



Harry's Garden

Published by Collins
An imprint of HarperCollinsPublishers
77–85 Fulham Palace Road
Hammersmith
London
W6 8JB

Browse the complete Collins catalogue at
www.collinseducation.com

Text © 2006 Kim Wilde
Photography and design © HarperCollinsPublishers Limited 2006

Series editor: Cliff Moon

Original ISBN 978-0-00-718676-1

Kim Wilde asserts her moral right to be identified as the author of this work.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the Publisher or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency Ltd., 90 Tottenham Court Road, London W1T 4LP.

British Library Cataloguing in Publication Data

A Catalogue record for this publication is available from the British Library.

Photographers: Nikki English and Niki Whitehorn

Illustrator: Blair Sayer

Design Managers: Sarah Elworthy & Niki Whitehorn, niki@whitehorndesign.co.nz

Ideas for reading author: Linda Pagett

Acknowledgements

Collins would like to thank the teachers and children at the following schools who took part in the development of Collins Big Cat:

Alfred Sutton Primary School
St. Anne's Fulshaw C of E Primary School
Anthony Bek Primary School
Biddick Primary School
Britannia Primary School
Christ Church Charnock Richard C of E Primary School

Cronton C of E Primary School
Cuddington Community School
Glory Farm County Primary and Nursery School
St. John Fisher RC Primary School
Killinghall Primary School
Malvern Link C of E Primary School
Margaret Macmillan Primary School

Minet Nursery and Infant School
Norbreck Primary School
Offley Endowed Primary School
Portsdown Primary School
St. Margaret's RC Primary School
Wadebridge Community Primary School

Get the latest Collins Big Cat news at
www.collinsbigcat.com/elt



Blue
Band 4

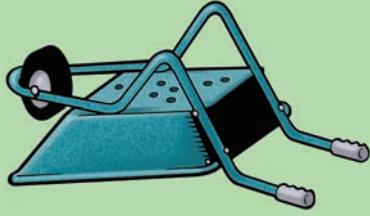
Harry's Garden



Kim Wilde



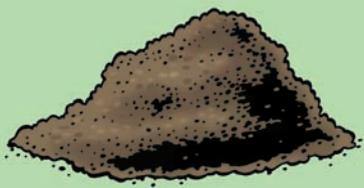
Find something to make your
garden in.
I used an old wheelbarrow.



Check that it is at least 35 centimetres deep. Check that it has small holes in the bottom.



Put some little stones on the bottom.



Then put some soil on the stones.



Plants need water,
so water the soil.



Choose some plants for your garden.
Where do you want to put your plants?



Don't forget to put gloves on.

Dig a hole for each plant.

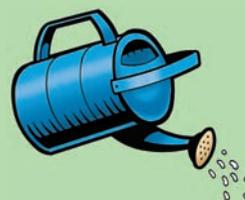


Be gentle with
the roots.

Put a plant in the hole.
Fill the rest of the hole with soil.



Check that the plants are firm in the soil.



Put bark chippings
on top of the soil.
Don't forget to keep
watering the plants.



Bark chippings
keep the soil damp.





This is my garden.



Which plants will you grow in your garden?

