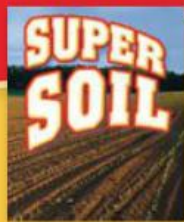




Lesson 25



TARGET VOCABULARY

crops

sprouting

blossomed

drooping

underneath

harmful

fortunate

promised

Vocabulary
Reader



Context
Cards



TEKS 2.5B use context to determine meaning;
2.5D alphabetize/use dictionary/glossary



Vocabulary in Context



- Read each **Context Card**.
- Place the Vocabulary words in alphabetical order.

1



crops

A farmer grows **crops**, such as squash, tomatoes, carrots, and corn.



2



sprouting

The plants in the garden are **sprouting**, or starting to grow.



3

**blossomed**

The apple trees have just **blossomed**. The flowers will turn into fruit.



4

**drooping**

A **drooping** plant would need some water on a hot day.



5

**underneath**

On a sunny day, a toad keeps cool by sitting **underneath** a leaf.



6

**harmful**

This bug is **harmful** because it eats vegetables and other plants.



7

**fortunate**

This farmer is **fortunate**, or lucky, to have such a good crop of tomatoes.



8

**promised**

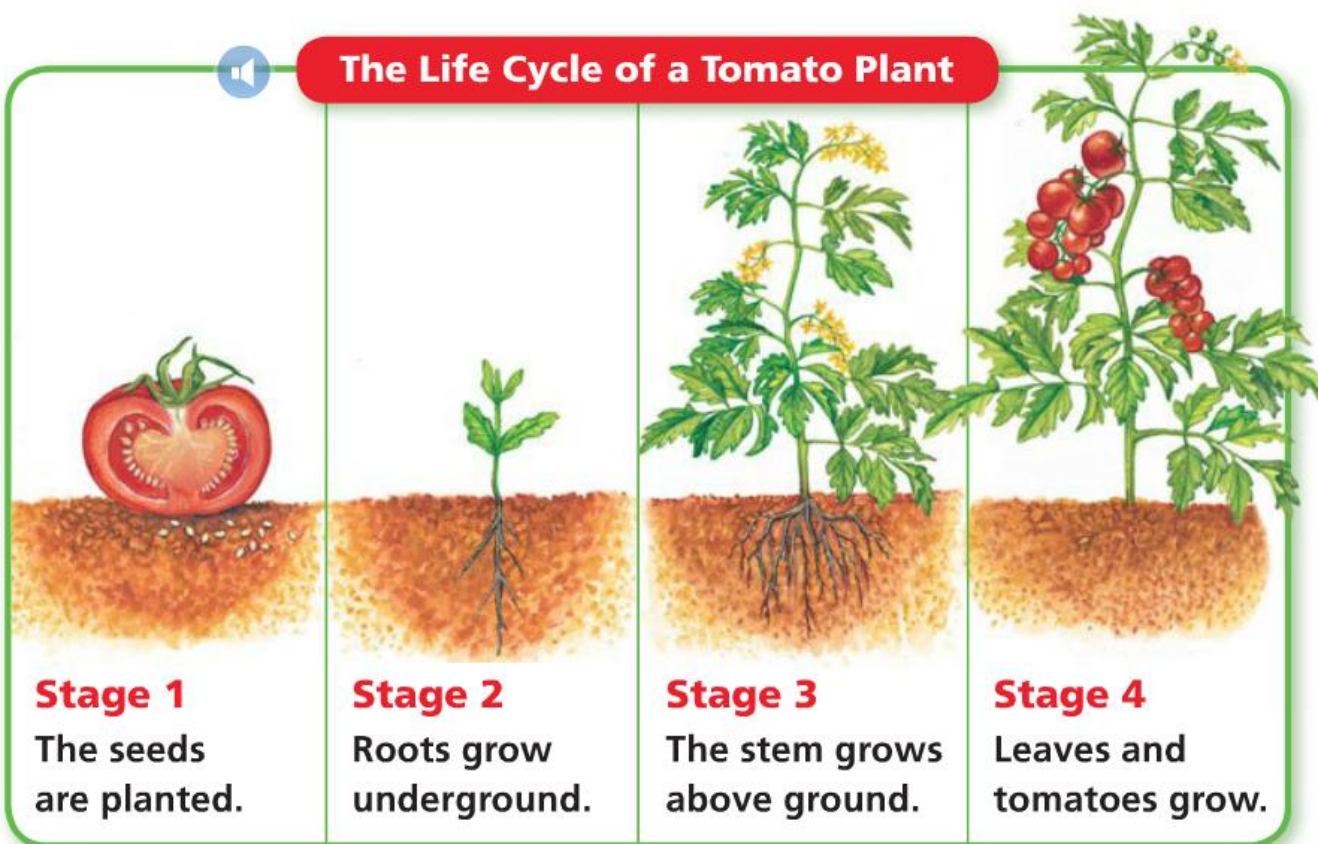
This girl **promised** to water the garden, and she did.



