



Little Critter: A Green, Green Garden

By Mercer Mayer

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ABOUT THE BOOK:

Little Critter wants a green, green garden, and his whole family pitches in to help. But growing a green, green garden takes a lot of work! Little Critter learns all about planting little plants, watering, weeding, and composting. He also learns about good bugs that eat bad bugs. After a great family effort, as well as a lot of time and patience, he and his family share in the yummy harvest.

DISCUSSION QUESTIONS:

1. What are some of the challenges Little Critter faces when he tries to grow a green, green garden? How do he and his family overcome these challenges to find success? *Common Core State Standards (Reading: Literature): RL.K.1., RL.1.1., RL.2.1., RL.3.1.*
2. List some examples of family teamwork from the story. How does each family member help the garden? Why do you think they each help in the way they do? How would the ending of the story be different if each family member didn't help out? Why do you think so? *Common Core State Standards (Reading: Literature): RL.K.3., RL.1.3., RL.2.3., RL.3.3.*
3. Find the spider and the mouse in each illustration. What are they doing? Why do you think the illustrator drew them on each page as part of the story? What do they help you notice, or what do they make you think about? *Common Core State Standards (Reading: Literature): RL.K.7., RL.1.7., RL.2.7., RL.3.7.*
4. How is this story similar to and different from other Little Critter stories? Do the characters behave in similar ways? How? How is this book similar to and different from other stories you've read about growing gardens? *Common Core State Standards (Reading: Literature): RL.K.9., RL.1.9., RL.2.9., RL.3.9.*

Common Core State Standards (Speaking and Listening) that discussions might also address: SL.K.1a-b., SL.1.1a-c., SL.2.1a-c., SL.3.1a-d., SL.K.6., SL.1.6., SL.2.6., SL.3.6.

EXTENSION ACTIVITIES:

What's the Point? Opinion Piece: What would you say is the central message or lesson of this story? What does Little Critter learn by the story's end? Write, dictate, or draw an opinion piece that tells the story's central message or lesson. Be sure to use details from the words and illustrations to show reasons for your answer. When you've finished, share your What's the Point? opinion piece with friends. *Common Core State Standards (Writing): W.K.1., W.1.1., W.2.1., W.3.1a., W.3.1b., W.3.1c., W.3.1d.*

Your Little Critter Review Comic: Draw a comic that shows what you like best about this Little Critter story. Which characters? Which words? Which events? Why do you like them? What was your most favorite thing about the story? Once you're done, maybe help your teacher and class create a display of Little Critter reviews. You could even include review comics for other Little Critter stories! *Common Core State Standards (Writing): W.K.1., W.1.1., W.2.1., W.3.1a., W.3.1b., W.3.1c., W.3.1d.*

What're Worms For?: With help from your teacher, research worms. Why are they good for soil? Why are they good for gardens? Once you've finished all your research, write, draw, or dictate what you've learned. Also, explain to your readers why Little Critter might want worms in his garden. Maybe post your What're Worms For? information on your class website or blog. *Common Core State Standards (Writing): W.K.2., W.1.2., W.2.2., W.3.2a., W.3.2b., W.3.2c., W.3.2d.*

A Story of a Tough Project: Growing a green, green garden was more difficult than Little Critter thought it would be. Think about a time when you decided to tackle a tough project. What was it? What did you like about doing it? What didn't you like? Write, draw, or dictate all the great details that tell your Story of a Tough Project. *Common Core State Standards (Writing): W.K.3., W.1.3., W.2.3., W.3.3a., W.3.3b., W.3.3c., W.3.3d.*

Common Core State Standards (Writing) that writing activities might also address: W.K.5., W.1.5., W.2.5., W.3.5., W.K.6., W.1.6., W.2.6., W.3.6.

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