

# Make a Bottle Garden

## Science

Level 5

Strand: Life Science

Theme: Plants

**Purpose for Reading:** To learn one way to grow plants.

**Comprehension Strategies:** Determining importance, extracting information.

### Vocabulary

*Dictionary Words:* bottle, plants, slits, soil, water

*Vocabulary Words:* cap, base, flowers, funnel, glove, leaves, neck, spoon, thread, table

*High-Frequency Words:* a, do, get, help, in, into, of, the, them, to, what, with, you, your

### Before Reading

- Talk with the students about making gardens. Ask if any of them have ever made a garden in a bottle.
- Discuss the cover photo and the photo on the title page. What do these photos tell them about growing plants in a bottle?
- Explain to the students that this book is a procedural text. That is, it will tell them how to do something. There is a procedure to be followed.

### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Have them look at the photos. Read the labels together.

### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages. Discuss the way the text is presented on page 4 and explain the structure of a procedure. Relate each bullet point to the photo and have the students name each item. Discuss why people use funnels.

- Pages 6–7: Discuss the way the text is set out on page 6. Then discuss the photo with the students. Invite them to say what they think is important in the photo. Discuss plastic, and invite volunteers to identify other things they know that are made of plastic.
- Pages 8–9: Talk with the students about this photo. Did they correctly predict that funnels are helpful when you need to put something through a small opening? Read the labels together.
- Pages 10–11: Invite the students to say what the girl in the photo is doing now. *How is she getting the plants into the bottle?* Read the labels together.
- Pages 12–13: Talk more about the different ways the girl put things into the bottle. *Could she have put the water and the soil through the slits? Could she have put the plants in through the neck of the bottle?* Read the labels together.
- Pages 14–15: Have the students discuss this photo. *Where is the bottle garden now?* Have the students discuss why they think the bottle garden is outside.

### Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read this page with the students. Ask them to restate the ways procedures are written. Explain that as they read they need to look at the photo and also read what to do.

- Ask the students to continue reading the book independently. Provide support where necessary.

## After Reading

### Comprehension

- Have the students retell the steps in the procedure to determine if they have extracted the correct information. Prompt with questions, such as *What things do you need to make a bottle garden? What do you need to do first? When you have cut slits in the bottle, what do you do next? Then what? What is the last thing you do?*
- Discuss with the students what they think is important in the text they have just read. Ask questions, such as *Is it important to use a clear plastic bottle? Would there be a problem if the bottle was not clear plastic? Is it important where in the bottle you cut the slits? Is it important which way you cut the slits? What might happen if you cut the slits the other way? Is the order of doing things important? Could you put the water in before the plants?*
- Ask the students to discuss what else besides water that plants need to grow. Discuss other places that they could keep a bottle garden other than outside.

### Vocabulary and Word Recognition

- Have the students find the high-frequency word *get* in the text. Read the sentences containing the word *get* together. Invite the students to volunteer other sentences that start with *get*. Write them on the board. Invite volunteers to come and circle the word *get*. Add *get* to a high-frequency word chart or word wall.
- Talk to the students about the words that start each sentence in a procedure. Explain to them that these words are verbs or doing words. They tell the

reader to do something. Revisit the book and together read the first word after the bullet points and subsequent sentences on pages 6, 8, 10, 12. Turn to page 16 and draw the students' attention to the words *make* and *write*.

### Oral Language

- Have the students work with a partner. Take turns to tell the partner to do something using a verb to start the sentence; for example, *Get a book with a blue cover*.

### Writing

- Have the students return to the photo on page 11. Have them draw this picture and write what the girl is doing.

### Creative Extension Activities

- Have the students make individual saucer gardens following the same procedure. Invite a judge to award ribbons for the best garden.
- Rewrite the book as a big wall story. Have the students illustrate the book.
- Invite the students to bring other examples of procedures from home; for example, recipes. Discuss how these are the same as or different from making a bottle garden.

### Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Read the sentences. Write the correct number by each sentence to show the correct order.

Push the plants through the slits.

\_\_\_\_\_

Watch your plants grow.

\_\_\_\_\_

Cut three slits in the bottle.

\_\_\_\_\_

Pour the cup of water into the bottle.

\_\_\_\_\_

Fill half the bottle with soil.

\_\_\_\_\_

Name: \_\_\_\_\_

Read and draw.

A plastic bottle with flowers and leaves in it.



A girl putting soil in a bottle.