What you need



an old wheelbarrow with small holes in the bottom

a spade



some small stones

some soil





a watering can



some small plants



a pair of gloves

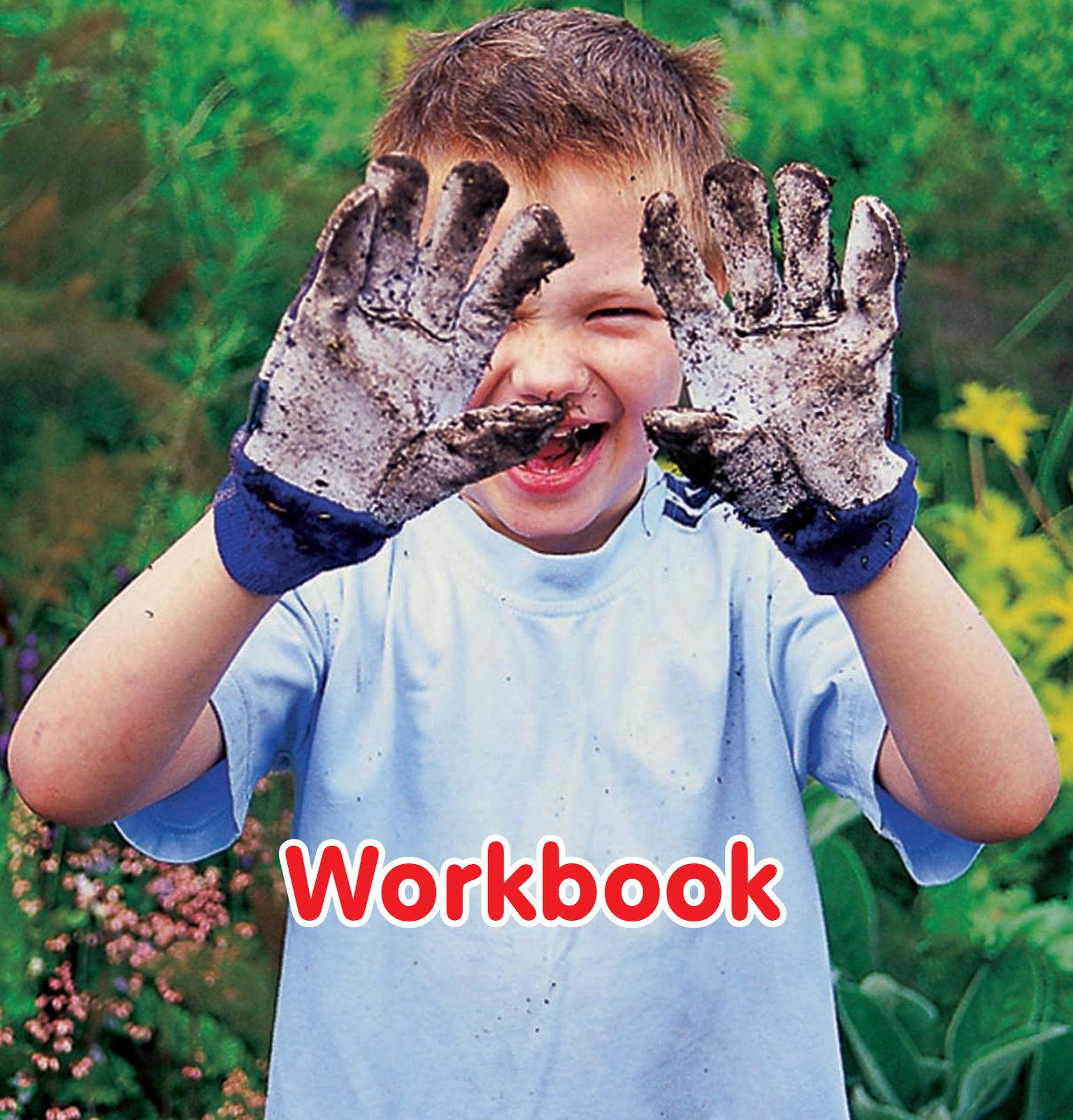


some bark chippings



a small trowel

Harry's Garden

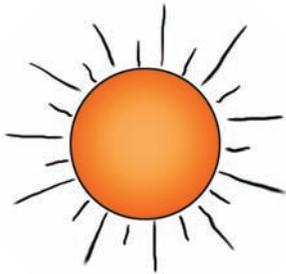


Workbook

Before You Read



1. What do you think seeds need to help them grow? **Circle** your answers.



seeds



2. Copy the title.

Harry's Garden



Key Story Words

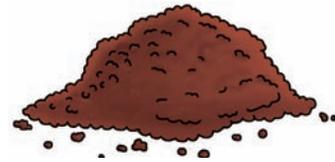


1. Label each picture with the correct word from the box.

spade stones trowel soil plant gloves



1



2



3



4



5



6



2. Unscramble the letters and rewrite the words. Look at the pictures for clues.

1 wlehberoawr : _____



2 pasde : _____

3 tonses : _____



4 trwelo : _____

5 renadg : _____



6 lovges : _____



Key Story Sentences



1. Fill in the blanks with words from the box.

Put

Dig

Choose

Find

Fill

1 _____ something to make your garden in.



2 _____ some little stones on the bottom.

3 _____ some plants for your garden.



4 _____ a hole for each plant.

5 _____ the hole with the rest of the soil.





