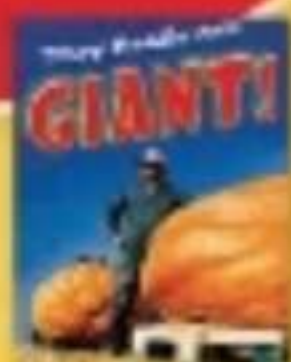




## Lesson

# 7



### TARGET VOCABULARY

**blooming**

**shovels**

**scent**

**tough**

**wrinkled**

**plain**

**muscles**

**nodded**

Vocabulary  
Reader



Context  
Cards



**TEKS 2.5B** Use context to determine meaning.  
**ELPS 4B** Use periodical supports to comprehend texts.



# Vocabulary in Context



- Read each **Context Card**.
- Make up a new sentence that uses a Vocabulary word.

1



## blooming

Sunflowers are **blooming** in the field. They face the sun as their flowers grow.



2



## shovels

These children use **shovels** to help plant a tree.



3

 **scent**

Roses have a **scent**, or smell, that is as sweet as perfume.



4

 **tough**

A pumpkin has a **tough** outer skin that is hard to break.



5

 **wrinkled**

A raisin is a dried, **wrinkled** grape, but it is still sweet.



6

 **plain**

The plant on the left is **plain**. The plant on the right is fancy.



7

 **muscles**

It takes strong **muscles** to use a loaded wheelbarrow.



8

 **nodded**

The girl **nodded** her head up and down to show that she would help in the garden.





# Background



## TARGET VOCABULARY

### Growing a Garden

A flower garden has **blooming** flowers. Their **scent** fills the air. A vegetable garden looks **plain**, but it has plants to eat. Gardens take work. Gardeners need strong **muscles** to turn the soil with **shovels**. They plant seeds, and soon **wrinkled** sprouts unfold. When **tough** weeds grow, gardeners pull them up. If you have ever asked if gardening is hard work, the gardener will surely have **nodded** yes!



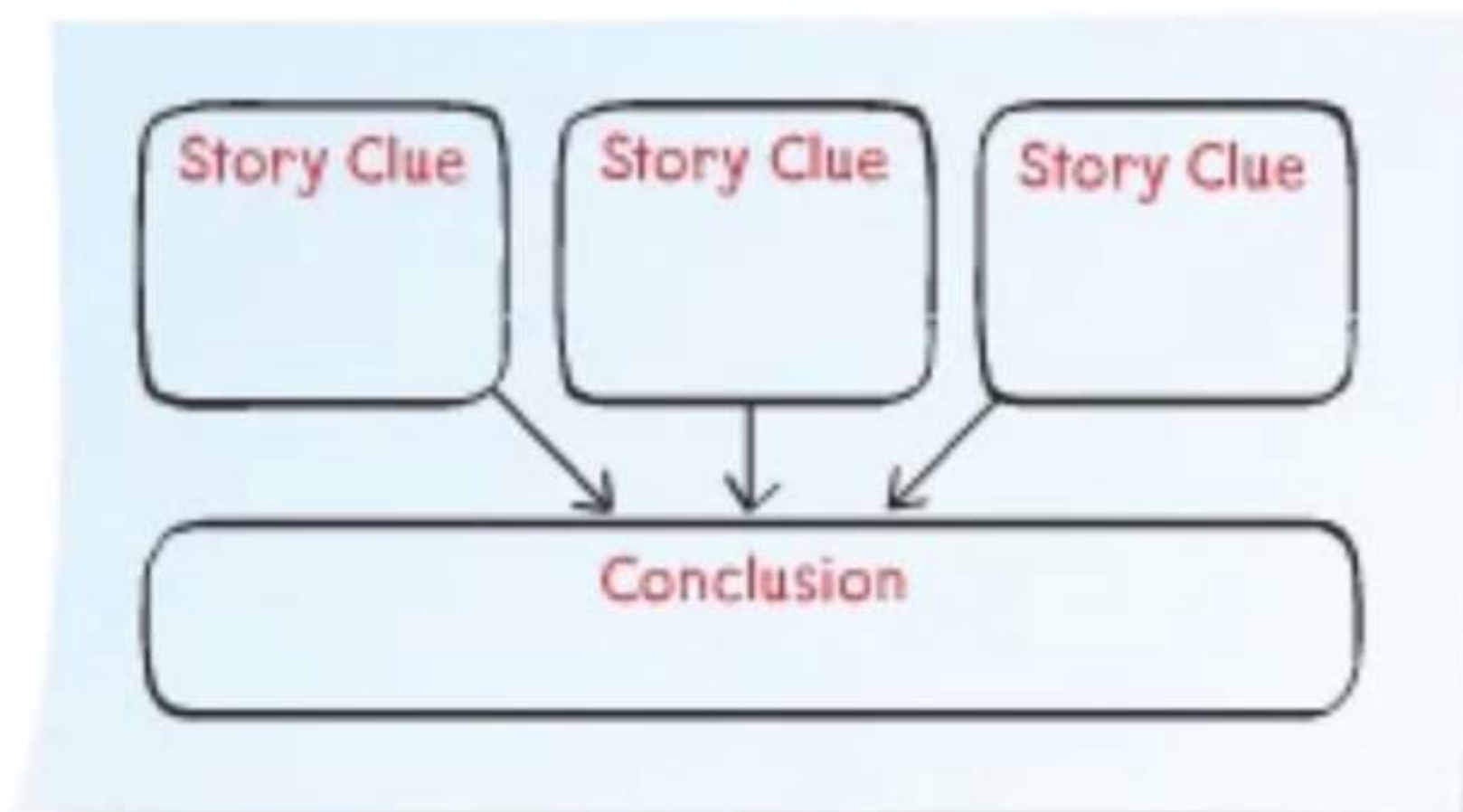
The flowers in this garden needed a lot of water to grow.



