

# The Back Garden

A Reading A-Z Level aa Levelled Book  
Word Count: 16



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# The Back Garden

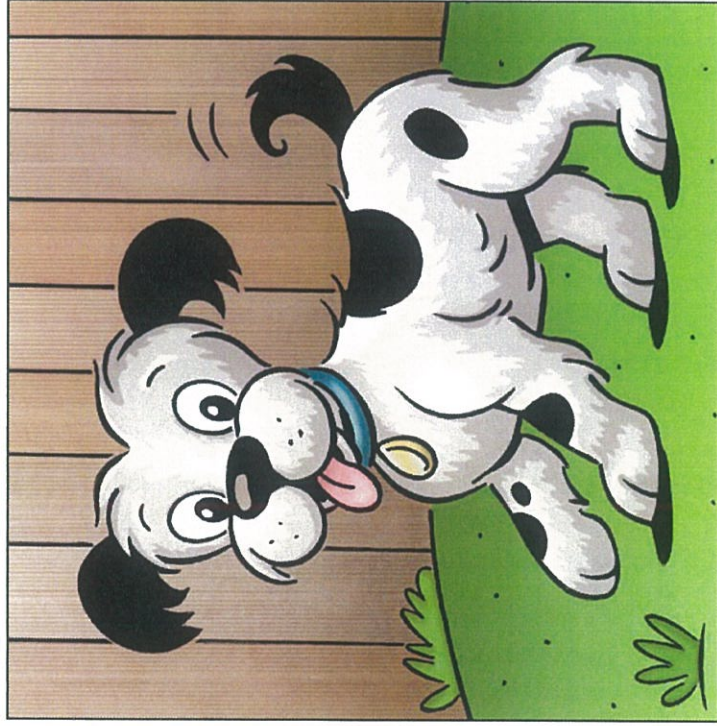


Written and Illustrated by Nora Vouitas

BRITISH ENGLISH

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# The Back Garden



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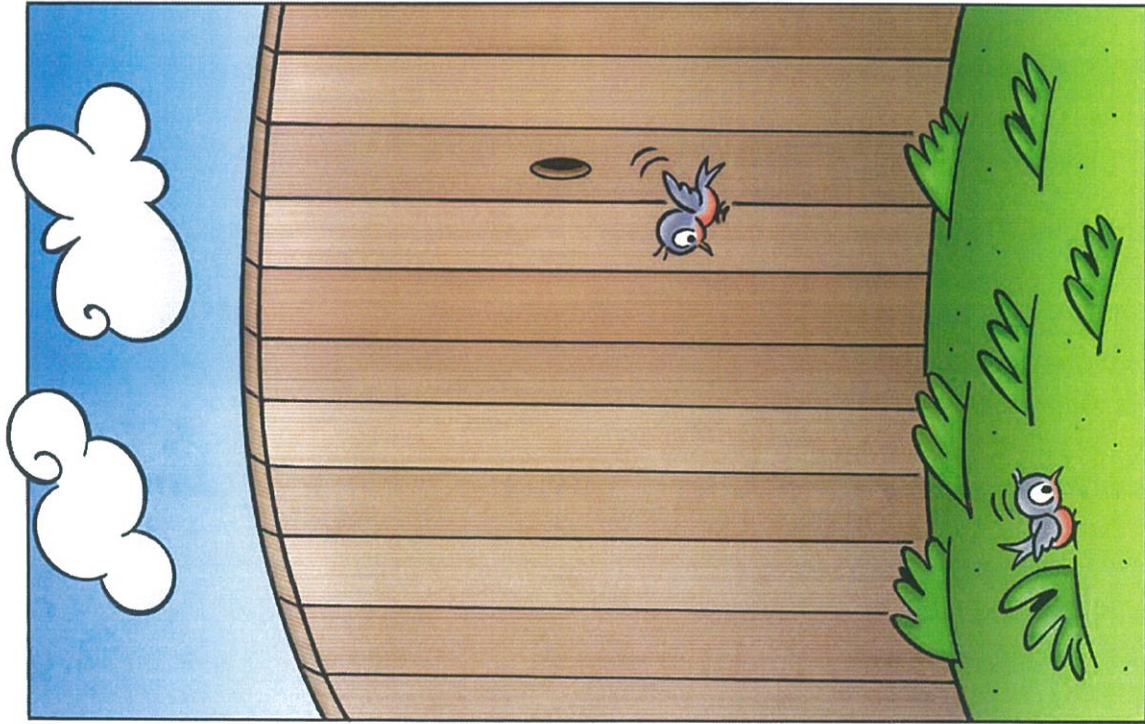
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Level 0a Levelled Book  
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Illustrated by Nora Voutas

