

Title: <i>Up in the Garden and Down in the Dirt</i>	Author: Kate Messner
Genre/Unit: narrative nonfiction	Shared Reading: <i>Spring</i> by Maude M. Grant

### Objective:

Students will be able to compare and contrast up in the garden and down in the dirt.

Students will be able to identify the theme of working together and the perseverance gardening requires (This connects with *The Night Gardener*, see May book pairings for more information).

Standards: NYS Reading Anchor Standards 2, 4 and 5.

Knowledge Building: What makes a healthy organic garden? Teamwork! A garden is filled with lots of living things, all working together to nurture healthy plants.

### Vocabulary

Word	Page	Student Friendly Definition
brittle	9	easily broken
gentle	10	soft, not harsh
wilt	17	to lose freshness, become limp or droop
drench	21	to soak, or wet completely
scrumptious	24	pleasing to the senses, delicious
burrow	41	To dig into or in the earth

Warm Up Poem:



Reading: What does each season bring to a garden? What creatures contribute?

(Possible anchor chart to fill out as you read)

Season	Facts		Feelings
	Over	Under	
Spring			
Summer			
Fall			
Winter			

Page #	Accountable Talk	JOYcabulary
<b>Before Reading</b>	Rev up mind: What do we expect? Look at cover, back illustration, inside flap Pay attention to how each of the seasons are written. Review above anchor chart.	Activate background knowledge about spring and gardens: What are some animals that work in gardens? Some are helpful and some are not!
<b>During Reading</b> P 2-13	The writer begins in winter and quickly goes to <b>spring</b> . Model spring facts and feelings.	Compare the faces of Nana and the girl as each season passes. What are some words we could use to describe the

	<p>Facts Over= get rid of weeds, spread compost, time to plant, bees visit with pollen</p> <p>Facts Under= ground needs to dry out and warm up. Worms and insects stir up the soil, hornworm rests</p> <p>Feelings= alert, alive, excitement, busy</p>	<p>emotions of Nana, the girl, and the creatures in <b>spring</b>? (hopeful, determined, etc.)</p> <p>compost- a mixture of decaying leaves, vegetables, or manure that is used to improve garden soil.</p>
<p>P 4-5</p> <p>P 8-9</p> <p>P 17</p> <p>P33</p> <p>P36</p> <p>P38</p> <p>P41</p>	<p>Notice author's craft: <b>alliteration</b> throughout the text.</p> <p><i>spring sun shines</i></p> <p><i>squabble, scratch, spread</i></p> <p><i>weed and wilt</i></p> <p><i>damp, dark</i></p> <p><i>snap, smooth, shining</i></p> <p><i>silken strand</i></p> <p><i>hurry, hurry, and harvest</i></p> <p><i>beetles burrow</i></p>	<p>The importance of precise details</p> <p>Magic 3</p> <p>Give very brief "on the go" definitions of each alliteration</p>
P 16-33	<p><b>Summer</b> facts. Split the class and have students turn and talk with a partner about either over or under the dirt. Come back together for a quick share and teacher models feelings.</p> <p>Facts Over=</p> <p>Facts Under=</p> <p>Feelings=</p>	<p>What are some words we could use to describe the emotions of Nana, the girl, and the creatures in <b>summer</b>? (dedicated, active, sweltering etc.)</p>
P 34-43	<p><b>Fall</b> facts and feelings. Have students turn and talk with a partner. Come back together to share and fill out the anchor chart together.</p> <p>Facts Over=</p> <p>Facts Under=</p> <p>Feelings=</p>	<p>What are some words we could use to describe the emotions of Nana, the girl, and the creatures in <b>fall</b>? (hurried yet cozy, etc.)</p>
<p><b>The Ending</b></p> <p>P. 44-45</p>	<p><b>Winter</b> facts and feelings. Have students write a fact or feeling on a post-it to display on the anchor chart.</p> <p>Facts Over=</p> <p>Facts Under=</p> <p>Feelings=</p>	<p>What are some words we could use to describe the emotions of Nana, the girl, and the creatures in <b>winter</b>? (quiet, still, etc.)</p>

<p><b>After Reading</b> P. 3 P. 44-45</p>	<p>Compare and contrast the first page and the last page. Much like the life cycle of a butterfly, gardening has importance and beauty during each of the seasons.</p>	<p>"...my hands full of seeds and my head full of dreams."  "...dreaming of sunshine and blossoms and sprouts."  "...a whole new garden sleeps down in the dirt."  cycle-a circle of events that repeats in a regular pattern.</p>
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**Extensions:**

*Writing:* text structure (chronological); Magic 3; alliteration anchor chart students could continue and transfer in their own writing where appropriate.

*Reading:* Have students read "About the Animals" p 47-49 and select one to research further to see their gardening role all year round.

*Vocabulary:* Gather a group of Garden Words. Now sort into categories. Students could illustrate the alliterations from the text and create their own kid friendly definitions.

## Garden Words

seedling	transplant	deadhead	fertilizer	spade
hoe	trowel	clippers	irrigate	sprinkler
bedding plants	greenhouse	nursery	annual	till
mulch	landscape	cultivate	perennial	prune

tend	insecticide	harvest	humus	peat moss
hardy	evergreen	WEEDS	wheelbarrow	pests
clippings	cuttings	propagate	dormant	germinate
nutrient	pollinate	transplant	variety	

### Next Steps:

Read some informational books about gardens, such as *From Seed to Plant* and *The Vegetables We Eat* by Gail Gibbons or *We are the Gardeners* by Joanna Gaines.

### Gardening Grants and Lesson Plans:

<https://newyork.agclassroom.org/agbadging/>

Only a few weeks left until summer. We will have a **June** book pairing posted soon, so keep checking back!

- Amanda