**LESSON 15 TEACHER’S GUIDE**

**Dad’s Garden**

by Ana Maria Alvarado

Fountas-Pinnell Level Q

Realistic Fiction

**Selection Summary**
A boy loves to play basketball but also loves learning about flowers. With his father’s help, he learns to balance interests and commitments. Illustrations emphasize the boy’s multiple interests.

**Characteristics of the Text**

<table>
<thead>
<tr>
<th>Genre</th>
<th>Realistic fiction</th>
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</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Third-person narrative, with action taking place over the course of several days</td>
</tr>
<tr>
<td></td>
<td>Dialogue reveals a boy’s relationships with family and friends.</td>
</tr>
<tr>
<td>Content</td>
<td>Life skills</td>
</tr>
<tr>
<td></td>
<td>Flower parts and environmental importance</td>
</tr>
<tr>
<td></td>
<td>Basketball terms</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Teamwork and balance in life</td>
</tr>
<tr>
<td></td>
<td>Parent-child relationships</td>
</tr>
<tr>
<td></td>
<td>Integration of learning and interests</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Dialogue lends realism to story</td>
</tr>
<tr>
<td></td>
<td>Prior science and basketball knowledge helpful for some terms and concepts</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>A mix of short and complex sentences</td>
</tr>
<tr>
<td></td>
<td>Direct address; direct and indirect questions</td>
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<tr>
<td></td>
<td>Question marks, quotation marks, and exclamations</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Words related to science (habitats, species) and basketball (rebounds, intercepted)</td>
</tr>
<tr>
<td></td>
<td>Many words defined in context</td>
</tr>
<tr>
<td>Words</td>
<td>Contractions: it’s, you’ll, won’t</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Monochromatic, cartoon-like drawings support text</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Thirteen pages of text, illustrations on every page</td>
</tr>
</tbody>
</table>

Number of Words: 1,129

**Dad’s Garden** by Ana María Alvarado

**Build Background**
Help students use their science and sports knowledge to visualize the story. Build interest by asking questions such as the following: Do you have more than one activity? Have you ever had a hard time deciding which to do? How did you fix this problem? Read the title and author and talk about the cover illustration. Tell students this is realistic fiction, so the events are not real but are similar to events that could happen.

**Introduce the Text**
Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

**Pages 2–3:** Explain that this is a story about David, a boy who loves basketball and nature. **Suggested language:** Let’s look together at pages 2 and 3 of this book. The pictures show a boy and a man at a table with gloves, a shovel, and a pot. What do you think they are getting ready to do? What do you think the story will be about?

**Pages 4–5:** The author writes that David can’t concentrate as he’s playing basketball because he’s thinking about missing time with his dad. Have you ever found it hard to concentrate on an activity? What happened?

**Page 6:** Direct students to the illustration. Something seems to have affected David deeply. **Ask:** What does David’s expression tell you about how he feels?

**Page 10:** Have students find the sentence with the flower-related terms **pollen** and **stamens** and read it aloud. Have students point to the stamens in the illustration.

**Page 13:** Draw attention to the picture. **Ask:** How do you predict David and his dad will solve their problem?

Now turn back to the beginning of the story and read about how David solves his problem.

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**Target Vocabulary**

- **affect** – to cause a change in something, p. 6
- **banned** – against the rules or against the law, p. 11
- **directly** – to happen right away, and with nothing or no one in between, p. 3
- **habitats** – natural areas where certain kinds of plants and animals live and grow, p. 9
- **organisms** – living things, such as plants or animals, p. 3
- **radiation** – the invisible transfer of energy by waves through empty space, p. 11
- **species** – a group of organisms that produces organisms of the same kind, p. 9
- **traces** – signs, clues, or evidence that something was there, p. 7
- **variety** – several, or more than one, from which to choose, p. 10
- **vast** – large in amount, size, or area, p. 8
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Monitor/Clarify Strategy and to use text clues as they read. Have them share details they have noticed that let them see David’s problem more clearly.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the book.
Suggested language: Have you ever disappointed someone by changing your plans? What happened? How did David feel when he changed his plans?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• David spends time with his dad and learns about flowers.</td>
<td>• It’s possible to find time for more than one hobby or interest.</td>
<td>• Dialogue between characters lends realism to family and teammate relationships</td>
</tr>
<tr>
<td>• Because he also loves basketball, David plays ball instead of visiting his dad.</td>
<td>• People learn in different ways and settings.</td>
<td>• The main character’s situation is common, making it easy for readers to relate.</td>
</tr>
<tr>
<td>• After he admits his mistake, David finds a way to combine his interests.</td>
<td></td>
<td>• The author provides interesting, factual information about flowers.</td>
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</tbody>
</table>

Choices for Further Support
• Fluency Invite students to work with partners to act out parts of the dialogue on pages 8 and 9. Remind them to observe pacing and read with expression.

