

Community Garden Rescue

Read the passage. Look back for details as you answer. Use extra paper if you need more writing space.

01 Read the Passage

Priya and Jamal noticed that the community garden was in serious trouble during a hot July week. The old green hose used to water the plots had split completely in half. Without regular watering, the soil turned to dry dust, leaving the leafy tomato plants wilted, their stems drooping sadly toward the ground. The neighbours needed another way to water their plots, and the rising summer heat threatened to ruin weeks of hard work.

Knowing they had to act quickly, Priya and Jamal came up with a creative solution. They knocked on doors to gather recycled plastic jugs and buckets from their neighbours. To move the water efficiently from the park's rain barrel, they organized a bucket brigade. This meant a line of people stood side-by-side, passing the filled water jugs from hand to hand down the line. This cooperative effort allowed them to water every single dry plant without anyone having to carry heavy buckets back and forth alone.

Thanks to their quick thinking and teamwork, the plants recovered beautifully. A few weeks later, the entire neighbourhood gathered for a joyful harvest, happily picking ripe crops of juicy red tomatoes and crisp green beans. To honour the children and show appreciation for their leadership, the local garden club presented Priya and Jamal with a brand-new, heavy-duty garden hose. This gift celebrated their dedication to keeping the community garden alive and thriving for everyone.

Reading Tip · Look at the words and sentences around an unfamiliar word. These context clues can help you work out its meaning.

02 Multiple Choice

1. What main problem did Priya and Jamal face in the garden?
- ☐ A. The tomatoes were stolen ☐ B. The hose was broken and plants were dry
- ☐ C. The rain barrel was completely empty ☐ D. Nobody wanted to help harvest
2. What does the word “wilted” most likely mean as used in paragraph 1?
- ☐ A. strong and tall ☐ B. limp and drooping ☐ C. bright red ☐ D. freshly washed

03 Short Answer

1. What is the main idea of the story in your own sentence? Provide two supporting details from the text that show this main idea.
- _____
- _____
2. How did the children solve the watering problem, and why did cooperation make their solution successful?
- _____
- _____

04 Vocabulary in Context

Use clues from the passage to write the meaning of each word.

Word from Passage	What I Think It Means
wilted	
harvest	
honour	

05 Make a Connection

Connection: Describe a time you worked with others to solve a problem, or describe an imagined example of how a group of people could work together to help their school or neighbourhood.

Reading Comprehension: Facilitator Guide

GRADES 3–5 • ELA • READING COMPREHENSION

Students read an original community garden story, identify its main idea and supporting details, and use context clues. Designed for Grade 4; adjust reading support for Grades 3–5. Accept relevant alternative wording when students can explain their evidence.

QUICK START

Learning target: I can identify the main idea and supporting details of a text and use context clues to determine the meaning of unfamiliar words.

TIME	GROUPING	MATERIALS
30–40 min	Individual reading, partner discussion, whole class review	Printed worksheet • Pencil

KEY VOCABULARY

wilted

harvest

honour

bucket brigade

cooperative

context clues

GUIDING QUESTIONS

How does the author use the description of the tomato plants to show the severity of the water problem?

What clues in the second paragraph help us understand how a bucket brigade works?

FACILITATION SEQUENCE

1 LAUNCH • 5–7 MIN

Students read the title 'Community Garden Rescue' and look at the first paragraph to predict what the main conflict might be.

Watch for: Whether students notice the words 'serious trouble' and 'split completely in half' to identify the problem early.

TEACHING TIP • A useful prompt here is: "What does the word 'rescue' in the title make you think will happen in this story?"

TEACHING TIP • A useful prompt here is: "Look at the first paragraph. What is the immediate threat to the community garden?"

2 STUDENT WORK • 20 MIN

Students read the full passage independently or in pairs, then answer the multiple-choice, short-answer, and vocabulary-in-context questions.

Watch for: Students looking back at the text to find specific details for the short-answer questions rather than relying solely on memory.

TEACHING TIP • A useful prompt here is: "Where in the text does it describe how the bucket brigade actually worked?"

TEACHING TIP • A useful prompt here is: "What words near 'wilted' in paragraph 1 help you picture what the plants looked like?"

3 CONSOLIDATE & DISCUSS • 10 MIN

Students share their definitions for the vocabulary words and discuss how cooperation solved the garden's problem.

