundhog!" Squirrel scolded. "This food does not belong to you."

3. Squirrel chewed a hole into a pumpkin and handed Little Groundhog the gooey seeds, saying, "We'll dry these in the sun. Then we can plant them in the spring."

Day 2

Introduction

Students will be able to determine the meaning of unknown words as they are used in a literature text by providing text evidence.

Review

Review “How Groundhog’s Garden Grew.”

After reviewing from yesterday’s content, show the students the projected visual on the board.

- “What do you think these things are?”
- “How do you think they connect to planting a garden?”
- Have them turn and talk about what they see in the pictures.



Composting Bins
Image Sources:

https://www.google.com/search?q=composting+bin&source=lnms&tbn=isch&sa=X&ved=0ahUKEw-jW2aCwu9_ZAhUJtlkKHSK5BykQ_AUICigB&biw=1366&bih=662#imgrc=sTypuSLraBJTfM

https://www.google.com/search?q=composting+bin&source=lnms&tbn=isch&sa=X&ved=0ahUKEw-jW2aCwu9_ZAhUJtlkKHSK5BykQ_AUICigB&biw=1366&bih=662#imgrc=vTcY49sKD4BwXM

"In the story, Little Groundhog was hungry and Squirrel decided to help him plant his own garden. Today we're going to read about how Groundhog gets his garden started. We'll read some words that have a lot to do with getting a garden started."

Mini Lesson:

Continue reading, stopping throughout to prompt comprehension. We are going to continue to work on figuring out words that we don't know as we are reading a text.

Model

On page 7, the text says, "...Squirrel added composted leaves to her garden as fertilizer for the coming year."

Question: What does the word composted most likely mean as it is used in this sentence?

The teacher will model a think aloud with the context clues of raking the leaves to help figure out this word. In real life, when I rake leaves I usually put them in piles and sometimes we can use them or sometimes we can put them in bags and not use them. In the text the squirrel uses them in the garden.

Guided Practice

The students will use the same sentence to figure out the word fertilizer.

"The composted leaves are fertilizer for the coming year."

Question: What does the word fertilizer most likely mean as it is used in this sentence?

Students will turn and talk with a partner and use their strategies of context clues and substitution to figure out the word fertilizer.

The teacher will review the meaning of fertilizer with the students with what clues they used and words they may have substituted to help them figure out the word.

The teacher will now tie in the words compost and fertilizer with the warm up pictures. The teacher will explain that the images are of a composting bin where food scraps are put and are broken down and then applied to the garden. The compost provides nutrients for the plants to grow and that is how it is a fertilizer.

Independent Practice

Students will get a copy of the remaining of the story. They must infer/determine the meanings of the bolded vocabulary words as they read.

Once the students finish determining the meaning of the bolded words, students can choose one of the two bolded words and create an acrostic poem. For each letter of the poem, students will give a clue of the meaning of the word. By the end of the poem, there should be enough clues for a reader to figure out the meaning of the word.

Inferred Meaning

Name: _____

Date: _____

Read the following section from “How Groundhog’s Garden Grew.” Use your context clues and prior knowledge to determine the meanings of the words in bold.

Weeks later, he awoke with a start. “It’s spring!” he shouted, and up he **scuttled** to the burrow entrance. There he met Squirrel carrying the burlap sack they had filled with potatoes and the tins of seeds.

“Rise and shine!” Squirrel said. “It’s planting time! Look! The potatoes are sprouting!”

“First we’ll cut them into little pieces with two sprouts each. Then we’ll plant them with their sprouts pointing up and cover them with soil. Each sprout will grow into a new potato plant. Next fall, we’ll dig new potatoes out of the ground. Now let’s find a sunny place for your garden.”

When they found a good spot, Squirrel told Little Groundhog, “First, we need to dig in the soil to loosen it up.” Next, they planted the cut-up potatoes. Then, they dug rows and sprinkled in carrot, beet, parsnip, and radish seeds.

“All these vegetables will grow under the ground,” Squirrel told him, “so we will call them root crops.” They covered the seeds with dirt and gently watered them. At the end of each row, Squirrel stuck markers to help them remember what they had planted.

Squirrel told Little Groundhog, “Plants need lots of sun. We’ll plant taller vegetables in the back so they won’t **cast** a shadow over the shorter ones.” So behind the row of root crops, they planted seeds of tomatoes, peppers, and leafy greens.

“Some vegetables grow on vines,” said Squirrel. She pounded sticks into the ground for the pea and bean plants to climb. “Some plants grow very big,” said Squirrel. They planted the seeds of pumpkins, zucchini, yellow squash, sunflowers, chard and artichokes far apart to give them lots of room to grow.

