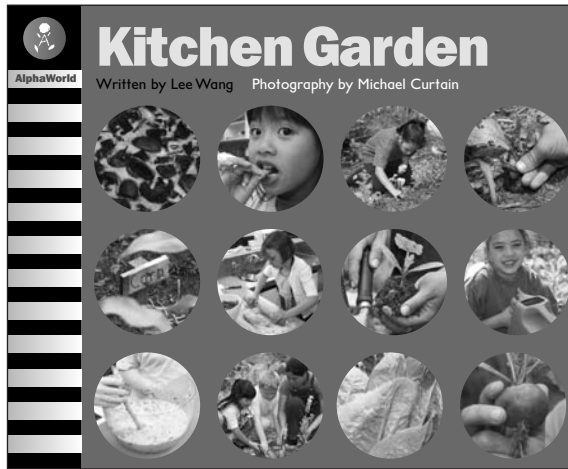


Kitchen Garden



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.

Follow-up activities

Discuss and reflect

After reading the book, ask the children:

If you could have a garden at home what would you grow in it?

How do you think the children in the book felt about their garden? What gave you this message?

Did anything surprise you about the book? Why?

What gives you the most information: the text or the pictures? Why?

What sorts of things do you think the children in the book were learning by having a garden at their school?

Our kitchen garden

Organise a place for the children to make their own garden at school. Have them research which vegetables and herbs to plant. Children can take responsibility for looking after, picking and cooking the food. They may like to keep a photographic journal showing the progress of their garden. Alternatively, you could arrange for children to take home some seeds to plant and look after.

Understanding text structure – Reports

Explore the structure of a report with the children. Reports are used to present factual information in a logical sequence without personal opinion. They often begin with a generalisation about the subject matter. Reports often focus on classes or groups of things. Diagrams and labels are sometimes used.

Use a chart to deconstruct the book *Kitchen Garden* to reveal its structure:

Opening statement (generalisation or classification)
Facts (habits, behaviours, colour, shape etc.)

Discuss the parts of the book that are generalisations and the parts that provide specific facts.

Use the book as a model to construct a report about a classroom program your class is involved in, e.g. cross-age tutoring, fundraising, etc.

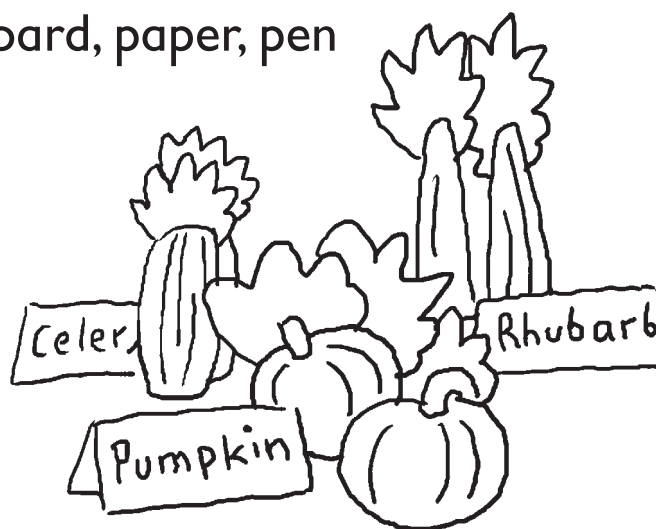
Plan your own garden



You will need:

playdough, coloured cardboard, paper, pen

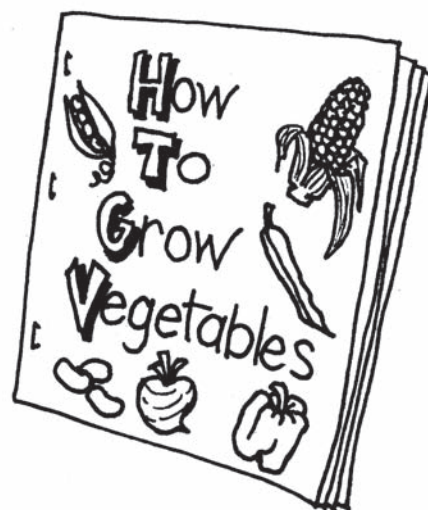
1. Make a kitchen garden from playdough and cardboard.
2. Label the plants.
3. Draw a bird's-eye view.



Garden book



1. Make a book about a vegetable garden.
2. Fold two sheets of A4 paper in half to make a booklet. Staple the pages of the book together.
3. Write a title on the front.
4. On each page, draw and write about growing vegetables, such as: "Plant the seeds and seedlings" or "Water your garden".
5. Share your book with a friend.



Name _____

Read and draw

Draw four things that the younger children did to look after the garden.

Draw four things that the older children did to cook the food.

Instructions Ask the children to think about the different roles undertaken by the younger and older children in the book *Kitchen Garden*. Have the children draw four of the things that each group of children did. Share and discuss.

Name _____

From seeds to the table

Cut out these and put them in the right order.



Instructions Ask the children to cut out each picture and paste in the correct order. Children could write a label for each picture.