# Comprehension

## ✓ TARGET SKILL **Conclusions**

As you read *The Ugly Vegetables*, use story clues to figure out more about the events and characters. Use clues to draw conclusions, or make smart guesses, about what the author does not say. Write the clues you use and a conclusion in a chart like this.



## ✓ TARGET STRATEGY **Analyze/Evaluate**

As you read, think carefully. Do your conclusions help you understand the story? Do you learn more about gardening? Use your conclusions to decide how you feel about *The Ugly Vegetables*.

## Main Selection

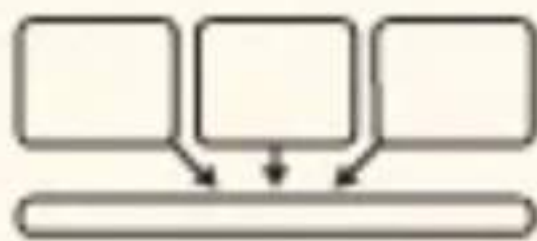


### TARGET VOCABULARY

blooming	wrinkled
shovels	plain
scent	muscles
tough	nodded

### TARGET SKILL

**Conclusions** Use details to figure out more about the text.



### TARGET STRATEGY

**Analyze/Evaluate** Tell how you feel about the text, and why.

### GENRE

**Realistic fiction** is a story that could happen in real life.

### MEET THE AUTHOR AND ILLUSTRATOR

## Grace Lin



*The Ugly Vegetables* tells the true story of something that happened to Grace Lin when she was little. The book caused a big problem in her family because she didn't include her two sisters in it.

They made her promise to put them in her other books, which she has done. *Dim Sum for Everyone* and *Kite Flying* are about a family with three girls, just like the Lin family.



# The Ugly Vegetables


by Grace Lin



## Essential Question

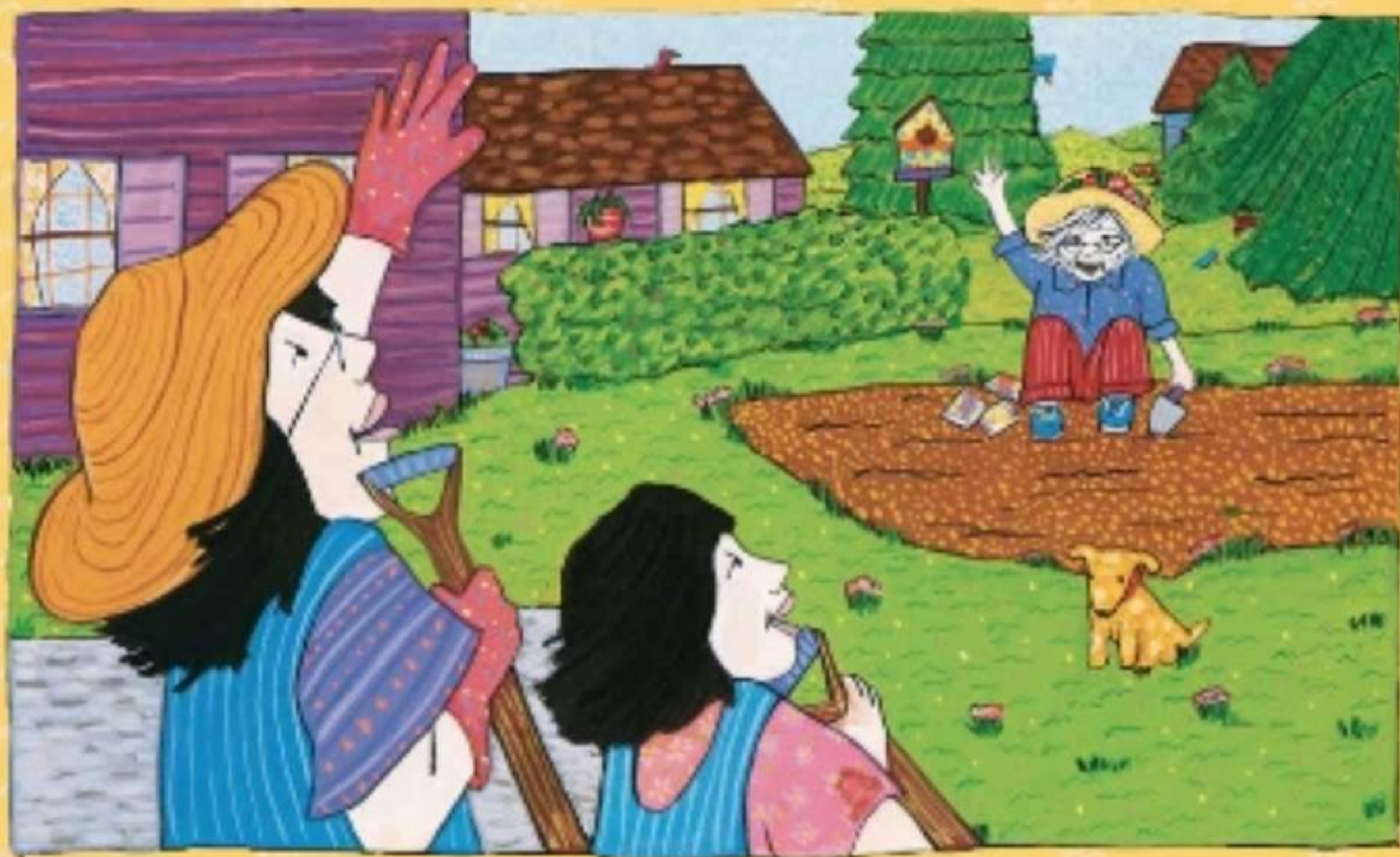
What helps you make decisions about a character?



-  In the spring I helped my mother start our garden. We used tall **shovels** to turn the grass upside down, and I saw pink worms wriggle around. It was hard work. When we stopped to rest, we saw that the neighbors were starting their gardens too.