Background

TARGET VOCABULARY **Growing Seeds** Some people grow **crops** of tomatoes. First, they plant seeds. Then they water them until they start **sprouting**. The sprouts push up, and the roots grow **underneath** the ground. If the sprouts start **drooping**, they need more water. Too much watering can be **harmful**. After the plants have **blossomed**, they produce tomatoes. A **fortunate** gardener is **promised** many delicious tomatoes!

The Life Cycle of a Tomato Plant

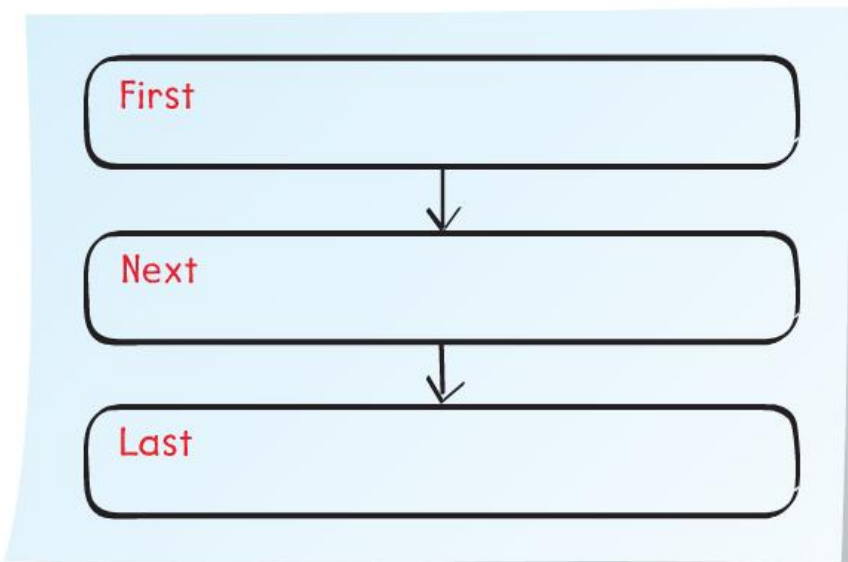




Comprehension

TARGET SKILL **Sequence of Events**

In *How Groundhog's Garden Grew*, Little Groundhog learns how to grow a garden. As you read, notice what he does first, next, and last. This will help you understand the sequence, or the order, of events. List the events in order on a chart like this one.



TARGET STRATEGY **Monitor/Clarify**

Pay attention to the steps Little Groundhog follows to grow a garden. If a step does not make sense, reread the part or read ahead. Think of how the sequence can help you understand what Little Groundhog does.

Main Selection



TARGET VOCABULARY

crops underneath
sprouting harmful
blossomed fortunate
drooping promised



TARGET SKILL

Sequence of Events

Tell the order in which things happen.

↓
↓



TARGET STRATEGY

Monitor/Clarify Find ways to figure out what doesn't make sense.

GENRE

A **fantasy** is a story that could not happen in real life.