1. Give an example of a synonym for **scuttled**, as it is used in the text.

2. What does **cast** most likely mean, as it is used in the text?

Day 3

Introduction

Students will be able to determine the meaning of unknown words as they are used in a literature text by providing text evidence.

Review

Review story from Days 1 and 2 and how you have been searching for words and their meanings. Continue reading aloud, prompting with questions on vocabulary words.

Model

“On page 18, Squirrel shows Little Groundhog plants called perennials. I see many context clues that can help me figure out what perennials are. Squirrel says are they are ‘plants that come up year after year all by themselves.’ So perennials must be plants that stay planted and come up on their own. Raspberries and asparagus must be perennials.

Guided Practice

“On page 20, Little Groundhog transplanted the seedlings. Use your context clues from the rest of the page to figure out what **transplanted** means in this story.”
Students will turn and talk with a partner about the meaning of **transplanted**.

Independent Practice

Students will get copies of more pages from the book. They must find their OWN unknown words and make inferences of their meanings.

Inferred Meaning

Name: _____

Date: _____

Read the following section from "How Groundhog's Garden Grew." During your reading, choose two words that you are not familiar with. Write the words down and explain what you think each word means.

Wren and Praying Mantis said to Little Groundhog, "If you promise not to harm us with bug spray, we birds and insects will help you with your garden. We will eat the harmful insects that hurt your plants." Little Groundhog promised.

As the weeks passed, plants grew and blossomed. Bees, flies, and butterflies came to eat the sweet nectar and carried pollen from flower to flower. They told Little Groundhog, "The wind, the rain and we insects pollinate your flowers so they can become fruits and vegetables."

Little Groundhog noticed that after a flower was pollinated by an insect or by the wind, its petals dried up and fell off. Underneath was the smallest beginning of a tiny vegetable...

"A tiny tomato! A tiny cucumber! A pepper! An eggplant! A pea pod! A zucchini! So this is how a garden grows!" Little Groundhog cried jubilantly.

Tomatoes turned red. Heads of cabbage grew. A sunflower seemed to explode from the top of a tall stalk. Snap peas, string beans, peppers, lettuce, and chard grew larger under the warm sun. Little Groundhog rejoiced! He ate his very own vegetables, plain and fresh, from his very own garden all summer long.

Unfamiliar Word	What do you think the word means?

Day 4

Introduction

Students will be able to describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Review

Review the story from the past three days. Continue reading until the end, stopping throughout to ask comprehension questions.

Model

Page 27: "So far, we've learned a lot about Squirrel through his actions. I could describe Squirrel in so many ways. He is helpful because of how much he is helping Little Groundhog. He is very smart because he seems to know A LOT about how to grow a garden. So I would describe him as helpful and smart."

Guided Practice

"Based on Little Groundhog's actions, what words would you use to describe him?"
Students will turn and talk to a partner, discussing Little Groundhog's actions and how they relate to his character traits.

Independent Practice

Students will complete a character REPORT CARD for Little Groundhog and Squirrel, referring to details and events in the story to describe each character.

Character Report Card

Name: _____

Date: _____

Name of Character: _____

Character Trait: (Describe the character in a word or phrase)	Letter Grade: (A, B, C, D, F)	Explanation: (Explain in a <i>detailed complete sentence</i> why the character got the grade for this specific trait. You may also use a quote from the text as support.)

Day 5

Introduction

Students will be able to determine the meaning of unknown words as they are used in a literature text by providing text evidence.

Performance Task

The class will visit the school garden and observe the setting of our garden (conditions, what plants are planted, the current weather, etc.). Then as they observe the garden, they will choose to write a letter to the school from the perspective of Little Groundhog OR Squirrel, with helpful advice on what needs to be done to help the garden grow. They must use at least three vocabulary words from the week, and write using character traits of the character they chose.

Setting & Vocabulary

Name: _____

Date: _____

Part 1:

As you observe the school garden, answer the following questions:

1. What is the current weather like?

2. What plants are in the garden?

3. Describe the conditions of the garden.

Part 2:

Pretend that you are either Little Groundhog or Squirrel (only choose one character). Write a letter to your school, giving them advice or words of wisdom on how to continue caring for your garden.

You must:

- Include at least 3 words from the word bank as you write the letter.
- Remember the character traits of your chosen character and convey those traits through your writing. Your reader needs to be able to determine your character traits by what you write.

WORD BANK		
scrumptious	scuttled	fertilizer
scolded	irresistible	cast
composted	gooey	