2. Match the beginning of each sentence from the text with its ending.

Check that the wheelbarrow has

1

a so water the soil.

Put some little stones

2

b watering the plants.

Plants need water,

3

c grow in your garden?

Where do you want

4

d on the bottom.

Don't forget to keep

5

e to put your plants?

Which plants will you

6

f small holes in the bottom.



🐾 Reading Comprehension 1 🐾



1. Read these sentences.
Tick (✓) the correct ending.



1 On top of the soil, you put ...

bark chippings.

big stones.

2 Don't forget to ...

cut the plants every day.

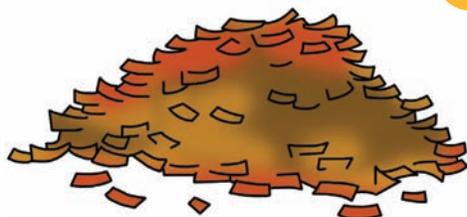
keep watering the plants.



3 Bark chippings ...

keep the soil dry.

keep the soil damp.





2. Number the sentences in the correct order (1-8) to match the text.

Dig a hole for each plant.

1

Find something to make your garden in.

Put some little stones on the bottom.

Put a plant in the hole and fill the hole with soil.

Plants need water, so water the soil.

Check that it has small holes in the bottom.

Put bark chippings on top of the soil.

Then put some soil on the stones.



🐾 Reading Comprehension 2 🐾



1. Write the answers to these questions.
Use complete sentences.
Use the words in the box to help you.

wheelbarrow holes garden bottom

- 1 What does the boy want to make?

- 2 What does he choose to make his garden in?

- 3 Where does the boy put the stones?

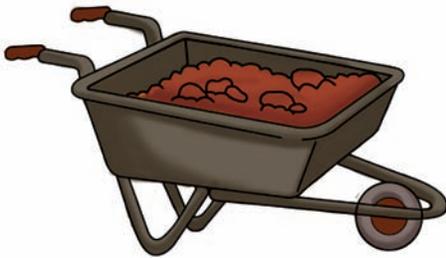
- 4 Why does he need a trowel?





2. True or False? Write "T" for True or "F" for False.

- 1 The boy checks that the wheelbarrow is at least 35 centimetres deep. _____



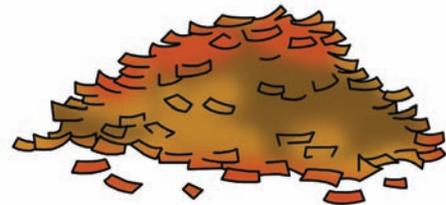
- 2 He puts some soil on the stones. _____

- 3 He digs a hole for the stones. _____



- 4 He checks that the plants are firm in the soil. _____

- 5 He uses bark chippings to keep the soil dry.

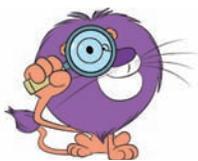


Have Fun with English!



1. Look at the words in the box.
Circle these objects in the picture.

trowel gloves watering can



2. Find and **circle** six words in the word snake.





3. Look at the words in the box.
Find and **circle** them in
the word square.

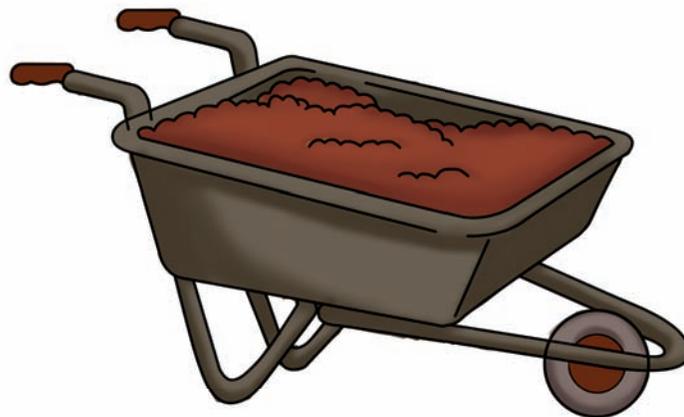
garden
dig

water
check

choose
keep

hole
grow

g	r	o	w	i	o	k	h	c
a	d	h	o	l	e	a	r	h
r	c	w	x	f	x	b	h	o
d	s	x	c	h	e	c	k	o
e	g	d	i	g	c	s	e	s
n	h	t	e	t	y	u	e	e
l	w	a	t	e	r	x	p	m



Test Your English



1. Fill in the blanks with the correct word.

- 1 Check that it has small _____ (holes/soil) in the bottom.