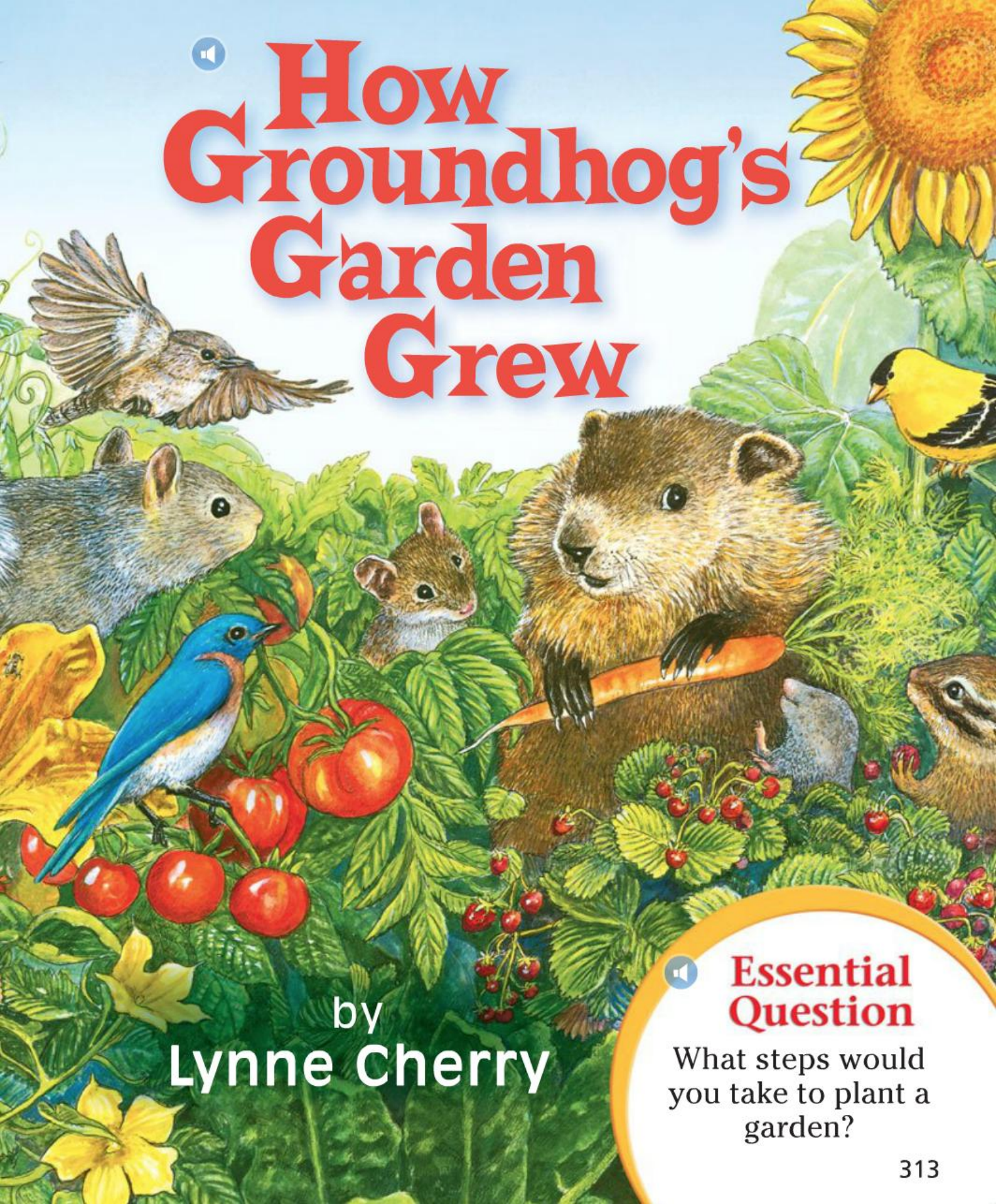
MEET THE AUTHOR AND ILLUSTRATOR

Lynne Cherry



Lynne Cherry has been growing her own vegetables ever since she was a little girl. Her parents taught her how to plant seeds, pull weeds, and take care of the soil.

Now Ms. Cherry tries to encourage students to plant their own gardens. At one school she visited, students presented her with a giant cauliflower they had grown after reading *How Groundhog's Garden Grew!*




How Groundhog's Garden Grew

by
Lynne Cherry


Essential Question

What steps would you take to plant a garden?

 Little Groundhog was hungry. “Beautiful! Scrumptious! Irresistible!” he exclaimed as he crept into a neighbor’s lovely vegetable garden. He was nibbling on some fresh green lettuce when Squirrel rushed down from her tree.





 “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.”

“Well, then,” replied Squirrel, “I will show you.”



onion sets

Lima beans

cantaloupe

radish

sweet pepper seeds



“First, you will need seeds,” said Squirrel. Little Groundhog helped Squirrel and her friends pick beans and peas from pods, and seeds from a sunflower’s **drooping** head.

squash seeds

Lima beans

sunflower seeds



peas



asparagus seeds



bell pepper seeds



They collected seeds from inside peppers, cantaloupes, cucumbers, and tomatoes.

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!"



STOP AND THINK

Sequence of Events What is the first thing Squirrel showed Groundhog about planting his own garden?