“Hello, Irma!” my mother called to Mrs. Crumerine. Mrs. Crumerine was digging too. She was using a small shovel, one that fit in her hand.

“Mommy,” I asked, “why are we using such big shovels? Mrs. Crumerine has a small one.”

“Because our garden needs more digging,” she said.



- I helped my mother plant the seeds, and we dragged the hose to the garden.

"Hi, Linda! Hi, Mickey!" I called to the Fitzgeralds.

- They were sprinkling water on their garden with green watering cans.

"Mommy," I asked, "why are we using a hose? Linda and Mickey use watering cans."

"Because our garden needs more water," she said.



#### **STOP AND THINK**

**Conclusions** What can you tell about the people in this neighborhood? Explain your answer.

**TEKS** 2.3C, 2.9B



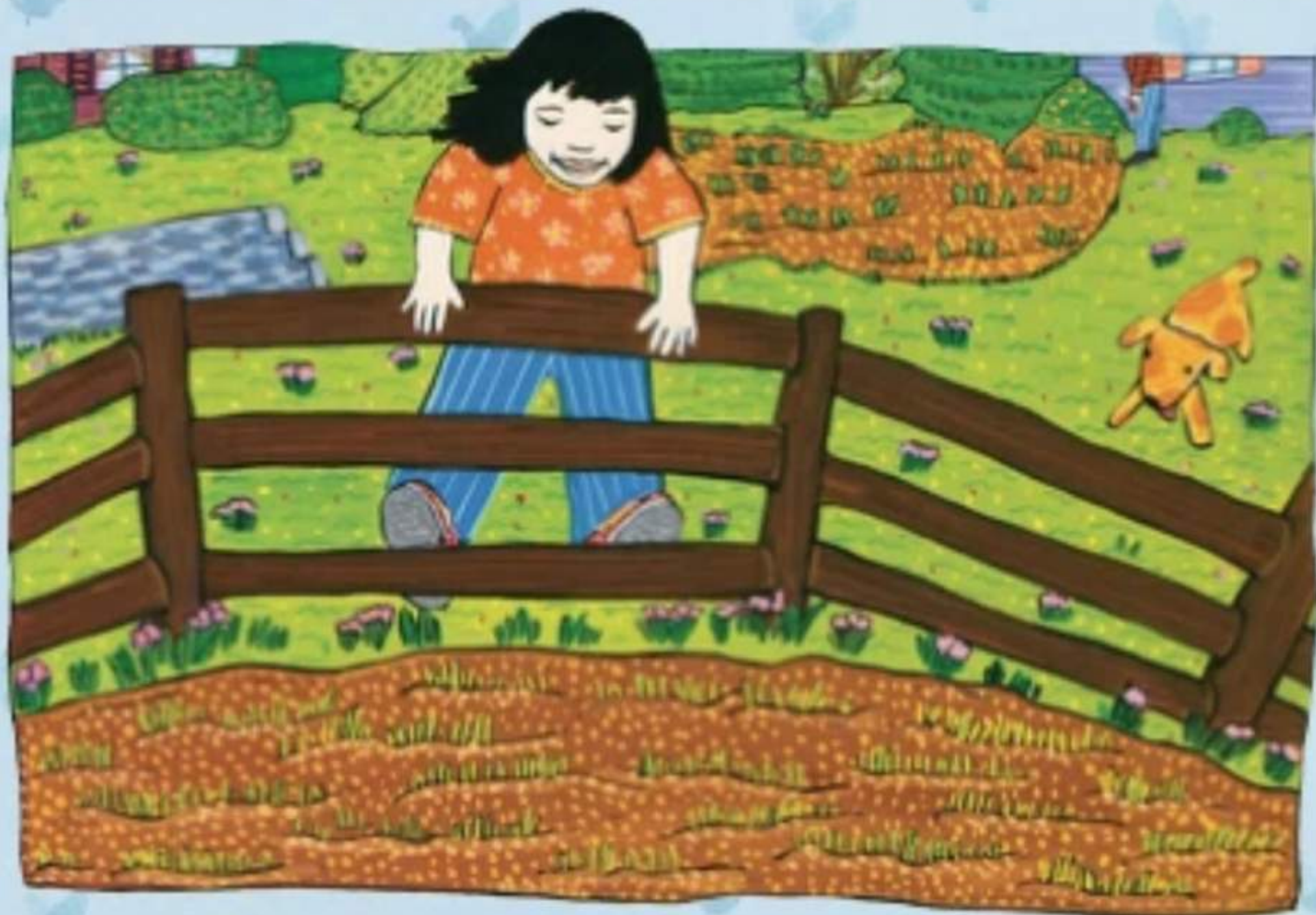
Then my mother drew funny pictures on pieces of paper, and I stuck them into the garden.

"Hello, Roseanne!" my mother called across the street to Mrs. Angelhowe.

"Mommy," I asked, "why are we sticking these papers in the garden? Mrs. Angelhowe has seed packages in her garden."

"Because our garden is going to grow Chinese vegetables," she told me. "These are the names of the vegetables in Chinese, so I can tell which plants are growing where."





One day I saw our garden growing. Little green stems that looked like grass had popped out from the ground.

"Our garden's growing!" I yelled. "Our garden's growing!"

I rushed over to the neighbors' gardens to see if theirs had grown. Their plants looked like little leaves.

