



# Helping in the Garden

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© Eleanor Curtain  
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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 cover and 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. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and 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.

## Text highlights

- The final page features a varied sentence.
- The sentence form 'When we help in the garden, I ...'

## Vocabulary

dig, flowers, garden, ground, help, helping, ice-creams, leaves, plant, pull, rake, water, weeds

### Setting the context

Discuss any times that the children have helped in the garden. What did they do? Was it fun? Did they get tired of helping? Did their brothers or sisters help too? Did they do their fair share?

### Introducing the book

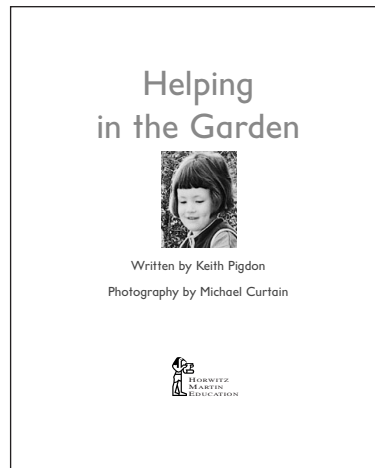
*This is a book about three sisters helping in the garden.*

Turn through the book, ensuring that the children know what task is being undertaken on each page.



### Front cover

*Look at the children helping in the garden. What are they doing? When are there lots of leaves on the ground?*



### Title page

*This is the title page. Can you read the title? Point out the names of the author and the photographer.*

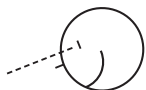


### **Talkthrough**

*This story is told by one of the sisters. What is she doing here?*

*What are the other sisters doing?*

*Is everyone helping in the garden?*



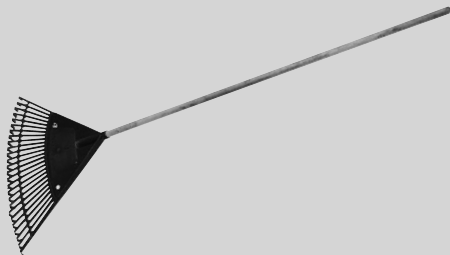
### **Observe and support**

*Can the children understand the literal meaning of the text?*

*What is the girl who is telling us the story doing?*



When we help  
in the garden,  
I rake up the leaves.



2



3



### **Talkthrough**

*Look at the picture on page 4. What is she going to do next?*

*What are her two sisters going to do?*



### **Observe and support**

*Do the children stop and correct any errors?*

*I like the way that you stopped and re-read the sentence so that it made sense.*

When we help  
in the garden,  
I plant the flowers.



4



5



### **Talkthrough**

*Now she is going to dig in the ground. What will she use to do this?*

*What are her two sisters doing in the background?*

*What is their mother doing?*



### **Observe and support**

*Can the children read fluently and with expression?*

*I liked the way you read that smoothly and made it sound interesting.*



When we help  
in the garden,  
I dig in the ground.





## Talkthrough

*What is the next job she is going to do?*

*Point to the word 'weeds'.*

*What helped you to find this word?*



## Observe and support

*Can the children use the visual information to support their reading?*

*How did you work out what job the girl was going to do next?*

When we help  
in the garden,  
I pull out the weeds.



8



9



### **Talkthrough**

*All plants need water. How is she going to water the plants?*

*What is she using?*

*What else could you use to water the garden?*

*What are the other sisters doing here?*



### **Observe and support**

*Can the children explain what things the three sisters did to help in the garden?*

*Can you tell me how the girls helped in the garden? What else did they do?*

When we help  
in the garden,  
I water the plants.



10





## Talkthrough

*Now they are finished and they get a treat to eat.  
Do you think they are enjoying their ice-cream?  
Do you think they will help in the garden again?*



When we help  
in the garden,  
we have ice-creams.

12



## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

*What jobs needed to be done in the garden?*

*Did all the girls help?*

*Should all the sisters have had an ice-cream after helping in the garden? Why or why not?*



## Being a code breaker

Explore the following language feature:

- Words that rhyme with 'in': bin, chin, din, fin, gin, sin, shin, thin, tin, win.

## Being a text user

Refer to the text when discussing these questions:

*Does this book teach you about looking after gardens?*

*What did you learn about gardening?*

*What did you learn about gardening from the words?*

*What did you learn from the pictures?*

## Being a text critic

*Do other families all help in the garden?*

*Are all sisters like this?*

## Responding to text



With the children, list all the ways the girls helped in the garden on the board. Ask the children to draw a map of the garden showing where they think each task was performed.

Encourage them to label their map.



Talk with the children about what they would like to ask the sister who is featured in the book. Have them write down their questions and work with a partner to practise and perform an interview.



Ask the children to clap each syllable in words from the text. This will help them to hear the different sounds in words. Some examples are:

\* \* \* \* \*  
garden leaves rake flowers

## Writing

Talk with the children about the sequence of events in the book and what the other two sisters are doing in the background of each picture. Encourage the children to describe the events from the point of view of one of the other sisters. Have them write down and illustrate their story.

## Assessment

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Can the children:

- cross-check what they read with other information on the page?
- explain what things the sisters do to help in the garden?



whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Gardening

**Curriculum link:** SOSE

**Text type:** Recount

**Reading level:** 3

**Word count:** 62

**High-frequency words:** have, I, in, out, the, up, we, when

**Vocabulary:** dig, flowers, garden, ground, help, helping, ice-creams, leaves, plant, pull, rake, water, weeds

### Possible literacy focus

Using all sources of information to support reading.  
Understanding the text at a literal level.

### Summary

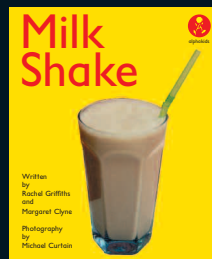
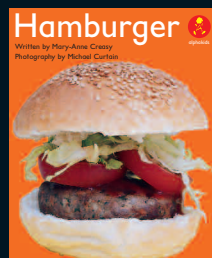
This book is a recount about three sisters helping in the garden. It is a repetitive text about each of the tasks they complete. At the end they have a treat after their hard work.

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Other  
books  
at this  
level



alphakids