TEKS 2.38

pumpkin seeds

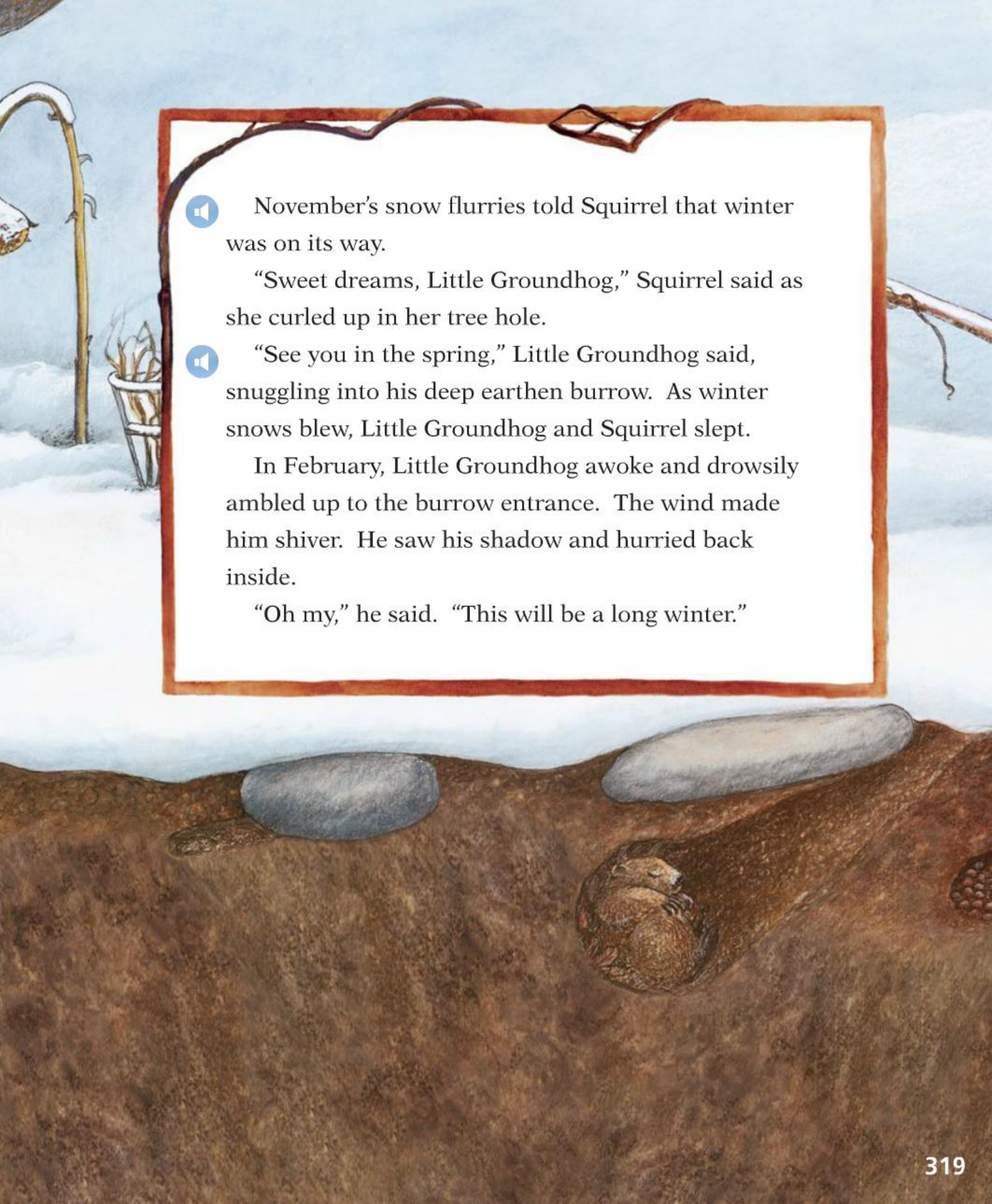




A chill breeze blew in. “It’s time to dig up potatoes,” Squirrel said. Little Groundhog watched Squirrel and thought, “That looks like fun!” and so he took a rake and poked around for potatoes, too. When they were finished, Squirrel added composted leaves to her garden as fertilizer for the coming year.

Squirrel put aside a few potatoes and the tops of onions in a burlap sack. She put the seeds they had collected in tins to keep them dry and put the tins into her sack.






November's snow flurries told Squirrel that winter was on its way.

"Sweet dreams, Little Groundhog," Squirrel said as she curled up in her tree hole.


"See you in the spring," Little Groundhog said, snuggling into his deep earthen burrow. As winter snows blew, Little Groundhog and Squirrel slept.

In February, Little Groundhog awoke and drowsily ambled up to the burrow entrance. The wind made him shiver. He saw his shadow and hurried back inside.

"Oh my," he said. "This will be a long winter."

 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!”



STOP AND THINK

Monitor/Clarify What has happened to the potatoes that were in the sack all winter?

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 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.





bell pepper seeds



pole bean seeds



mustard greens



mung beans



swiss chard



cantaloupe



peas



corn



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 rows of root crops, they planted seeds of tomatoes, peppers, and leafy greens.



cilantro



radish



lettuce



lettuce



lettuce



cut-up potato pieces

parsnip
seeds



“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, corn, and artichokes far apart to give them lots of room to grow.



