

- For students reading at **Literacy Level E/8**, including:
- English-language learners
 - Students reading below grade level
 - Kindergarten and first grade emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Identify characters and setting
- Draw conclusions
- Monitor their reading by visualizing
- Utilize text and graphic features
- Summarize the story
- Answer text-dependent questions
- Respond to the book

GENRE STUDY

Students will:

- Recognize the characteristics of an animal fantasy
- Determine the story's message

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop academic content (Tier Three) vocabulary
- Develop robust (Tier Two) oral vocabulary

LANGUAGE

Students will:

- Recognize the sentence structure / *will have some* _____
- Use the prepositions **into** and **in**

PHONEMIC AWARENESS

Students will:

- Listen for initial /k/

PHONICS

Students will:

- Use medial-letter cues to solve words
- Recognize initial "c" in words

FLUENCY

Students will:

- Read with appropriate stress or emphasis

WRITING

Students will:

- Write to a picture prompt

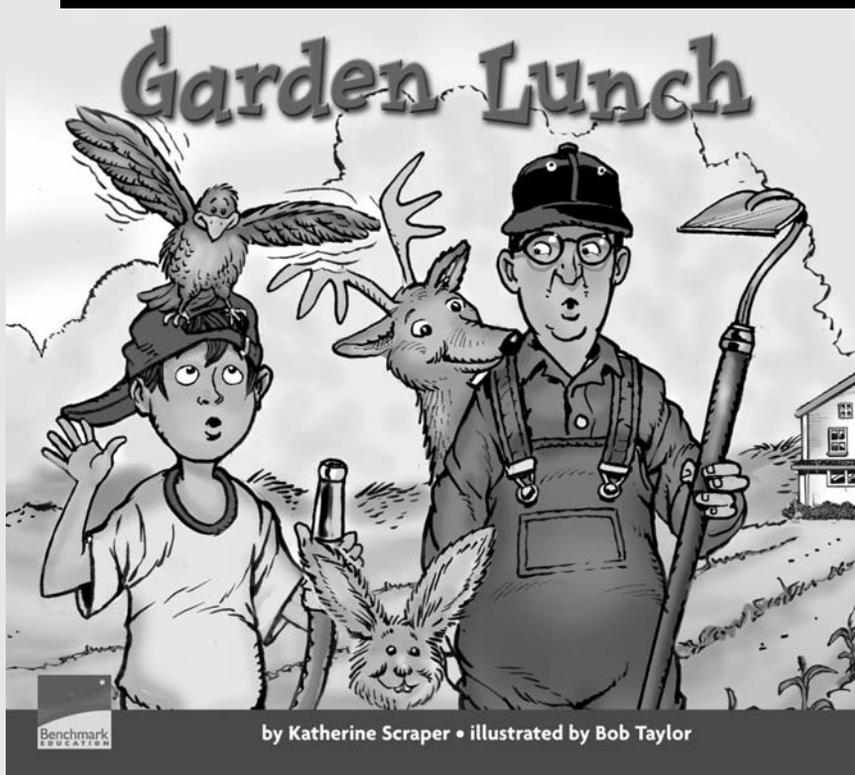
Garden Lunch

THEME: Plants

- A Plant Has Parts (Level C/4)
- The Birthday Flowers (Level C/4)
- A Seed Needs Help (Level E/8)
- **Garden Lunch (Level E/8)**

GENRE/SUMMARY:

This story is an animal fantasy. Animals help themselves to carrots, watermelon, corn, and spinach from the garden until Grandpa and Ben notice the intruders and scare them away.



Related Resources

The following Benchmark Education Company resources support the skills and strategies taught in this lesson.

Early Explorers Partner

- *A Seed Needs Help* (Nonfiction, Level E/8)

Text-Dependent Comprehension Resources

- *Garden Lunch* Comprehension Question Card
- **Power Tool Flip Chart for Teachers**
- Student Bookmark

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K or 1 Comprehension Strategy Assessment Book*

Garden
lettuce
carrots
tomatoes
corn

Introduce the Book

- **Preview the Cover and Title Page** Give each student a copy of the book. Point to the front. **Say:** *This story is about the garden where Grandpa and Ben grow food.* Read the title and author, and ask students to echo-read. Invite them to tell what they see in the illustration. **Say:** *This is the book's cover.* Repeat the process with the title page. **Say:** *The cover and title page get us ready to read the book.* Using the think-aloud strategy, model how to make predictions about the book based on the cover and title page information: *The title tells me we will read about a garden lunch. I think someone in the story will eat lunch in a garden.* Allow time for students to share their own predictions about the story.
- **Introduce Characters and Setting** **Say:** *The people and animals in the story are called characters.* Ask students to turn to pages 2 and 3, and point to each character as you read the matching name. Repeat the process, inviting students to echo-read. **Say:** *The setting is where the story takes place. What is the setting of this story?* Help students use the illustrations to determine that the story takes place in a garden and a kitchen.
- **Preview the Illustrations and Vocabulary** Revisit the illustrations on the cover and title page. **Say:** *The pictures in fiction books are called illustrations. The illustrations help us understand the words in the books.* Take students on a picture walk, emphasizing the words **garden, lunch, vegetables, watermelon, fruits, carrots, corn,** and **spinach** as you talk about the illustrations and what is happening in the story. Make sure students can pronounce each word.