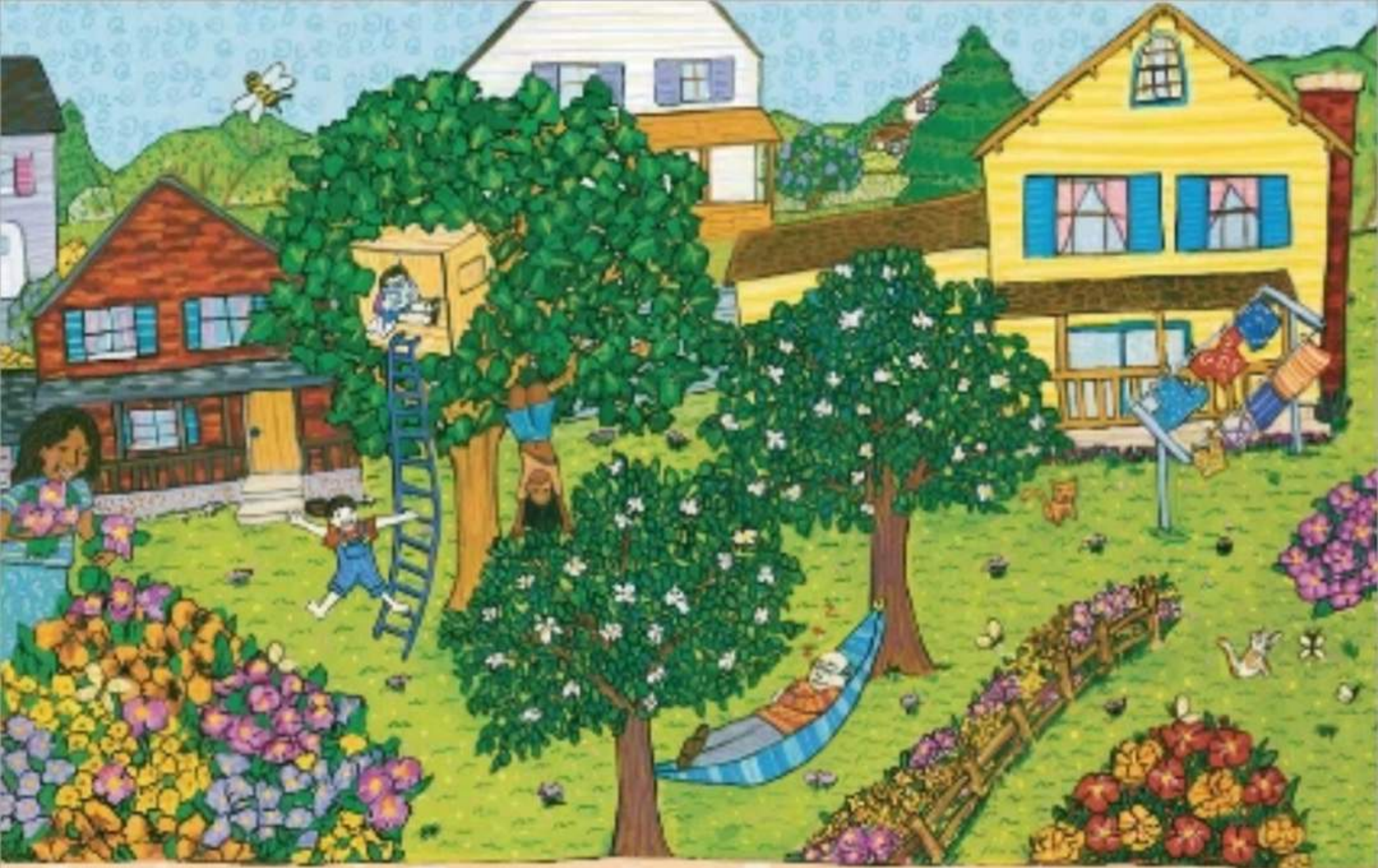
"Mommy," I asked, "why do our plants look like grass? The neighbors' plants look different."

"Because they are growing flowers," she said.

"Why can't we grow flowers?" I asked.


"These are better than flowers," she said.





Soon all the neighbors' gardens were **blooming**. Up and down the street grew rainbows of flowers.



-  The wind always smelled sweet, and butterflies and bees flew everywhere. Everyone's garden was beautiful, except for ours.



Ours was all dark green and ugly.

“Why didn’t we grow flowers?” I asked again.