carrot
seeds



tomato
seeds



onion
sets



sweet
pepper
seeds



eggplant
seeds



pole snap bean



cucumber seeds



beet seeds



turnip seeds

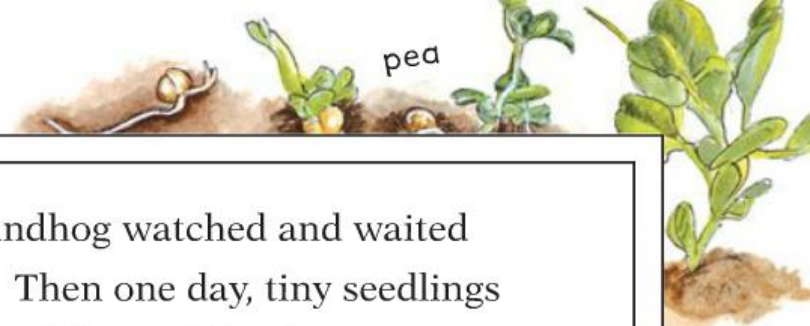


The next day, Squirrel said, “Let’s visit my garden. I want to show you the plants that come up year after year all by themselves. They’re called perennials.” Sure enough, shoots of raspberries and asparagus were already poking up through the ground.

Squirrel dug up a frilly young asparagus plant for Little Groundhog’s garden. She told him, “You’ll need to wait three years before this asparagus has nice, thick stems to eat.”

Little Groundhog said, “Thank you! I’m off to plant my per-ren-ne-als.”





Every day, Little Groundhog watched and waited and watered his garden. Then one day, tiny seedlings emerged. “What a wonder!” he exclaimed.

But as they grew, he worried. “Are these seedlings too crowded together? What should I do?” he asked Squirrel.

“Pull some up and plant them somewhere else,” she said.

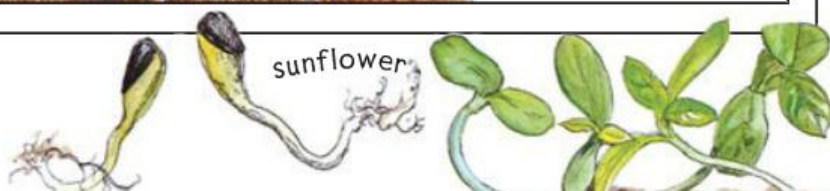
Little Groundhog pulled up a few seedlings and looked at them. The peas, the beans, and all the seeds had split open. From each, a root grew down and a shoot grew up. Little Groundhog transplanted some seedlings where they had more room to grow.



STOP AND THINK

Author’s Craft

What do you learn from the things that Groundhog and Squirrel say to each other?



strangalia



blueberry bee
osmia ribifloris



parasitic wasp



alfalfa leaf-cutter bee



metallic agapostemon sweat bee



squash bee



longhorn bee



syrphid flower fly

wren



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,

lightning bug or firefly



firefly larvae



ladybug, ladybird or beetle



cerotina



male halictid bee



green metallic bee

earthworm



female halictid bee



bumble bee
bombus



green metallic bee



ausochlora sweet bee



grand beetle



tiger beetle



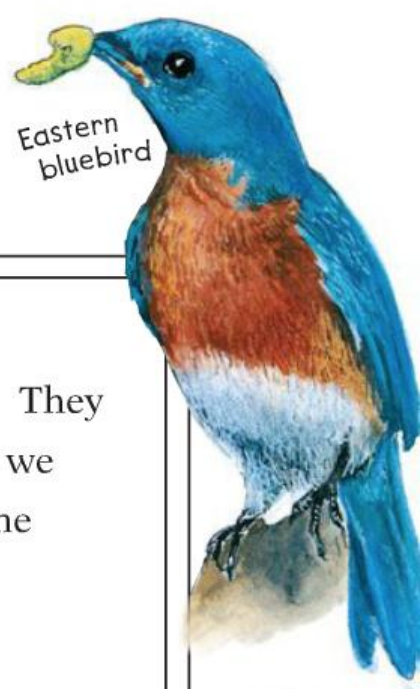
braconid parasite



thread-waisted wasp



green lacewing



Eastern bluebird



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."



ladybug larvae



ladybug, ladybird, or lady beetle



blue orchard bee



megachile leaf-cutting bee

robin



carpenter bee xylocopidae



apis mellifera honeybee



andrena



ladybug, ladybird or lady beetle



yellow squash

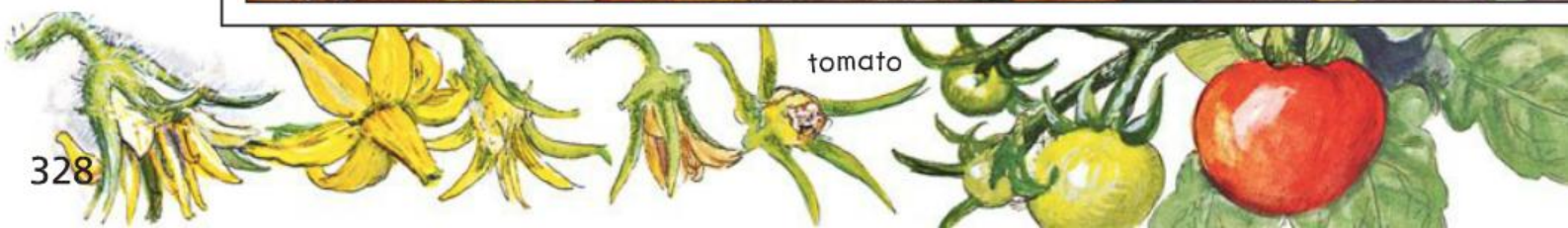


snow peas



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.



