



PEACHTREE

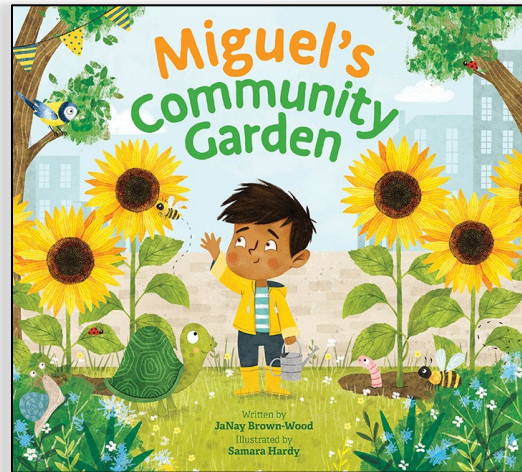
Educator's Guide

Includes Standards Correlations

Miguel's Community Garden

Written by JaNay Brown-Wood
Illustrated by Samara Hardy

HC: 9781682631669
e-book: 9781682634417
Ages 3–7



ABOUT THE BOOK

Miguel searches for sunflowers to take to his community garden party in this vibrant, diverse exploration of gardening and healthy eating.

Miguel wants to find his sunflowers in the community garden for his garden party. He searches among the different plots for the sunflowers. As he searches, he observes each variety of growing plant in the gardens and notices how every plant is similar to or different from his sunflowers. After successfully finding the sunflowers, Miguel enjoys his garden produce at his party with friends and family.

THEMES

Growing | Gardening | Healthy Foods | Imagination |
Friendship | Persistence | Determination

SKILLS

- Listening
- Observing
- Vocabulary development
- Compare and contrast
- Memory
- Problem Solving

BEFORE YOU READ

- Examine the front cover of the dust jacket. Ask students what they think the story might be about and tell why.
- Show the students endpapers. Ask them to identify the images they recognize.
- Ask if anyone knows what a community garden is and see if anyone has grown a garden. Explain the idea of a community garden and ask why people might want one.
- Instruct the students to look carefully at the illustrations as you read the book. They should look for how art helps tell the story.

RL.K.7, RL.1.7, RL.2.7

AS YOU READ

- Show the pictures, allowing enough time for students to carefully observe the art.

RL.K.7, RL.1.7, RL.2.7

AFTER YOU READ

- Discuss what a sunflower looks like based on the description in the book.
- Ask how the art helped tell the story and explain why.
- Show the students a real sunflower. Compare it to the description from the story.

- Remind the students how the story was structured. Point out that Miguel noticed how the plants he came across were like the sunflower but in different ways.
- Show the endpapers again. Identify each plant and animal found there.
- Then reread the book. On each page, discuss how the plant is like or different from the sunflower Miguel wants to find.

RL.K.1, RL.K.4, RL.1.1, RL.2.1, RL.2.5

DISCUSSION

- Show the video of a field of sunflowers. Ask students to think about how the flowers move and why they do. Tell them to notice if anything is on the flowers.
www.youtube.com/watch?v=y3cy46KAI64
- After viewing the video, discuss the motion of the flowers by the wind and bring in the fact that the leaves and flowers turn slowly to face the sun as it moves across the sky.
- Why might Miguel be using a community garden?
- What was Miguel like? Explain why you think that.
- Name the things growing in Miguel's community garden. Discuss which of the plants the students have seen or eaten.
- What kind of things would Miguel do in his garden?
- Do you think Miguel had help making his garden?
- Show the picture of Miguel's turtle. Why do you think Miguel brought a turtle along with him to the garden?
- How does Miguel feel when he can't find his sunflowers? Explain how you decided on that answer.
- Why do you think Miguel had a garden party?
- What snacks did Miguel serve at his garden party?
- What kinds of snacks would you serve from a garden at your garden party?
- Which plants were growing on trees and which plants grew up from the ground?

RL.K.1, RL.K.4, RL.1.3, RL.1.7, RL.2.1, RL.2.3, RL.2.7

SL.K.1, SL.K.2, SL.K.5, SL.1.1, SL.1.4, SL.1.5, SL.2.1, S SL.2.2

CURRICULUM CONNECTIONS

ELA

- Identify the parts of the book: front and back cover, title page.
- Name the author and illustrator and discuss the part they played in making the book. Then visit the website for JaNay Brown-Wood and look at the pictures of her growing up. Read her biography to the students. Discuss why she might have decided to write stories.