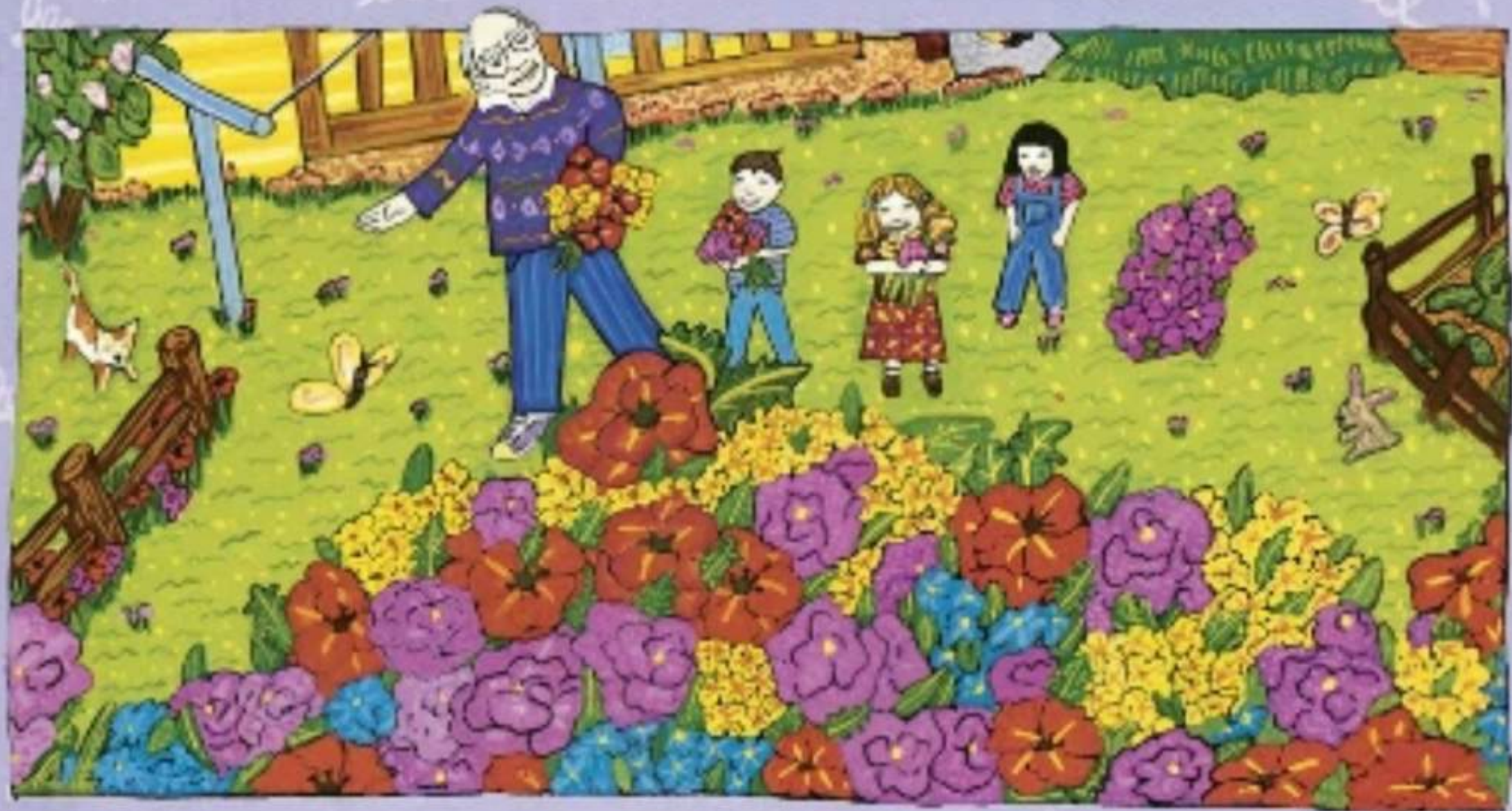
“These are better than flowers,” Mommy said again.

I looked, but saw only black-purple-green vines, fuzzy **wrinkled** leaves, prickly stems, and a few little yellow flowers.

“I don’t think so,” I said.

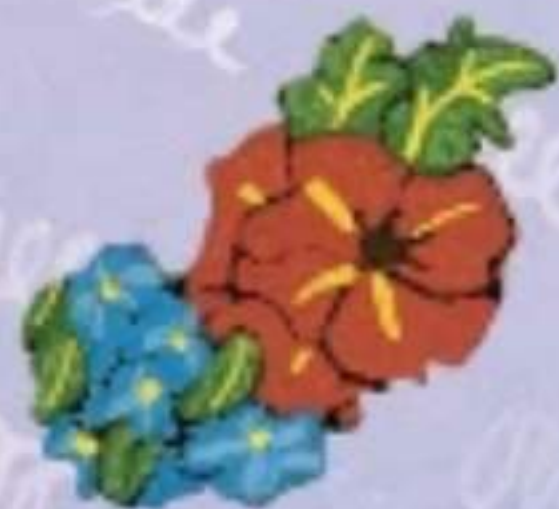
“You wait and see,” Mommy said.





Before long, our vegetables grew. Some were big and lumpy. Some were thin and green and covered with bumps. Some were just **plain** icky yellow. They were ugly vegetables.

Sometimes I would go over to the neighbors' and look at their pretty gardens. They would show the poppies and peonies and petunias to me, and I would feel sad that our garden wasn't as nice.







One day my mother and I picked the vegetables from the garden. We filled a whole wheelbarrow full of them. We wheeled them to the kitchen. My mother washed them and took a big knife and started to chop them.

"Aie-yow!" she said when she cut them. She had to use all her **muscles**. The vegetables were hard and **tough**.

"This is sheau hwang gua (show hwang gwa)," Mommy said, handing me a bumpy, curled vegetable. She pointed at the other vegetables. "This is shiann tsay (shen zai). That's a torng hau (tung how)."




I went outside to play. While I was playing catch with Mickey, a magical aroma filled the air. I saw the neighbors standing on their porches with their eyes closed, smelling the sky. They took deep breaths of air, like they were trying to eat the smell.





- ▶ The wind carried it up and down the street. Even the bees and the butterflies seemed to smell the **scent** in the breeze.



 I smelled it too. It made me hungry, and it was coming from my house!

When I followed it to my house, my mother was putting a big bowl of soup on the table. The soup was yellow and red and green and pink.

"This is a special soup," Mommy said, and she smiled. She gave me a small bowl full of it and I tasted it.

It was so good! The flavors of the soup seemed to dance in my mouth and laugh all the way down to my stomach. I smiled.

"Do you like it?" Mommy asked me. I **nodded** and held out my bowl for some more. "It's made from our vegetables," she told me.

**STOP AND THINK**

**Author's Craft** What does the author write that tells how good the soup tastes?

**TEKS** 1.3B







- Then the doorbell rang, and we ran to open the door. All our neighbors were standing at the door holding flowers.

"We noticed you were cooking." Mr. Fitzgerald laughed as he held out his flowers. "And we thought maybe you might be interested in a trade!"



**STOP AND THINK**

**Analyze/Evaluate** Would this neighborhood be a good place to live? Use details to tell why.

**TRCS** 2.3B



- We laughed too, and my mother gave them each their own bowl of her special soup.

My mother told them what each vegetable was and how she grew it. She gave them the soup recipe and put some soup into jars for them to take home. I ate five bowls of soup.

