



The Book Planter



Ag in the Classroom

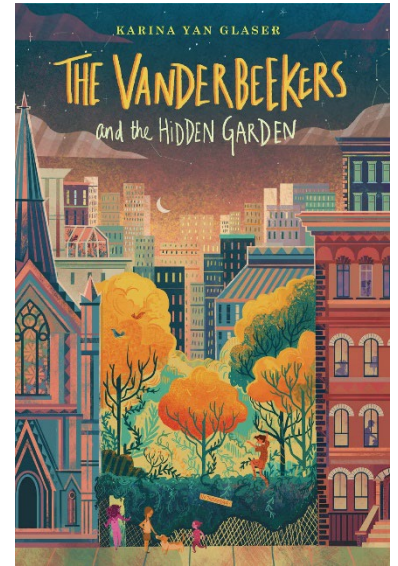
Post Office Box 27766 | Raleigh, NC 27611 | (919) 782-1705
ncaginthe classroom.com

April 2022 Chapter Book

The Vanderbeekers and the Hidden Garden

Written and Illustrated by: Karina Yan Glaser

When catastrophe strikes their beloved upstairs neighbors, Mr. Jeet and Miss Josie, the Vanderbeeker children set out to build the most magical healing garden in Harlem. The children face setbacks with a locked fence, and abundance of thistles and trash, a lack of funding for plants and dirt, and a shady building developer who threatens to sell the land. But the children persevere because their motive behind the garden is love and hope for Mr. Jeet and Miss Josie.



Story Discussion Questions¹

1. Why is Isa away for the summer? How are Jessie and Isa coping with being separated for the first time?
2. Why do the children finally agree to Miss Josie's suggestion to build a garden in the empty lot by the church?
3. How does Mr. Jeet help Laney with Paganini, her rabbit? What do they teach him to the surprise of everyone in the family?
4. Why is Mr. Jeet admitted to the hospital? What is the expected outcome of his stay in the hospital?
5. What is the purpose of the release form Jessie writes?
6. Why is it so important to Oliver to complete the garden?
7. Why is Oliver so surprised to discover that Hyacinth knows and likes Herman Huxley? Why doesn't Oliver like him?
8. Who is Orlando? Why is he moving to Harlem? What do he and Jessie have in common?
9. What do Laney and Hyacinth overhear that could destroy their plans for the garden?
10. Why does Mr. Beiderman leave his apartment for the first time in six years? Is his endeavor successful?
11. How do the children ruin Mr. Huxley's plan to sell the land where they are building their garden?

Pre-Reading Student Interest Approach – Engagement¹

Ask students to think about a park or play area in their community. Then discuss with them the types of events that occur in that area. Ask them to write a thank you letter to

the city for the development and upkeep of that area. Students should share an experience they had in the park in their letter.

Activity 1: The Magic Healing Garden¹

In small groups, ask students to review the garden plot on page 226, and then to research plants and flowers that would flourish in the climate of their community. Each group should make a list of plants and flowers and then determine where each would be planted in the garden. Each group can then illustrate how their garden would look in bloom and write a paragraph or poem describing the garden. The illustrations can be displayed in the classroom or in the hallway.

Activity 2: A Neighborhood Community¹

Many of the neighbors in the community wrote quotes about gardens and flowers and attached them to the fence around the garden. Ask students to research quotes about communities and neighbors that would fit in the Harlem community where the Vanderbeekers live. Students should select a quote and write a paragraph explaining why they chose that particular quote. Students should use evidence from the text to provide support. The quotes can be shared with the class.

Activity 3: Mr. Jeet and Miss Josie¹

When Mr. Jeet has his stroke and is taken to the hospital, Miss Josie refuses to leave his side. Fortunately, Mrs. Vanderbeeker willingly helps Miss Josie by bringing her clothes; the children water her plants; and Laney brings Paganini to cheer Mr. Jeet up. In small groups, ask students to plan a volunteer program for elderly people in their community or in the local hospital that need help. Students should make a list of services they could offer and design a flyer they could post at the hospital, community center, library, or other public place.

Links

- Which Vanderbeeker Sibling Are You? (online quiz)
<https://bookriot.com/vanderbeeker-sibling-quiz/>
- Vanderbeekers Downloadable Poster
https://drive.google.com/file/d/1Kuy-KR_adp6XgPAcLKN6YLGJ6S2ZhmmQ/view

Sources

1. <http://www.karinaglaser.com/resources>

3rd-8th Subject Areas

Reading, Writing, Speaking and Listening, and Science

NC Standard Course of Study

Reading

- **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- **RL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **RI.3.5** Use text features and search tools to locate information relevant to a given topic efficiently.
- **RI.3.6** Distinguish their own point of view from that of the author of a text.
- **RI.3.7** Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- **RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
- **RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- **RI.4.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.
- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.2** Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- **RI.6.7** Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.
- **RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.7.2** Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RL.7.3** Analyze how particular elements of a story or drama interact.

- **RL.7.5** Analyze how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning.
- **RL.7.6** Analyze how an author develops and contrasts the perspectives of different characters in a text.
- **RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **RI.7.3** Analyze the interactions between individuals, events, and ideas in a text.
- **RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- **RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- **RL.8.1** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.2** Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RI.8.1** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

Writing

- **W.3.6** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **W.4.6** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **W.5.6** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

Speaking and Listening

- **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.
- **SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.
- **SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.
- **SL.5.5** Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- **SL.6.1** Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.6.2** Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
- **SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.
- **SL.6.5** Include multimedia components and visual displays in presentations to clarify information.
- **SL.7.1** Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
- **SL.7.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- **SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.
- **SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- **SL.8.1** Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.8.2** Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.
- **SL.8.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence, and identifying when irrelevant evidence is introduced.
- **SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.
- **SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Science

- **3.L.2** Understand how plants survive in their environments.
- **5.L.2** Understand the interdependence of plants and animals with their ecosystem.
- **6.L.1** Understand the structures, processes and behaviors of plants that enable them to survive and reproduce.
- **6.L.2** Understand the flow of energy through ecosystems and the responses of populations to the biotic and abiotic factors in their environment.
- **7.L.1** Understand the processes, structures and functions of living organisms that enable them to survive, reproduce and carry out the basic functions of life.
- **8.L.3** Understand how organisms interact with and respond to the biotic and abiotic components of their environment.