LESSON 18 TEACHER’S GUIDE

The Friendship Garden
by Stephanie Sigue

Fountas-Pinnell Level S
Realistic Fiction

Selection Summary
Mieko and Jenny are best friends. Mieko’s family is moving away to another town. The girls are sad because they think if they are far apart, they won’t stay best friends. Jenny’s grandmother, Lois, and her best friend, Helen, teach the girls a lesson about friendship that makes the girls feel better about the move.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>• Realistic fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>• Third-person narrative</td>
</tr>
<tr>
<td></td>
<td>• The action takes place in one day, from morning to afternoon</td>
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<tr>
<td>Content</td>
<td>• Friendship</td>
</tr>
<tr>
<td></td>
<td>• Learning new skills</td>
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<td></td>
<td>• Accepting change</td>
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<tr>
<td>Themes and Ideas</td>
<td>• True friendship can withstand distance.</td>
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<tr>
<td></td>
<td>• Caring for a garden is like caring for a friendship.</td>
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<td></td>
<td>• You should try to make the best out of every situation.</td>
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<tr>
<td>Language and Literary Features</td>
<td>• Dialogue</td>
</tr>
<tr>
<td></td>
<td>• Descriptive language</td>
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<tr>
<td></td>
<td>• Details help the reader understand the characters in the story.</td>
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<tr>
<td>Sentence Complexity</td>
<td>• A mix of short and complex sentences</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>• Many gardening terms, some of which may be unfamiliar: perennial, annual, nursery</td>
</tr>
<tr>
<td>Words</td>
<td>• Many multisyllable words, some of them challenging, such as opportunity, straightening, deliberately, and exquisite</td>
</tr>
<tr>
<td>Illustrations</td>
<td>• Lively drawings support the text.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>• Thirteen pages of text, with illustrations on most pages</td>
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</tbody>
</table>

Number of Words: 2,232
The Friendship Garden  by Stephanie Sigue

Build Background
Help students use their knowledge of friendship to visualize the text. Build interest by asking questions such as the following: Do you have a best friend? How might you stay in touch with your friend if he/she were to move away? Read the title and author and talk about the cover illustration. Tell students that this story is realistic fiction, and ask them what kinds of features they can expect to find in this type of story.

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:

Page 2: Explain that this is a story about two girls who are best friends.
Suggested Language: One of the friends, Mieko, is moving away to another city. The girls are sad about this.

Page 3: Read the second paragraph aloud to the students. Ask: How do these details help you begin to understand how the girls feel about one another? What does it mean to be lured by something?

Page 6: Explain that a nursery is a place where plants and gardening supplies are sold.

Pages 7–8: Have students locate the word trellis on page 7 and then identify the trellis in the illustration. Have them then locate the words trowels and fertilizer on page 8. Ask: How are these things used by gardeners? Ask: What are trowels used for in a garden? Now turn back to the beginning of the story and read to find out what the girls learn about friendship.

Expand Your Vocabulary

- **annuals** – plants that complete their entire life cycle in a single growing season, p. 9
- **fertilizer** – any of a large number of natural and synthetic materials, including manure and nitrogen, phosphorus, and potassium compounds, spread on or worked into soil to increase its capacity to support plant growth, p. 8
- **perennials** – plants that live three or more years, p. 9
- **trellis** – a structure of open latticework, especially one used as a support for vines and other creeping plants, p. 7
- **trowels** – small implements with pointed, scoop-shaped blades used for digging, as in setting plants, 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 Question Strategy and to pay attention to questions they might have as they read the story.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the book.

Suggested language: Do you think Mieko and Jenny’s friendship will survive the move? Why or why not?

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>• Jenny and Mieko are best friends.</td>
<td>• True friendship is not measured by how often you see each other.</td>
<td>• The emotions that the girls feel are realistic.</td>
</tr>
<tr>
<td>• Jenny’s grandmother Lois’s relationship with her best friend, Helen, has lasted over fifty years.</td>
<td>• It is important to take care of friendship.</td>
<td>• The language sounds natural, the way people talk to one another.</td>
</tr>
<tr>
<td>• Lois and Helen teach the girls a lesson about friendship.</td>
<td></td>
<td>• The author includes situations that could actually happen.</td>
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</table>

Choices for Further Support

• **Fluency** Invite students to participate in choral reading. Remind them to pay attention to punctuation, and to stress certain words to sound as if the characters were actually speaking.

• **Comprehension** Based on your observations of the 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. Remind students that many words have Greek or Latin roots. Tell them that the prefix *per-* in the word *perennials* on page 9 is also a Latin word meaning “through.” Other words that share this prefix include *person, personality, perhaps,* and *perception.*
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 18.9.

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

Understanding Characters Remind students that details in a story can reveal traits about a character’s personality. They can use these details to make an inference or draw a conclusion about a character. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud

On page 7 of the book, Gran tells Jenny’s mom how wonderful she thinks the front yard looks. She then comments on different aspects of the yard. You can use Gran’s words to understand what type of person she is. Write this detail in the “Words” column.

Practice the Skill
Encourage students to share another conclusion they can draw about a character in the story.