Make Connections and Build Background

- **Use Pantomime** **Say:** *We will read a book called Garden Lunch. The animals in the story find food for lunch in a garden. I will pretend I am choosing food for lunch in a garden. I will have some lettuce.* Pretend to pick lettuce from a garden and eat it. Then invite students to tell what foods they will have. Encourage them to pantomime picking and eating the foods as well.
- **Use a Graphic Organizer** Write the word **Garden** on the board. Underline it and read it aloud. Ask students to help you make a list of the foods they mentioned. Then read each item and ask students to echo-read.

- Locate High-Frequency Words to Monitor Meaning** Ask students to turn to page 8 and locate the word **people**. Ask them to frame the word and check it by running their finger under the word in a left-to-right motion. Then ask students to locate the word **people** on page 10. **Say:** *People is an important word. Use the word people to help you while you read.*
- Preview Sentence Structure** For students who need additional support, write “I will have some _____” on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We used the words I will have some when we talked about gardens. The words I will have some are in the book, too. Page 6 has a sentence with the words I will have some.* Model how to frame the sentence between two fingers. Then read the sentence aloud and ask students to echo-read. Invite students to turn to page 8. **Ask:** *Can you frame a sentence with the words I will have some?* Assist as needed, and then read the sentence aloud and ask students to echo-read. If students need additional practice, allow them to locate and read the sentence structure on pages 10 and 12.
- Use Graphophonic Cues** **Say:** *Another word in this book is Ben. Say the word Ben. What letter do you expect to see in the middle? (Allow time for students to respond, assisting as needed.) Find the word Ben on page 4. Once students locate the word, repeat the process with ran on page 16.* **Say:** *Use middle-letter sounds to help you when you read.*
- Scaffold Spanish-Language Speakers** Say the word **fruits**. **Ask:** *Does fruits sound similar to a word you know in Spanish? (Allow time for students to respond.) The English word fruits sounds similar to the Spanish word frutas. The words look similar, too. Fruits and frutas mean the same thing.* Write the word **fruits** on the board and ask students to locate it on page 5 in the book. Repeat the process with **vegetables** on page 5 and **vegetales** and with **in** on page 8 and **en**. Then point out that the word **to** on page 6 sounds like the Spanish word **tú**, but the words do not mean the same thing. Finally, invite students with other first languages to share their cognates.

Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

Strategic Reading Prompts			
Cue Source	Prompt	Example	Page
Graphophonic	Look at the middle letter.	big	4
Syntactic	Think about the sentence structure.	I will have some corn for lunch.	10
Semantic	Check the picture.	carrots	6

Set a Purpose for Reading

- Direct students' attention to the garden list. **Say:** *Now it's time to whisper-read the book. Read to find out what Grandpa and Ben have in their garden.*

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** Look at our list. Which of these foods do Ben and Grandpa have in their garden? Put a ✓ beside any matching responses. Then ask students to name other garden foods they read about in the book. Add these words and put a check mark beside them. Choral-read the check-marked words. Then ask students to use the graphic organizer to tell the story to a partner.

Garden
lettuce
carrots ✓
tomatoes
corn ✓
watermelons ✓
spinach ✓

Genre Study

- **Say:** This story is an animal fantasy. You could see real animals like the rabbit, raccoon, bird, and deer. But fantasy means some things could not happen in real life. What parts of this story are fantasy? Guide students to mention that the animals talk to one another.
- **Say:** Animal fantasy stories have themes. A theme is like a message from the author. I notice in Garden Lunch the garden is important to Ben and Grandpa. Ben and Grandpa work hard on their garden. What are some of the things Ben and Grandpa do? (pull weeds, water the plants, chase away animals) The theme for Garden Lunch could be "Work hard!" The author uses the characters to send readers a message. The author is telling us to work hard on things that are important to us, too.

Reading Strategy Mini-Lesson: Visualize

- **Reflect** Ask students to think about the parts of the story that were hard for them to understand. **Ask:** What did you do to help yourself understand what you read?

