



Teacher Edition

AlphaWorld

Kitchen Garden

Written by Lee Wang Photography by Michael Curtain



First published 2003

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How to use this book

Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the pictures and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



After reading: Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Setting the context

Ask: *Do you have a garden at your house? What types of plants are in your garden?*

Is there anything growing in your garden that you eat? What?

Background information

This book is written about an actual school garden. This garden came into being to help children learn how to raise edible plants and how to cook nutritious and interesting meals.

Introducing the book

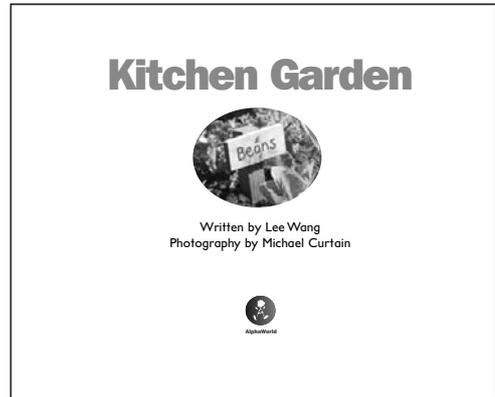
This book is about a school that has a garden. It is a kitchen garden. This means that all of the plants that grow there can be eaten. The younger children look after

the plants in the garden and the older children cook the plants to make lunch for all the children.



Front cover

This book is called 'Kitchen Garden'. Look at the range of pictures on the cover. What can you see the children doing? Can you see any plants that you could eat?



Title page

This is the title page. It tells us the title of the book.

Point out the author and photographer acknowledgements.

Kitchen Garden



Talkthrough

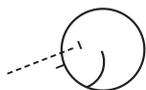
This book is written as if the children in the book were talking to you. They tell us that they have a kitchen garden at their school where they grow lots of things. They cook and eat the things they grow in their garden.



We have a kitchen garden at our school.

We grow lots of things in our garden.

We cook and eat what we grow for our lunch.



Observe and support

Can the child understand the literal meaning in the text?
What do the children do with the plants they grow in their garden? Can you show me where it says that?

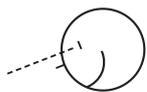
Kitchen Garden

We work in the garden with the gardener.
She shows us what to do.
We put seeds and small plants in the ground.



Talkthrough

Here is the school gardener. She shows the children how to plant seeds and small plants in the ground.



Observe and support

Can the child use known words to get to new words?

Do they use 'garden' to help them get to 'gardener'?

Can you see a word you know in this word? Mask the 'er' at the end of 'gardener' to help if needed.

Kitchen Garden

We make signs for the things that we grow.
We put the signs next to each plant.



Talkthrough

To make sure that the children know what they have planted in each place they make signs with the names of the plants. They put the signs next to each plant.



Observe and support

Can the child read the text expressively?

Can you make your reading sound as if you were one of the children in the book? Would they be happy to tell you about their garden? How would they sound?

Kitchen Garden

We water the plants to help them grow.



Talkthrough

The children look after the plants. They water the plants to help them grow and they pull out weeds.

We also pull out the weeds.



Observe and support

Does the child notice if they make an error?
*You said, "We water the plants to make them grow."
There was a mistake. Do you know what it was? Point to
'help'. Does that look like 'make'? What else could it be?*

Kitchen Garden

We dig up some of the vegetables.
We pick some of the vegetables and
we pick some of the herbs.



Talkthrough

When the vegetables are ready, the children dig up some and pick others. They also pick some herbs.



Observe and support

Does the child correct their own errors?
After a correction: *What did you notice? Why did you change it?*

Kitchen Garden

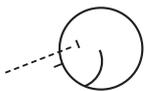
We take the vegetables and the herbs
to our school kitchen.
We are going to make a pie.



Talkthrough

The younger children take the vegetables and herbs to their school kitchen. The older children cut up the vegetables and herbs. They roll out pastry and put it into a dish. What do you think they are making?

The older children cut up the food.
They cut up the vegetables and the herbs.
They roll out some pastry and
put it in the pie dish.



Observe and support

Can the child draw inferences about what they read?
What are the older children making? Who might it be for?

They cook the vegetables.

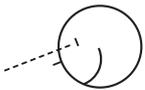


Talkthrough

The older children are making a pie. They have to cook the vegetables to make the pie filling. Then they mix in eggs and herbs and put the mixture in the pie dish.



They mix the vegetables,
herbs and eggs.
They put the mixture in the pie dish.



Observe and support

Can the child interpret the text using information in the book and their own experience?

Why do the older children do the cooking while the younger children watch?



Talkthrough

The children say they love to eat the food from their kitchen garden.



We love to eat the food from our kitchen garden.

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Comprehension check

What do the children do to look after their kitchen garden?

Why do they have a kitchen garden at this school?

Should all schools have kitchen gardens? Why?

Responding to text



Have the children make a set of cards that retell all of the things the children do in the book. Mix the cards up. Children can then exchange cards with a partner who puts the cards in the right order.



Children could read simple sentences in the text. Identify compound sentences and the conjunctions used. Practise joining simple sentences together with conjunctions.



Children could look through the book to find words with other words inside them: gardener, kitchen, plants, small, seeds, etc.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Early Reading Levels 6–11*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Can the child:

- recall an accurate sequence of events in the book?
- understand the text at a literal, inferential and interpretive level?
- correct own errors when reading?

- identify conjunctions?

Kitchen Garden

Topic: School and community

Curriculum link: Society and Environment; Living Things; Health – attitudes and values

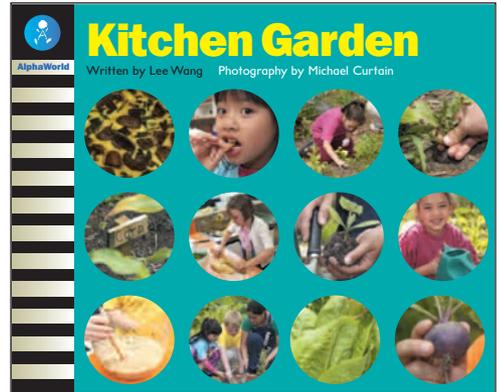
Text type: Description

Reading level: 9

Word count: 174

High-frequency words: we, in, make, put, pull, have, a, at, our, of, and, what, for, the, with, she, us, to, do, them, up, some, they

Vocabulary: kitchen, garden, seeds, plants, ground, work, signs, water, grow, vegetables, herbs, pick, pie, pastry, cook



Possible literacy focus

Understanding a sequence of events.

Making comparisons within a text.

Using conjunctions to make compound sentences.

Summary

This book describes young children's experience of growing various plants in a kitchen garden at school. They collect some of the vegetables and herbs grown and watch as older children prepare and cook these for the younger children's lunch. The garden shown in the book is an actual school garden.

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