tomato



pepper

🔊 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.



eggplant



zucchini

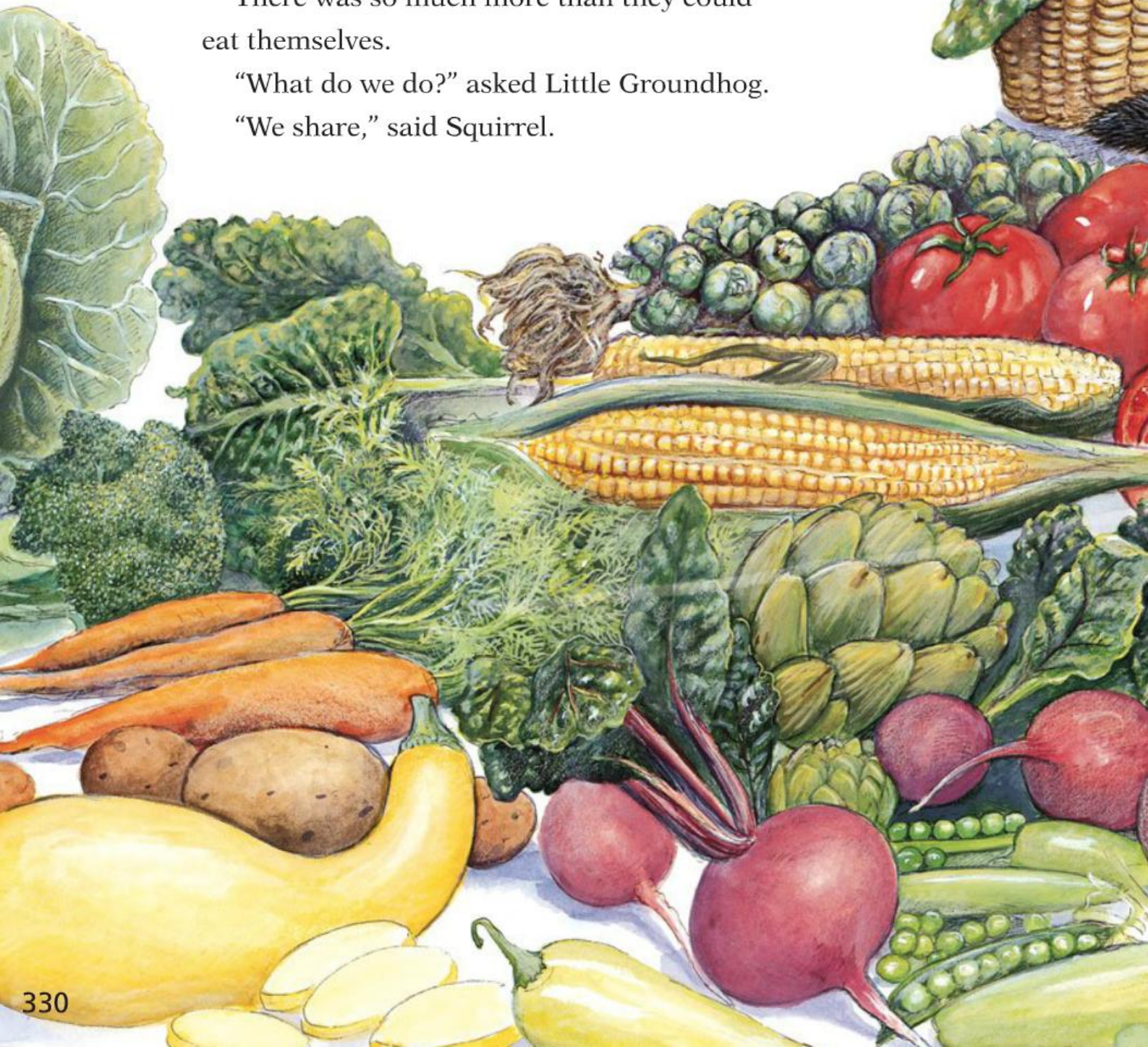


When fall came again, Squirrel wanted to share one more secret with Little Groundhog—cooking. And so they stewed tomatoes, boiled corn, broiled potatoes, stir-fried veggies, and even stuffed and baked a zucchini, saving the seeds to plant the next year.