- **Model Say:** I want to make sure I understand what I read. One way is to visualize what I'm reading. Visualizing means to make a picture in my mind. I will turn back to pages 4 and 5. I will shut my eyes. I will imagine being in the garden with Ben and Grandpa. I see the green plants growing from the brown soil. I feel the warm sun on my face. I hear birds singing. I feel excited about eating food from the garden. Can you think of other things I might see, hear, or feel? Allow time for students to share their ideas. **Say:** Visualizing the pages helped me. Now I better understand how important the garden is to Ben and Grandpa.

- **Guide** Ask students to turn to page 6. Read the page aloud together. **Ask:** What do you see? Can you imagine being a rabbit? Can you imagine finding carrot plants in a garden? How do you feel? Allow time for students to share their visualizations. Then invite them to tell how visualizing the scene helped them better understand page 6.

- **Apply** Ask students to read their favorite page to a partner and then visualize it out loud. Observe students as they share their visualizations, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess student's understanding of the **visualize** monitor-reading strategy. Then **say:** You can visualize any time you read. Remember to visualize to help you understand.

Answer Text-Dependent Questions

- **Explain** Remind students they can answer questions about books they have read. **Say:** We answer different kinds of questions in different ways. I will help you learn how to answer each kind. Tell students today they will practice answering Vocabulary questions. **Say:** The answer to a Vocabulary question is in the book. You can define the word if you know what to look for.

- **Model** Use the first *Vocabulary* question on the Comprehension Question Card. **Say:** *I will show you how I answer a Vocabulary question. First I will read the question: "What does the word **garden** mean in this book? Let's look for clues on pages 4 and 5." This question asks me to figure out what the word **garden** means. I will look for the word **garden** on the pages. I will look for a garden in the illustration, too. Read pages 4 and 5 aloud. Then direct students' attention to the illustration. **Say:** *Grandpa and Ben are working in the ground outside. Grandpa and Ben are talking about the little fruits and vegetables. They will eat the fruits and vegetables when they get big. I know what the word **garden** means in this book. A **garden** is a place to grow fruits and vegetables. This definition answers the question.**
- **Guide** Ask students to answer the other questions on the Comprehension Question Card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension: Draw Conclusions

- **Explain** Create an overhead transparency of the "Garden Lunch" graphic organizer on page 8 or draw it on the chalkboard. **Say:** *An author can't tell us every single thing in a story. We need to figure out some things on our own. We use the author's words for clues. We use the story illustrations for clues, too. Figuring something out using three or more clues is called **drawing a conclusion**. Good readers draw conclusions as they read. Drawing conclusions helps us get more out of the story.*
- **Model Say:** *Let's draw a conclusion in Garden Lunch. Look at pages 4 and 5. I read that Ben wants to eat from the garden. I also read that the fruits and vegetables are little but will get big soon. In the illustration, I see Grandpa pulling weeds from the garden. I will write these clues in the first box on the graphic organizer. Now I need to use the clues to draw a conclusion. I can conclude that Ben and Grandpa planted the garden several weeks earlier. The author doesn't say the garden is a few weeks old, but I can figure it out from the clues. I will write this idea in the **Conclusion** box on the graphic organizer.*

- **Guide Say:** *Now let's draw a conclusion about the animal characters. Look at pages 6 and 7. The rabbit starts eating carrots when he sees the people go inside. Now look at the next few pages. Why do other animals eat food from the garden? (Allow time for students to respond, assisting if needed.) Yes, the raccoon says the people are in the house. The bird says the people are not around. Let's write these three clues on the graphic organizer. What can we figure out from these clues? (Again allow time for students to respond.) Yes, we can conclude that the animals know they should not eat from the garden. Let's add this conclusion to the graphic organizer.*
- **Apply** Ask students to work with a partner to draw another conclusion in the story. Remind them they need to use word and illustration clues to figure out things the author doesn't say. After each partnership shares, record their ideas on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

NAME _____ DATE _____	
Garden Lunch Draw Conclusions	
Clues	Conclusions
Ben wants to eat from the garden. The plants are little but will get bigger, weeding.	Grandpa and Ben planted the garden a few weeks earlier.
The rabbit saw the people go in. The raccoon knows the people are in the house. The bird says the people are not around.	The animals know they should not eat from the garden.
Ben and Grandpa chase the animals. The animals look scared. The animals leave quickly.	The animals are scared of people.

Teacher Tip Use Benchmark Education Company's Comprehension Strategy Assessment books to assess students' ability to draw conclusions in other brief, grade-level texts.

Home Connection

- Give students the take-home version of *Garden Lunch* to read to family members. Encourage students to work with a friend or family member to make a list of things they eat that come from a garden. Invite them to bring their lists to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Talk with a partner. What did Ben and Grandpa grow in their garden? What else could they grow?
- Tell something you wish would have happened in the story.
- Draw a picture of another animal that might get food from the garden. Then tell a partner about it.
- Draw a picture of a garden you would like to have. Then write about it.
- Write about a connection you made to the story.
- Think about the theme of the story. Write about a time you worked hard.