- 2 Then put some soil on the _____ (gloves/stones).

- 3 Dig a hole for each _____ (stone/plant).



- 4 Don't forget to put _____ (gloves/a hat) on.

- 5 Be gentle with the _____ (stones/roots).





CONGRATULATIONS!

You have completed
Harry's Garden

Go to page **171** to get your
Reward Certificate.



Ideas for reading

Learning objectives: read and follow simple written instructions in the classroom; note key structural features of instructions; use phonological, contextual knowledge to work out meanings of words; split written compound words into their parts; listen and follow instructions accurately

Curriculum links: Science: growing plants

High frequency words: have, made, make, your, an, old, that, has, put, some, little, then, water, so, where, want, dig, don't, with, be, will, what

Interest words: wheelbarrow, bark chippings, watering can, trowel

Word count: 138

Resources: equipment for making a container garden, small whiteboards and pens

Getting started

- Ask the class if anyone has done any gardening before. What kind of tasks have they done? Has anyone planted new plants? Invite the children to tell each other how to plant. *What do plants need to grow properly?*
- Look together at the cover and read the title. *Where is Harry's garden going to be? What kind of plants might he use?*
- Walk through the book looking at the pictures and text and discuss what is happening. Ask the children what sort of book this is (*an instruction book*).

Reading and responding

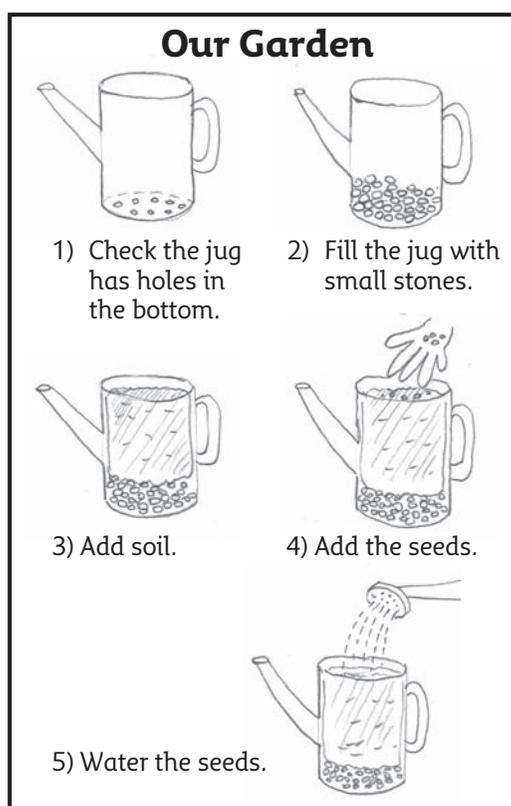
- Read through pp42–43 together and then encourage children to read on aloud and independently until p53.
- Observe, prompt and praise the use of phonic knowledge and picture prompts to understand unfamiliar words.
- Draw attention to the features of the text, e.g. the clear purpose stated at the start, the sequential steps, and the use of direct language (*check, put, choose, dig, fill*).
- Discuss with the children how well the book works. *Are the instructions easy to follow? Why?*

Returning to the book

- Ask the children in pairs to look at pp54–55 and discuss what each item is used for. They could look back at pp42–53 to check.
- Ask each pair to discuss how they would make a garden, with one writing on a whiteboard. Encourage them to use features of instruction texts e.g. separating and sequencing their ideas.
- Look at the word *wheelbarrow*. What is special about this word? (*It's a compound word.*) Ask if they can think of any more and list them on the whiteboard, underlining words-within-words, e.g. wheel barrow, black bird.

Checking and moving on

- Start a classroom garden. Ask the children to bring in an unusual container, e.g. an old pair of boots or a plastic jug, and follow the instructions in the text.
- Ask the children to make posters showing how they made their classroom 'garden', using sequenced instructions.



- Ask the children to find out more about growing plants. Each member of the group could give a one-minute talk on what they have discovered.