<https://www.janaybrownwood.com/about>

- Visit the website of Samara Hardy and look at her pattern images in her portfolio. Discuss how her patterns in her art are shown in *Where in the Garden?*
- Who is the main character in the story?
- What is the setting, or where it takes place?
- Does this book give information or tell a story?
- How does the art help show the different kinds of foods?
- Have the students come up one at a time and identify the colors of the fruits and vegetables on the endpapers. Then ask them to name the foods they see there.
- Read *Amara's Farm*. Then ask the students to describe how the books are alike and how they are different. Compare and contrast the plants and animals in the two books.

• What food does Miguel serve at his garden party?
RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.7, RL.2.1, RL.2.3, RL.2.5, RL.2.7

VOCABULARY

- Put the students into small groups. Assign each group a food named in the book. The students will write the name of the food assigned to their group and then draw the food. Post the drawings on the class bulletin board.
- Complete the worksheet Color Me Healthy by classifying each food growing in the garden by its color [see the end of the guide].
RL.K.4, RL.1.4, RL.2.4, RL.3.4

WRITING

- Write the name of one of the foods growing in Miguel's garden. Then write words that describe that food. For older students, write a paragraph describing their food.
- Write a short poem based on one of the foods growing in the garden.
- Have the students draw and label their favorite food mentioned in the story. Then write a sentence about that food.

W.K.2, W.K.1, W.1.1, W.1.2, W.2.1, W.2.2

SCIENCE (NGSS)

- **Follow the sun.** Using a paper cup and potting soil, have each student plant three bean seeds. Water them and place them in the sun after labeling names. Watch for the seeds to come up. Then make observations each day when the plants are in direct sunlight. Review the video from the class discussion. Watch for the leaves to turn towards the sun. Remind the students this is a slow process and changes will be subtle.
- **Double flower.** Examine a sunflower. Show how the petals are not formed in just one layer around the center by making an image similar to this one from colored paper. Show the students how there are two layers of petals. This is an example of a double flower. Many double flowers are so full they cover the center, but sunflowers have an open center where the seeds form.
<https://www.creativefabrica.com/product/flower-with-two-layers>
- **Eat an artichoke.** Show a picture of an artichoke growing. Use an image such as [this one](#). Explain that the part you eat is the flower bud that hasn't totally opened yet. Bring in a cooked artichoke. View a video about how to eat an artichoke, similar to [this](#). Let the students sample the artichoke.
- **How Do You Grow?** Show a picture of asparagus growing. Scroll through to show how the asparagus grows and its life cycle. Ask students to draw an example of how it is planted and how it grows (red seeds, the rhizomes of the crown, spears pushing up through the soil, feathery leaves, turns dark in winter). Set up a chart and label it. Students draw each stage of the asparagus growth.

- **Bee Helpers.** Show images of a bee on a sunflower and other flower and the pollen that gets on the bee, using a photo. Then show a video of bees on a sunflower. Explain how the pollen is collected by the bees inadvertently as they sip nectar to make honey. When they go to the next flower, some pollen falls off and the bees get more pollen. The pollen is what helps the flowers form seeds.
- **Find the Bug!** Review the characteristics of an insect. Name some insects they might know. Go back through the book and ask students to look for an insect on each page. Point them out and see if they can identify what kind of insect it is on each spread.
- **Stay Safe!** Point out the difference between mushrooms you can eat and poisonous mushrooms that grow after a rainy period. Use this site to help distinguish the difference:
<https://pediiaa.com/what-is-the-difference-between-mushrooms-and-toadstools/>
- **How Does Your Garden Grow?** Make a list of basic vegetables and any herbs the students know. Then show a garden plan similar to the site below.
<https://tranquilurbanhomestead.com/planning-vegetable-garden-kids/>
Have students plan a garden they might like to have in the future. Label and draw their vegetables.