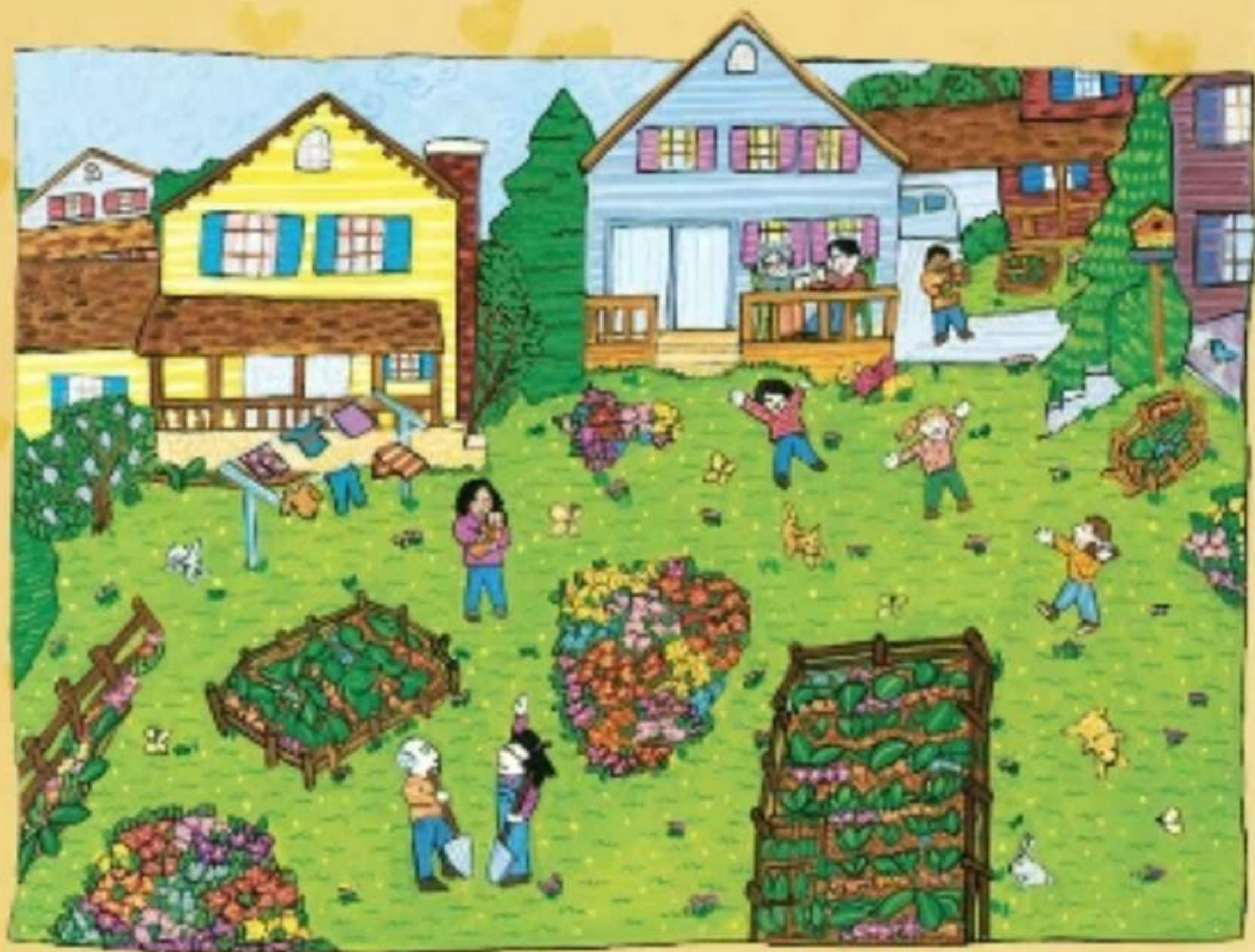








It was the best dinner ever.



• The next spring, when my mother was starting her garden, we planted some flowers next to the Chinese vegetables. Mrs. Crumerine, the Fitzgeralds, and the Angelhowes planted some Chinese vegetables next to their flowers.

Soon the whole neighborhood was growing Chinese vegetables in their gardens. Up and down the street, little green plants poked out of the ground. Some looked like leaves and some looked like grass, and when the flowers started blooming, you could smell soup in the air.

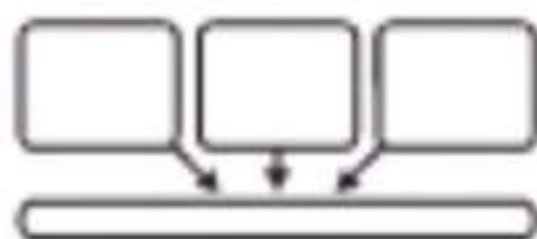
## Your Turn

1. What happens after the girl tastes the soup?

- She does not like the soup.
- She holds out her bowl for more.
- The neighbors' flowers start to grow.

2.  **TARGET SKILL** **Conclusions**

Does Mommy like growing vegetables? Write your conclusion and the story clues in a chart. **TEKS 2.9B**



3.  **TARGET STRATEGY** **Analyze/Evaluate**

What lesson does the girl learn in this story?  
Why is this an important lesson to learn?

4. **Oral Language** Use the Retelling Cards to tell what happens before and after the neighbors smell the soup. **TEKS 2.6A, ELPS 4K**



Retelling Cards



**TEKS 2.6A** identify moral lessons in well-known tales; **2.9B** describe characters' traits/motives/feelings; **ELPS 4K** employ analytical skills to demonstrate comprehension