There was so much more than they could eat themselves.

“What do we do?” asked Little Groundhog.

“We share,” said Squirrel.







“What a great idea!” cried Little Groundhog.

As they sat around the table, their friends exclaimed, “Thank you for inviting us to this amazing feast!”

Little Groundhog replied, “Thank you all for forgiving me for eating from your gardens last year. And thank you, Squirrel, for teaching me to grow my own! It’s beautiful! Scrumptious! Irresistible! Let’s eat!”



“What a **fortunate** creature I am,” he thought. “Delicious, nutritious, homegrown food and wonderful friends to share it with.”

Little Groundhog grew into a big groundhog and became known far and wide for his annual Thanksgiving dinner. And that is how Groundhog’s garden grew!





Your Turn

1. How does Groundhog feel as his seeds sprout and grow into vegetables?

- Sad
- Lonely
- Excited
- Scared

TEKS 2.9B



2.  **TARGET SKILL** **Sequence of Events**

What happens after the plants blossom? List the important events in a sequence chart. **TEKS 2.3B, ELPS 4I**

↓
↓



3.  **TARGET STRATEGY** **Monitor/Clarify**


Why do the animals set up the garden in a certain way? To clarify, reread pages 322–323 aloud. **TEKS 2.3C**



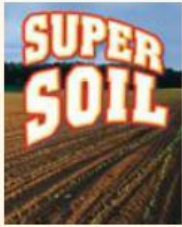
4. **Oral Language** Use the Retelling Cards to tell what Little Groundhog learns. Speak clearly. **TEKS 2.29, RC-2(E), ELPS 3H**



Retelling Cards

 **TEKS 2.3B** ask questions/clarify/locate facts/details/support with evidence; **2.3C** establish purpose/monitor comprehension; **2.9B** describe characters' traits/motivations/feelings; **2.29** share information/ideas by speaking clearly; **RC-2(E)** retell important story events; **ELPS 3H** narrate/describe/explain with detail; **4I** employ reading skills to demonstrate comprehension

Connect to
Science



TARGET VOCABULARY

crops underneath
sprouting harmful
blossomed fortunate
drooping promised

GENRE

Informational text
gives facts about a topic.
This is a science text.

TEXT FOCUS

A **chart** is a drawing
that lists information in
a clear way.

SUPER SOIL

Soil contains many things. When insects, leaves, and twigs die and break down in the soil, they become humus. Tiny bits of broken rock are also found in soil. Soil holds water and air, too. The amount of humus, rock, air, and water in soil differs from place to place.

If someone **promised** to give you good soil for growing **crops**, what kind of soil would you be **fortunate** enough to get? Soil with lots of humus is best for growing crops.

All plants need water. They take water in through roots that grow **underneath** the ground. They need just the right amount of water for **sprouting** new growth. Too little water is **harmful** to plants and may cause **drooping** leaves.



Corn is an important crop in the United States. To grow, it needs soil with lots of humus.



Deserts are places that get little rain. There is not much humus in desert soil either. Most desert plants have shallow roots. The roots spread out just below the ground to catch rain water. Cactus plants store water in their stems. A creosote bush has waxy leaves that do not lose water in the hot sun. These plants grow well in dry desert soil. Many cactus plants have beautiful flowers. After the flowers have blossomed, they produce many tiny seeds.



Kinds of Soil

Topsoil

- has a lot of humus.
- is dark in color.
- is best for plant growth.



Clay Soil

- is made of tiny clay pieces.
- is sticky when wet.
- is brown, red, or yellow.

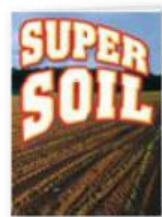


Sandy Soil

- has a lot of weathered rock.
- feels gritty.
- is tan or light brown.



Making Connections



Text to Self

TEKS 2.29, RC-2(F)

Talk About Gardens What are some vegetables Groundhog grows? What vegetables would you like to grow? Share your ideas with a partner.



Text to Text

TEKS 2.18B

Connect to Poetry Groundhog's garden needed good soil to grow well. Read "Super Soil" again. Write a poem that tells how soil looks and feels and how it helps plants grow.

Good Soil, Good Food
Good, rich humus
and lots of rain
make my garden grow!



Text to World

TEKS 2.15A, RC-2(F)

List Celebrations At the end of the growing season, Groundhog shares a feast with friends. When else might people celebrate with their friends? Make a list, and circle your favorite event.