• Comprehension Based on your observations of students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Explain that the word radiation has the root radio-. Related words are radiate, radiator, etc.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 15.8.

Responding
Have students complete the activities at the back of the book using their Reader’s Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Main Ideas and Details Remind students that main ideas are supported by key details in a story. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud

One main idea in the story is that people need to be considerate of others. On page 5, David’s teammates tell him that the team will lose the game if he continues to play badly. David needs to fix his problem or his team will be disappointed. Write this down as a detail about thinking of others’ feelings.

Practice the Skill
Encourage students to share their examples of another story in which main ideas are supported by details.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts
• Which sentences on page 11 show that David is a caring person?
• In the second paragraph on page 12, what does the word *rebounds* mean?
• How was the ending of the story different from what David and his dad expected?
Critical Thinking

Read and answer the questions. Possible responses shown.

1. Think within the text. What details on page 5 support the idea that David was not playing well that day?
   - He was having trouble concentrating, he seemed distracted, he couldn't hear what people were saying to him, and he couldn't get it right even though he was trying.

2. Think within the text. What does David's mother tell him about making mistakes?
   - She tells him not to be afraid to admit mistakes because it will make you feel better.

3. Think beyond the text. Do you think David will behave differently in the future based on his experiences in the story?
   - I think David will keep his plans with his father in the future because his father was disappointed with him when he played basketball instead of visiting him.

4. Think about the text. Why do you think the author includes all the information about flowers and plants in the story?
   - I think the author wants the reader to appreciate how beautiful, delicate, and important flowers and plants are.

Oral Language Development

Check student comprehension, using a dialogue that best matches your students' English proficiency level. Speaker 1 is the teacher, Speaker 2 is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
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<tbody>
<tr>
<td>Speaker 1: Who is the main character?</td>
<td>Speaker 1: Why didn’t David play well at basketball practice?</td>
<td>Speaker 1: Why does David’s homework help fix one of his problems?</td>
</tr>
<tr>
<td>Speaker 2: David</td>
<td>Speaker 2: David could not concentrate.</td>
<td>Speaker 2: David’s homework is about flowers. Although David didn’t visit his dad earlier, his homework gives him another chance to learn about flowers from his dad.</td>
</tr>
<tr>
<td>Speaker 1: Where does David’s dad work?</td>
<td>Speaker 1: What did David decide on the way home from practice?</td>
<td>Speaker 2: Where does David’s dad work?</td>
</tr>
<tr>
<td>Speaker 2: in a greenhouse</td>
<td>Speaker 2: David knew he had to apologize to his dad.</td>
<td>Speaker 2: David’s dad works in a greenhouse.</td>
</tr>
<tr>
<td>Speaker 1: What sport does David love to play?</td>
<td></td>
<td>Speaker 2: Does David play basketball?</td>
</tr>
<tr>
<td>Speaker 2: basketball</td>
<td></td>
<td>Speaker 2: Does David play basketball?</td>
</tr>
</tbody>
</table>

Responding

Main Ideas and Details

What is the main idea of the story? What details support this idea? Copy and complete the chart below.

Text to Self. David and his Dad are able to resolve a problem that they both feel bad about. How do you resolve problems that arise in your family? Write a paragraph explaining how problems are worked out in your family.
Dad’s Garden

Thinking Beyond the Text

Think about the questions below. Then write your answer in two or three paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

On page 7, David’s mom says: “David, don’t be afraid of admitting a mistake. It’s better to just do it, and then you’ll feel better.” Do you think David’s mom gives him good advice? Do you think this advice works for David? Why or why not?

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Critical Thinking

Read and answer the questions.

1. **Think within the text**  What details on page 5 support the idea that David was not playing well that day?

2. **Think within the text**  What does David’s mother tell him about making mistakes?

3. **Think beyond the text**  Do you think David will behave differently in the future based on his experiences in the story?

4. **Think about the text**  Why do you think the author includes all the information about flowers and plants in the story?

**Making Connections**  Think about when you have made a mistake or broken a rule. Did you admit your mistake, or did you keep it to yourself? Describe how you felt in either case.

**Write your answer in your Reader’s Notebook.**
Dad’s Garden • LEVEL R

His dad explained a variety of things, such as that certain flowers required special care, including the right amounts of water and sunlight.

David learned that it was important to touch the petals of one pink flower carefully. He saw strands in the center with pollen, called stamens. His father explained how the plant reproduced.

David learned how important flowers are. They make gardens and parks look pretty, and they also teach us how to care for things in nature. Plants are also valuable because they create oxygen.

The next day, David took an orchid plant to school.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✔</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>☞</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>☐</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:

Accuracy Rate
($\#$ words read correctly/$100 \times 100$)

Total Self-Corrections