Write to a Picture Prompt

- **Retell** Tell students they will tell a small part of the story in their own words. Then they will write down their words. **Say:** *I like the pictures in this book. I like to choose one and retell that part of the story in my own words. Look at pages 4 and 5. I can tell about this picture: Grandpa is pulling weeds from the garden. Ben is watering the garden. What do you notice about the picture? How would you retell this part of the story?* Allow time for students to respond. **Ask:** *Which picture do you like best? How would you retell that part of the story?* Allow time for students to respond, prompting further if needed. **Say:** *You have retold part of the story based on the picture you chose. Now write about what happened. After you are finished, read your retelling to a partner.*

Phonemic Awareness:

Listen for /k/

- Tell students you will read a sentence from *Garden Lunch*. Ask them to listen for a word that begins with the /k/ sound: “A rabbit came to the garden” (page 6). Reread the sentence if needed so students can identify the word **came**.
- **Say:** *I will say the names of vegetables. Some begin with the /k/ sound, like **came**, and some do not. Please listen carefully. Pretend to eat if you hear a word that begins with /k/: **carrots, lettuce, beans, corn, peas, cucumber.***

Phonics: Initial “c”

- Write the letter “c” on the board. Ask students to locate the word **came** on page 6. Write **came** on the board. Explain that sometimes the /k/ sound is spelled with the letter “c.” Ask students to locate words that begin with the letter “c” on pages 6, 10, and 16.
- Ask students to brainstorm words beginning with /k/. Acknowledge all correct responses, and list those beginning with the letter “c” on the board. Read each word, inviting students to echo-read.
- **Say:** *I will give a clue about one of the words. You can guess which word it is. I will circle the letter “c” in the word. Then you will know you guessed correctly. Model the process using one of the words on the list, such as *Which word names something you can wear on your head?* (**cap**) Then invite each student to make up a clue about one of the words and circle the letter that makes the /k/ sound.*

Vocabulary

- **Academic Content Vocabulary** Review the story with students and record words that apply to eating foods from a garden: **garden, lunch, vegetables, watermelon, fruits, carrots, corn,** and **spinach**. Invite students to describe or give examples of the words to a partner.
- **Robust Oral Vocabulary** **Say:** *In the story, Ben and Grandpa **protect** their garden from the animals. **Protect** means to keep something or someone safe. Say the word with me: **protect**. Here are some things people **protect**: Children protect their pets from getting hurt. Firefighters **protect** buildings from fires. People **protect** their bicycles from the rain. Now, tell about something you **protect**. Try to use the word **protect** when you tell about it. You could start by saying, “I **protect** my ____.” (Allow time for each student to respond, assisting if needed.) What is the word we’ve been talking about? Yes—**protect**. Let’s try to use the word **protect** many times today. We can use the word at school and at home.*

Language Development: Prepositions “into” and “in”

- **Model Say:** *Sometimes authors use phrases that begin with the word **into**. I see a sentence on page 6 with the word **into**: “Ben and Grandpa went **into** the house.” The words **into the house** explain where Ben and Grandpa went. I use the word **into**, too. Pantomime some simple actions and make up a sentence about each one, such as: I go **into** the classroom to see my friends. I go **into** the kitchen to make lunch.*
- **Guide** Invite students to read the second sentence on page 8 with you. **Ask:** *Where are Grandpa and Ben? (in the house) Explain that we use the word **in** if something or someone is already there. Ask students to point to something that is already **in** something else, such as a book **in** a tub. Then invite them to make up sentences using the word **in** and pantomime the actions.*
- **Apply** Write “I will put the ____ into the ____” and “My ____ is in the ____” on the board. Pair students and ask them to make up sentences using the words. As each partnership shares, fill in the blanks on the board and invite the group to read the sentences with you.

Fluency: Read with Appropriate Stress or Emphasis

- **Say:** *Good readers do not read every word the same way. Instead, good readers watch for important words to stress or emphasize. Sometimes an exclamation point shows us what to emphasize. Emphasizing important words helps readers understand the author’s ideas. It also helps listeners better understand the story.*
- Ask students to turn to page 16. First, read the page in a flat voice. Discuss how this makes the listener feel. Then read the page again, emphasizing the words **uh-oh, here,** and **go**. Point out that all three words are followed by exclamation points. Read the pages again, asking students to echo-read.
- Ask students to turn to page 14. Help them find some words they might want to emphasize, such as “*Our garden needs help!*” Choral-read the page with them, emphasizing the words discussed.
- Invite students to take turns rereading *Garden Lunch* with a partner. Remind them to stress or emphasize important words as they read.

NAME _____

DATE _____

Garden Lunch

Draw Conclusions

Clues

Conclusions