TEKS 2.15A follow written directions; 2.18B write short poems using sensory details; 2.29 share information/ideas by speaking clearly; RC-2(F) make connections to experiences/texts/community

Grammar

More Irregular Action Verbs The **verbs** *say, eat, give,* and *take* tell what is happening now. Do not add *-ed* to these verbs to tell what happened in the past. Instead, use *said, ate, gave,* and *took*.

Academic Language
verbs

What Is Happening Now

What Happened in the Past

We **say** the plant names each day.

We **said** the plant names yesterday.

I **eat** beans this summer.

I **ate** beans last summer.

They always **give** vegetables to friends.

They **gave** vegetables to friends last night.

I **take** apples from a tree.

I **took** apples from a tree.

Turn and Talk

Work with a partner. Choose the correct verb for each sentence. Then read each sentence aloud.

- 1 I (taked, took) a pepper to make soup.
- 2 We (ate, eated) a harvest feast.
- 3 She (gived, gave) me a tour of the garden.
- 4 He (said, sayed) we could pick tomatoes.



Sentence Fluency When you write, make sure the verbs in your sentences all tell about the same time.



Incorrect: past, present



Yesterday, Kiley **looked** out her window.



She **sees** crows eating her corn.

Correct: past, past



Yesterday, Kiley **looked** out her window.
She **saw** crows eating her corn.




Connect Grammar to Writing

When you revise your research report, check all the verbs to make sure they tell about the same time.

 **Reading-Writing Workshop: Revise**

Write to Inform

 **Word Choice** When you write a **research report**, make sure you write the information and facts in your own words.




Rosa wrote a draft of her research report. Later, she revised her draft to put everything in her own words.

 **Writing Process Checklist**

Prewrite

Draft

 **Revise**

-  Do the details in each paragraph connect to the main idea?
-  Did I use facts instead of opinions?
-  Did I write the information I found in my research using my own words?

Edit

Publish and Share

 **Revised Draft**

Giraffes are wild animals. They live in dry, grassy parts of Africa. ~~Giraffes are the world's tallest animal!~~ ~~The giraffe is the tallest mammal on Earth.~~ ~~They grow to be about 18 feet tall. They have long necks and spots all over their bodies.~~ ~~They have two distinct hair-covered horns.~~ ~~Two small horns grow on top of their heads.~~



Final Copy

Giraffes

by Rosa Marquez

Giraffes are wild animals. They live in dry, grassy parts of Africa.

Giraffes are the world's tallest animal! They grow to be about 18 feet tall. They have long necks and spots all over their bodies. Two small horns grow on top of their heads.

Giraffes eat the leaves of acacia trees. The water from these leaves helps them go for a long time without drinking.



I revised my report so that all my information was in my own words.



Reading as a Writer

What did Rosa change to put the information in her own words? Is your writing in your own words?



Test POWER

Read each selection. Then read each question that follows the selection. Choose the best answer for the question.



The Best Carrot

- 1 Farmer Rabbit adored carrots. He grew hundreds each year. However, he never shared a single one. One day Rabbit saw a huge carrot top. He pulled and pulled, but he could not get it out.
- 2 Bear saw Rabbit struggling. “I’ll help you get that out if you give me half,” he called.
- 3 “Not a chance!” said Rabbit.
- 4 Bear came by again. “If you don’t get that carrot out, it will rot. Is that really better than sharing it with me?”
- 5 Rabbit agreed to take Bear’s offer. The carrot was the best he had tasted—even if he got only half.



GO ON 

- 1 What does the word adored mean in paragraph 1?
- Disliked
 - Loved
 - Ruined
 - Watched
- 2 What is Rabbit's main problem in this story?
- He is having trouble growing carrots.
 - He doesn't like his neighbor, Bear.
 - He can't pull a carrot out by himself.
 - He grew too many carrots.
- 3 This story was most likely written to—
- show how to grow large carrots
 - show that sharing is a good idea
 - teach people about rabbits
 - explain why rabbits like carrots





Gardening Tips from the Green Thumb



1 This week's topic is *mulch*. I think mulch is the most important part of a garden. Mulch is anything used to cover the soil. Leaves, grass, bark, or straw are all good types of mulch.

2 Put the mulch on top of the soil, near the plant. The mulch helps keep water in the soil. It also helps to prevent weeds.



1 Which of the following sentences is an opinion?

- The mulch helps keep water in the soil.*
- I think mulch is the most important part of a garden.*
- Mulch is anything used to cover the soil.*
- Put mulch on top of the soil, near the plant.*



2 What was the author's purpose for writing this article?

- To teach readers about mulch
- To show readers how to grow vegetables
- To tell readers that grass makes the best mulch
- To tell a story about planting a garden



3 What does the word prevent mean in paragraph 2?

- Stop
- Heal
- Allow
- Grow