Standards In This Section:

PS3.B: Conservation of Energy and Energy Transfer (K-PS3-1), (K-PS3-2) **LS1.C:** Organization for Matter and Energy Flow in Organisms **LS1.C:** Organization for Matter and Energy Flow in Organisms **ESS3.A:** Natural Resources **LS1.A:** Structure and Function **LS1.B:** Growth and Development of Organisms **ESS3.A:** Natural Resources (K-ESS3-1) **ETS1.A:** Defining and Delimiting an Engineering Problem (secondary to K-ESS3-2) **ETS1.B:** Developing Possible Solutions (secondary to K-ESS3-3) **LS1.A:** Structure and Function (1-LS1-1) **LS2.A:** Interdependent Relationships in Ecosystems (2-LS2-1) **ETS1.B:** Developing Possible Solutions (secondary to 2-LS2-2) **LS4.D:** Biodiversity and Humans (2-LS4-1) **ETS1.B:** Developing Possible Solutions (K-2-ETS1-2)

SOCIAL STUDIES

- **Your Community.** Define and discuss community. Review the definition here: [change font here to match] <https://kids.kiddle.co/Community> Identify the community the students have.
- **Try It!** Bring in some of the foods shown in the book or ask the students to bring in certain food items. Share it among the students and have them describe what they think of the taste.

- **Eat It!** Prepare the salad according to the recipe and share it with the class. This can be done in class with the teacher guiding or at home and brought to share.
- **Start Your Garden.** What kinds of things would you need to start a garden? Put the students into groups and have them make a list of what they would need. Include suggestions for ways they could grow more food. Discuss by having each group present what they identified.
- **Hooray for Gardens!** Discuss what gardens provide and why we need what they produce. Talk about the needs people have.
- **Who Did What?** Define producers and consumers in the context of social studies. Identify the producers and consumers found in the book.
- **Why Do We Need Them?** Lead a discussion about the value of community gardens. Include ideas about what would be hard to do when making one and what would be easy.

RL.K.7, RL.K.10, RL.1.7, RL.1.10, RL.2.1, RL.2.7

MATH

- Discuss how many different kinds of foods were grown in the community garden. Go back through the book and count them aloud together.
- Ask the students how many of them have eaten the following foods and keep a written chart: apricots, artichoke, cherries, mulberries, spinach, asparagus, mushroom, celery, bell pepper, sunflower seeds. As a class, create a bar graph showing the number of students who have eaten those foods.

K.CC.A.2, K.CC.A.3, K.CC.B.4, CC.B.5, K.MD.B.3, 1.MD.C.4

ART

- **Favorites** Draw a picture of their favorite foods mentioned in the book.
- **Seedy Sunflower.** Bring in a bag of unshelled sunflower seeds. Draw a large sunflower. Glue sunflower seeds in the center to illustrate the way seeds are clustered in the center. You can refer to this page to get students started: <https://scyapinc.org/how-to-draw-a-sunflower/>
- **Go Van Gogh.** Visit the Van Gogh museum site to see images of Van Gogh's sunflower paintings. <https://www.vangoghmuseum.nl/en/art-and-stories/stories/5-things-you-need-to-know-about-van-goghs-sunflowers>

- **From the Garden.** Use construction paper to draw and cut out an example of one of the foods Miguel has in his garden. Then make a class collage to post on the bulletin board that is similar to the endpapers.

MOVEMENT

Have the students act as a field full of sunflowers. Have them sway in the breeze.

ABOUT THE AUTHOR

JaNay Brown-Wood grew up with a passion for writing and drafted her first series of unpublished picture books in elementary school. After earning a BA in Psychology from UCLA, an MA in Child Development from CSU, Sacramento, and a PhD in Education from UC Davis, JaNay still loves storytelling! Her first book, *Imani's Moon*, was a NAESP Children's Book of the Year and a Reading is Fundamental Multicultural Book Pick. She lives with her family in California. Follow her on Twitter @janaybrownwood.

JanayBrownWood.com

ABOUT THE ILLUSTRATOR

Samara Hardy has always loved to draw. Unfortunately for her parents, this was often on their walls and furniture . . . with her mother's lipstick. Realizing she might make a career out of this, she graduated with a degree in Illustration from Falmouth University and has since illustrated all kinds of wonderful things from picture books to reusable bags. She spends her days scribbling away and drawing by the sea in England. Follow her on Instagram @samara_hardy.

SamaraHardy.com

Educator's Guide

prepared by Shirley Duke

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Color Me Healthy

Cut out the food words at the bottom of this page. Paste the words under the right color and draw a picture of each one.

Yellow	Orange	Green	Red	Purple	Brown

bell pepper

mushroom

asparagus

apricot

sunflower

cherries

celery

spinach

mulberries

artichoke