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
• In the first paragraph on page 12, what does the word nutrients mean?
• Mieko’s main problem is that she

• One idea present in this selection is that
English Language Development

Reading Support Have students listen to the audio or online recordings. Remind them that this story is about how to maintain a friendship over time and distance. Make sure the text matches the students’ reading level. Language and content should be accessible with regular teaching support.

Cognates The story includes many cognates. Point out the English words and their Spanish equivalents: crisp (crespo), deliberately (deliberadamente), gigantic (gigante), miniature (miniatura), annual (anual), and fertilizer (fertilizante).

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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</thead>
<tbody>
<tr>
<td>Speaker 1: Who are the main characters in the story?</td>
<td>Speaker 1: Why are Mieko and Jenny sad?</td>
<td>Speaker 1: How do Gran and Helen relate growing a garden to maintaining a friendship?</td>
</tr>
<tr>
<td>Speaker 2: Jenny, Mieko, Gran, and Helen</td>
<td>Speaker 2: Mieko is moving away with her family to another city.</td>
<td>Speaker 2: Gran and Helen teach Jenny and Mieko that you can remain friends, even when you are far away. They tell the girls that you have to take special care of a garden to make it grow, just like you have to take special care of a friendship to make it last.</td>
</tr>
<tr>
<td>Speaker 1: Who is moving away?</td>
<td>Speaker 2: Gran and Helen teach Jenny and Mieko that you can remain friends, even when you are far away.</td>
<td>Speaker 2: Gran and Helen teach Jenny and Mieko that you can remain friends, even when you are far away.</td>
</tr>
<tr>
<td>Speaker 2: Mieko</td>
<td>Speaker 2: What do Gran and Helen teach the girls about friendship?</td>
<td>Speaker 2: Gran and Helen teach Jenny and Mieko that you can remain friends, even when you are far away.</td>
</tr>
<tr>
<td>Speaker 2: What do Gran and Helen like to do together?</td>
<td>Speaker 2: You can stay friends even when you are far away.</td>
<td>Speaker 2: Gran and Helen teach Jenny and Mieko that you can remain friends, even when you are far away.</td>
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<td>Speaker 2: plan and grow gardens</td>
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Critical Thinking

Read and answer the questions. Possible response shown.

1. Think within the text: How do Mieko’s and Jenny’s actions and words show that they are sad at the start of the story?
Mieko is in tears, and both are saying how awful things are.

2. Think within the text: What do Mieko and Jenny have in common with Gran and Helen?
Gran and Helen have been best friends since second grade, and have common interests in plants and gardens.

3. Think beyond the text: How has an interest in gardens helped Gran and Helen stay friends?
The shared interest gives Gran and Helen something to talk about over long distances and after not seeing one another for long periods of time.

4. Think about the text: Why would the author have Gran compare keeping in touch with a friend with caring for a garden?
The author is showing that both take effort, but once you invest the time, the results can be very rewarding.

Making Connections: Gran and Helen give Mieko and Jenny tips for planning vegetable and flower gardens and cultivating their friendship. What do you think planning plays in building and keeping strong friendships? Explain your answer.

Write your answer in your Reader’s Notebook.
The Friendship 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.

Some friendships die, and some, like Gran’s and Helen’s, continue for a lifetime. What do you think are the necessary ingredients for a lasting friendship? Do you think that Mieko and Jenny have the necessary ingredients to make their friendship last? Support your answer with details from the story.

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Critical Thinking

Read and answer the questions.

1. **Think within the text**  How do Mieko’s and Jenny’s actions and words show that they are sad at the start of the story?

2. **Think within the text**  What do Mieko and Jenny have in common with Gran and Helen?

3. **Think beyond the text**  How has an interest in gardens helped Gran and Helen stay friends?

4. **Think about the text**  Why would the author have Gran compare keeping in touch with a friend with caring for a garden?

**Making Connections**  Gran and Helen give Mieko and Jenny tips for planning vegetable and flower gardens and cultivating their friendship. What role do you think planning plays in building and keeping lasting friendships? Explain your answer.

Write your answer in your Reader’s Notebook.
The Friendship Garden • LEVEL S

### Selection Text

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>“Your Gran and I haven’t lived in the same area since we were in the sixth grade,” Helen explained as she passed gardening gloves to Gran. “But we never let that keep us from staying best friends.”</td>
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<tr>
<td>9</td>
<td>“Your mother tells me that you girls have an interest in flowers and vegetables, so we’re going to give you a few pointers,” Gran said as she moved toward the flower beds, shovel in hand. “We’ll begin preparing these flower beds before it gets too hot. Later we’re going to plant some perennials and annuals. Do you know what those are?”</td>
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</table>

### Behavior Error Log

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>® cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>cat</td>
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<td>Substitution</td>
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<tr>
<td>Self-corrects</td>
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<td>Insertion</td>
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<tr>
<td>Word told</td>
<td>® cat</td>
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</tr>
</tbody>
</table>

### Comments:

#### Accuracy Rate

\[
\text{Accuracy Rate} = \left( \frac{\text{# words read correctly}}{98} \times 100 \right) \%
\]

### Total Self-Corrections

8