

Books for Young Learners Teacher Resource

Book Notes



Paco's Garden / El huerto de Paco

Author Lois Podoshen

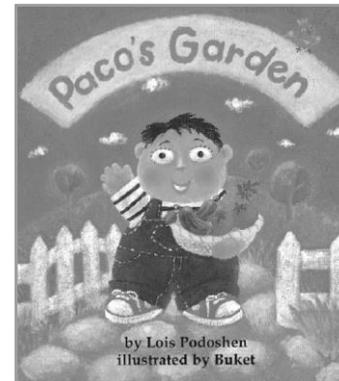
Illustrator Buket

12 pages ■ 120 Eng. words ■ 111 Spn. words

Fountas and Pinnell Level G

Reading Recovery Level 12

Descubriendo la Lectura Level 12



Paco's Garden

SYNOPSIS

A boy and his grandmother look forward to eating food from their garden, but a woodchuck gets there first.

WHAT THE BOOK OFFERS

- Realistic fiction
 - Third person
 - Past tense
 - Cover illustration portrays hope rather than reality
 - Possessive apostrophe in title
 - Pictorial map of garden
 - Some repeated two-sentence pattern, but remainder has varied structures
 - Ellipsis near sentence beginning and not at page turn
 - No text on final page, open-ended
 - Two adjectives for objects
 - Text ranges from one to four lines
 - Only one character speaks
 - Pronunciation guide on inside front cover
 - Explanatory note on inside back cover ■
- Repetition of word for emphasis

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POSSIBLE SKILLS EMPHASIS

- Understanding conventions of dialogue
- *-ed* ending
- Using illustrations for confirmation rather than prediction
- Identifying descriptive language
- Understanding repetition for emphasis
- Using known pattern of text to aid fluency and expression

INTRODUCING THE BOOK

- The cover illustration shows Paco with a basket of vegetables, but in reality, the woodchuck beats him to the harvest, so he does not get his basket of vegetables. However, the cover illustration will engender discussion about a vegetable garden: what grows; why people grow vegetables. A list of vegetables known to the children, classified into "like" and "dislike," could be started.
- Discussion could include who could help Paco with his garden, introducing the Spanish grandmother, Abuela.

FOCUS OF INSTRUCTION

- Draw attention to the text rather than the illustrations for decoding and comprehending, with the illustrations being a secondary and confirming cue.
- Foster fluency and expression through contrast between the descriptions, dialogue, and the woodchuck's action, and through knowing the pattern in the first half of the book.

Page 3: Before you turn the page, reread this page. Think about how the author is telling you the story. Now turn the page. What do you notice? Look at page 5. What do you notice? How will that help you read the text?

- Accuracy with word endings should be encouraged, especially *-ed* and *-s*.

FOLLOWING THE READING

- Add a column to the list of vegetables for descriptions of color and size, or those that grow above the ground and below the ground.
- Draw a map of a garden, adding labels and a border of vegetable "enemies."
- Discuss animals known by other names: woodchuck, polliwogs

- Compare *Paco's Garden* with *Peter Rabbit*.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>Planting things can be . . . because . . . I think vegetables are . . .</i>
USE YOUR MEMORY	<i>Which plants in Paco's garden grew to be big and red? Which ones grew to be long and green? Why didn't Paco and his Abuela have any vegetables on their plates to eat? How do you know?</i>
WHAT'S YOUR OPINION?	<i>What do you think Paco and Abuela could have done to protect their garden from the hungry woodchuck? Why do people have vegetable gardens? Give 3 reasons.</i>
BE CREATIVE	<i>Design your very own vegetable garden. What will it look like when the seeds start to grow? Label each row of plants and be sure to draw a way to water and protect your plants. Use the diagram on the inside back cover to get some ideas, but don't copy it!</i>
VOCABULARY AGENT	<p><i>Some words end with 'ed' and it sounds like 'd.'</i> <i>Some words end with 'ed' and it sounds like 't.'</i> <i>Some words end with 'ed' and it sounds like 'ed.'</i> Make 3 columns on chart paper. Write 'd' at the top of the 1st column. Write 't' at the top of the 2nd column. Write 'ed' at the top of the 3rd column. Now read each word below and listen to the ending sound that 'ed' makes at the end of each one. If it sounds like the 'd' sound you hear at the end of grabbed, write it in the 'd' column. If it sounds like the 't' sound you hear at the end of munched, write it in the 't' column. If it sounds like the 'ed' sound you hear at the end of planted write it in the 'ed' column.</p> <p>WORDS: <i>*waited, lived, watched, jumped, baked, laughed, danced, painted, helped, used, crossed, hiked, asked, munched, played, climbed, shopped, planted, skipped, grabbed, buried, wanted.</i></p>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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