Connect to  
**Science**



**TARGET VOCABULARY**

blooming	wrinkled
shovels	plain
scent	muscles
tough	nodded

**GENRE**

**Informational text** gives facts about a topic. This is a magazine article.

**TEXT FOCUS**

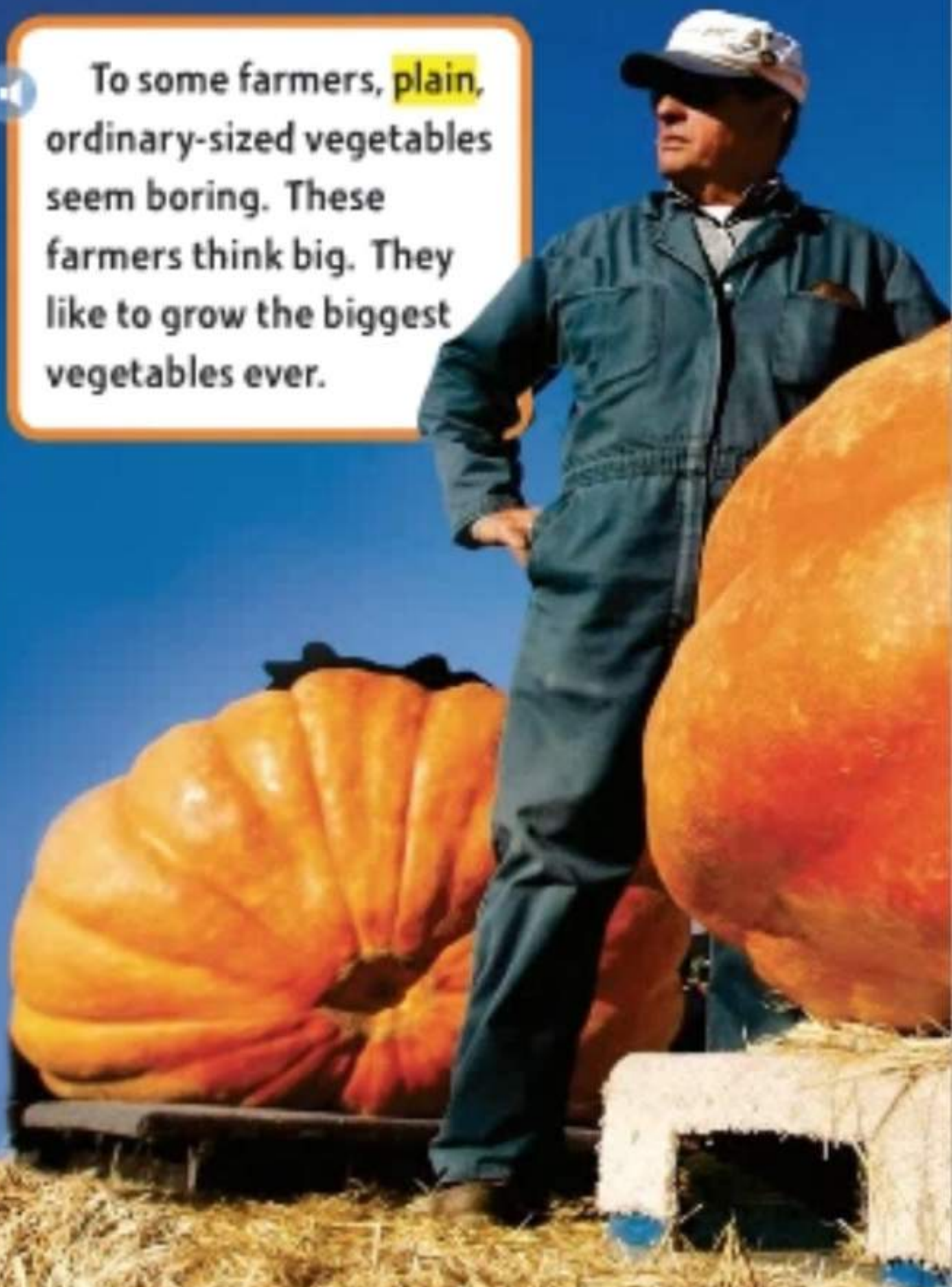
A **bar graph** is a drawing that uses bars to compare numbers.

They Really Are

# GIANT!

by Judy Williams

To some farmers, **plain**, ordinary-sized vegetables seem boring. These farmers think big. They like to grow the biggest vegetables ever.





## World Record Breakers

Plants are always **blooming** in California. The **scent** of rich soil fills the air. Every year in Half Moon Bay, the town holds the World Championship Pumpkin Weigh-Off. The judges all **nodded** yes when they saw the 2007 winner. It weighed 1,524 pounds, more than a big horse!

Pumpkins aren't the only giant veggies though. Some farmers use their **muscles** and heavy **shovels** to dig up 30-pound beets and turnips. Although these giants look **tough**, they are tender and delicious to eat.

Thadd Starr won first prize at the Half Moon Bay contest for his super-sized pumpkin.