Watch for: Students explaining how the community members had to stand side-by-side to pass the water jugs.

TEACHING TIP • A useful prompt here is: "How did cooperation make the watering work easier for everyone?"

TEACHING TIP • A useful prompt here is: "How did the garden club show appreciation for their leadership?"

02 Multiple Choice

- **Question 1: B** (The hose was broken and plants were dry)
- **Question 2: B** (limp and drooping). Clue: "their stems drooping sadly toward the ground"

03 Short Answer

- **Question 1:**
 - **Sample Main Idea:** Cooperation helps a community solve a problem.
 - **Supporting Details:**
 1. Neighbours lend jugs (shows cooperation by sharing resources).
 2. People pass water along a bucket brigade (shows cooperation by sharing physical effort to move water quickly).
- **Question 2:**
 - **How they solved it:** Gathered recycled jugs, formed a line from the rain barrel, and passed water hand to hand.
 - **Why cooperation made it successful:** Sharing the work avoided repeated solo carrying, making the watering process much faster and less tiring for any single person.

04 Vocabulary in Context

- **wilted:** limp or drooping. Clue: "their stems drooping sadly toward the ground"
- **harvest:** gathering ripe crops. Clue: "happily picking ripe crops of juicy red tomatoes and crisp green beans"
- **honour:** show appreciation or respect. Clue: "To honour the children and show appreciation for their leadership"

05 Make a Connection

- **Connection:** Accept any real or imagined examples where students identify a shared problem (e.g., helping at school, cleaning a park, or organizing a neighborhood drive) and clearly explain how people worked together to solve it.

LIKELY STUDENT RESPONSES, MISCONCEPTIONS, AND HELPFUL TEACHER MOVES

Use the passage to check the reasoning behind an answer.

STUDENTS MAY...	WHAT THAT MIGHT MEAN...	A HELPFUL NEXT MOVE...
Chooses C: the rain barrel was empty.	Confuses the water supply with the broken hose.	Ask: Which item broke in paragraph 1?
Defines honour as giving a gift.	Names the action but misses its purpose.	Ask: What does the gift show about the club's feelings?

EQUITY, SEL, AND TRAUMA-INFORMED PROMPTS

EQUITY

Different experiences with shared spaces.

Invite students to consider who participates in a community garden and how shared resources like a park rain barrel support a whole neighbourhood.

SEL

Discuss how people share the work.

Discuss the frustration Priya and Jamal might have felt when seeing the split hose, and how they channeled that feeling into collaborative problem-solving instead of giving up.

TRAUMA-INFORMED

Offer a real or imagined example.

For the connection prompt, ensure students know they can write about an imagined community project (like helping their school) if they do not wish to share a personal story.

UDL, DIFFERENTIATION, AND LANGUAGE SUPPORTS

IF STUDENTS NEED MORE SUPPORT

Read aloud or rehearse answers orally.

Read the passage aloud to a small group, pausing to act out the 'bucket brigade' motion to build comprehension.

IF STUDENTS ARE READY FOR MORE

Extend the story.

Ask students to write a short sequel paragraph describing how the community uses the new heavy-duty hose during the next hot summer.

LANGUAGE SUPPORTS

Connect a meaning to its clue.

Use the language function of describing to support vocabulary acquisition. Provide sentence frames: 'The word wilted means ___ because the text says the stems were ___.'

ASSESSMENT LOOK-FORS AND NEXT STEPS

WHAT TO LOOK FOR

CRITERION	WHAT IT LOOKS LIKE HERE	POSSIBLE EVIDENCE	HELPFUL NEXT STEP
Identifying Main Idea and Supporting Details	Writing a clear main idea statement about teamwork/cooperation and citing two specific details (e.g., gathering recycled jugs, organizing a bucket brigade).	Short Answer Question 1 response.	Prompt the student to underline the two details they chose directly in the printed text.
Using Context Clues for Vocabulary	Defining 'wilted', 'harvest', and 'honour' using clues from the surrounding sentences.	Vocabulary in Context table entries.	Have the student point to the specific words in the text (like 'drooping sadly' or 'picking ripe crops') that helped them write their definitions.

Reteach signal: If multiple students struggle to define 'wilted' or 'honour', pause and model how to highlight surrounding words (context clues) on a projected version of the text to deduce meaning.