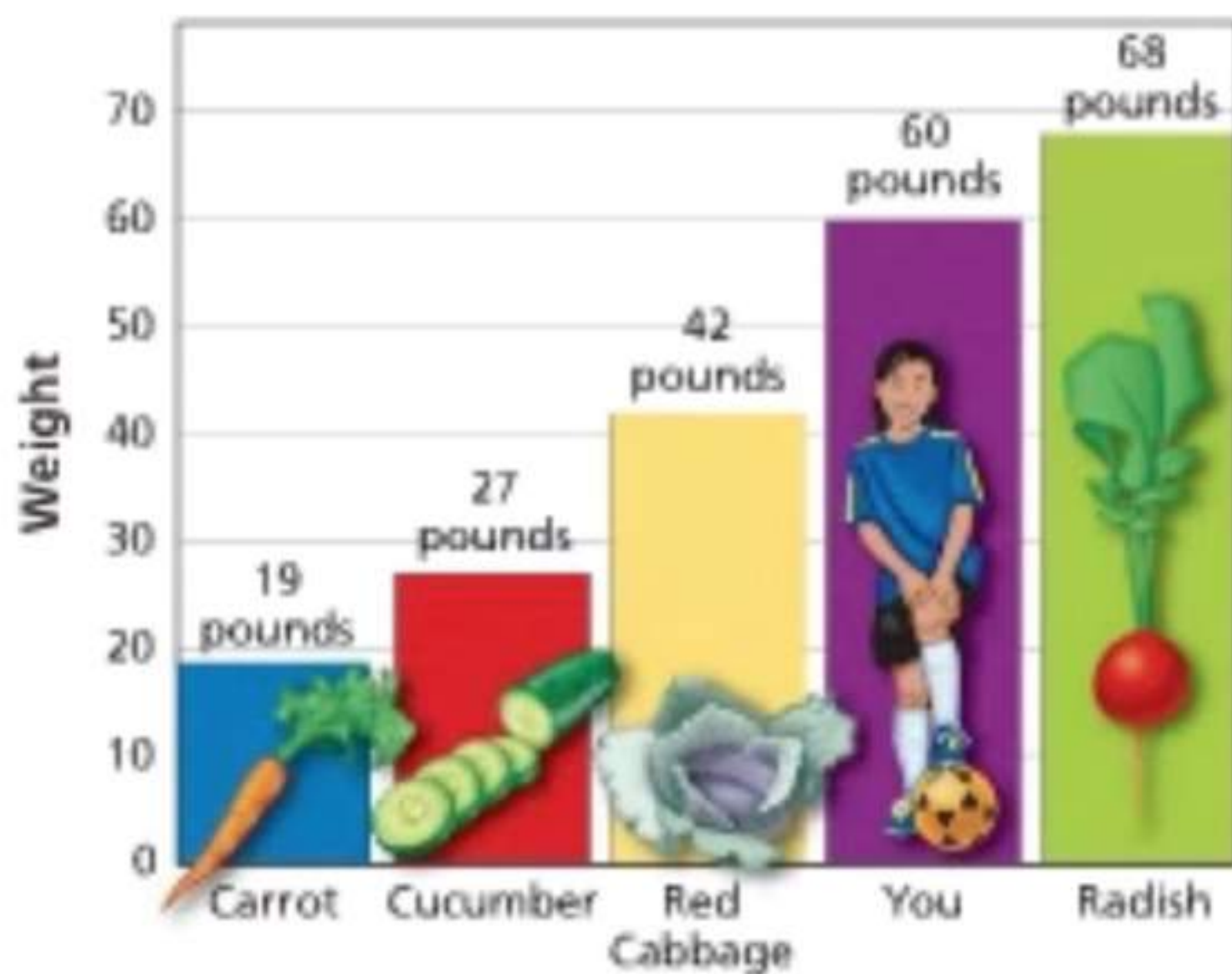
## Home of the Giants

Alaska might be the home of giant veggies. More giant vegetables seem to grow there than any other place in the world. Long summer days and good soil make veggies grow and grow. You can see 98-pound cabbages at the Alaska State Fair in Palmer.

Seven-year-old Brenna Dinkel from Wasilla, Alaska, looks small next to this giant wrinkled leaf cabbage!



## How Big Are They?



# Making Connections



## Text to Self

TEKS RC-2F

- Make a List** List the steps that the characters take to plant and care for their vegetables in *The Ugly Vegetables*. Which step do you think is the most fun?



## Text to Text

TEKS 2.19C

- Compare Vegetables** Would you rather grow ugly vegetables like those in *The Ugly Vegetables* or giant ones like those in "They Really Are Giant!"? Explain.



## Text to World

TEKS 2.28A, ELPS 3E

- Connect to Social Studies** In *The Ugly Vegetables*, Mommy says she is growing Chinese vegetables. Find China on a map or globe. Talk with a partner about what you found. Listen carefully to what your partner says.



**TEKS 2.19C** write brief comments on texts; **2.28A** formulate clarifying questions; **RC-2F** make connections to experiences/texts/community; **ELPS 3E** show interaction in cooperative learning interactions





# Grammar

**Proper Nouns** Proper nouns are the special names of people, animals, places, or things. Proper nouns begin with **capital letters**.

## Academic Language

proper nouns  
capital letters

Nouns	Proper Nouns
neighbor	Roseanne Smith
pet	Fluffy
road	Main Street
state	Texas
country	China



### Try This!

Write each sentence correctly. Remember to begin the proper nouns with capital letters.

- 1 There are many gardens in centerville.
- 2 My friend molly bowen picked apples.
- 3 Our dog spot is digging up the roses!



- Word Choice** A proper noun names a special person, animal, place, or thing. A proper noun is one kind of exact noun. Use exact nouns in your writing to paint a picture in your reader's mind.

Nouns	Exact Nouns
 <p>The <b>man</b> has a garden on a <b>street</b>.</p>	 <p><b>Mr. Carter</b> has a garden on <b>Oak Street</b>.</p>

### **Connect Grammar to Writing**

When you revise your summary paragraph, look for nouns you can change to more exact nouns.

# Write to Inform

**Organization** A **summary** tells what happens in a story. It puts the events in the same order.

Kayla drafted a summary of the first part of *The Ugly Vegetables*. Later, she put the events in the right order.

## Writing Traits Checklist

**Idea**

Did my sentences all tie to the main idea?

**Organization**

Did I tell things in the order in which they happened?

**Sentence Fluency**

Are the words in my sentences in an order that makes sense?

**Conventions**

Did I capitalize and punctuate my sentences correctly?

## Revised Draft

A girl helps her mother start a garden. The girl keeps seeing things they're doing differently from their neighbors. To water the garden, she and her mother use a hose. The neighbors use watering cans. The neighbors are using smaller shovels.



## Final Copy

# My Summary

by Kayla Higgs

A girl helps her mother start a garden. The girl keeps seeing things they're doing differently from their neighbors. The neighbors are using smaller shovels. To water the garden, she and her mother use a hose. The neighbors use watering cans. She and her mother stick pictures in their garden. The girl asks why their garden is different from the neighbors' flower gardens. Her mother says the vegetables they are growing are better than flowers.



I moved sentences around to tell things in the order in which they happened.



## Reading as a Writer

Why did Kayla move sentences? What can you move in your writing to put events in the right order?