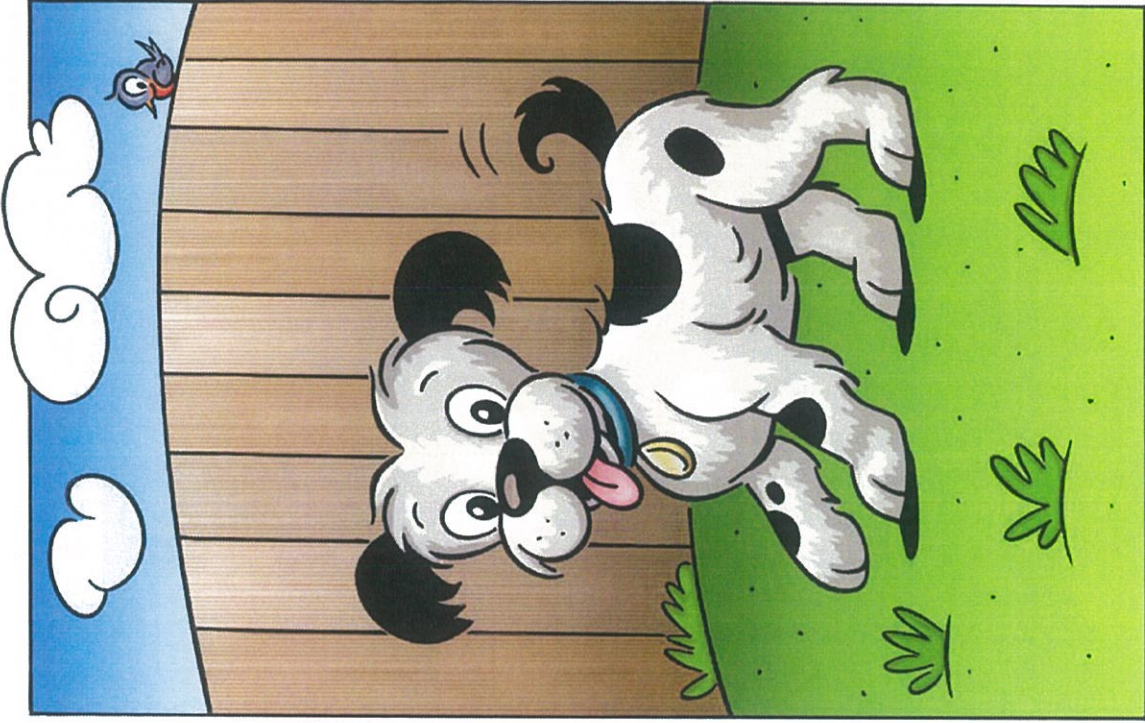
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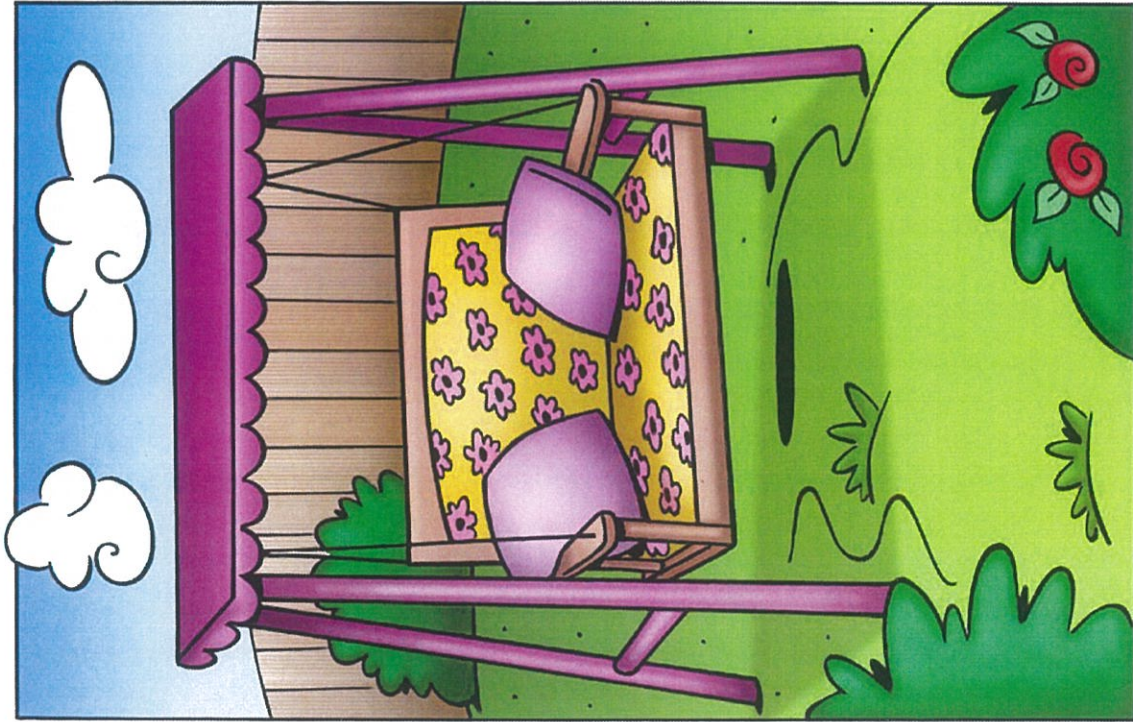


The fence.

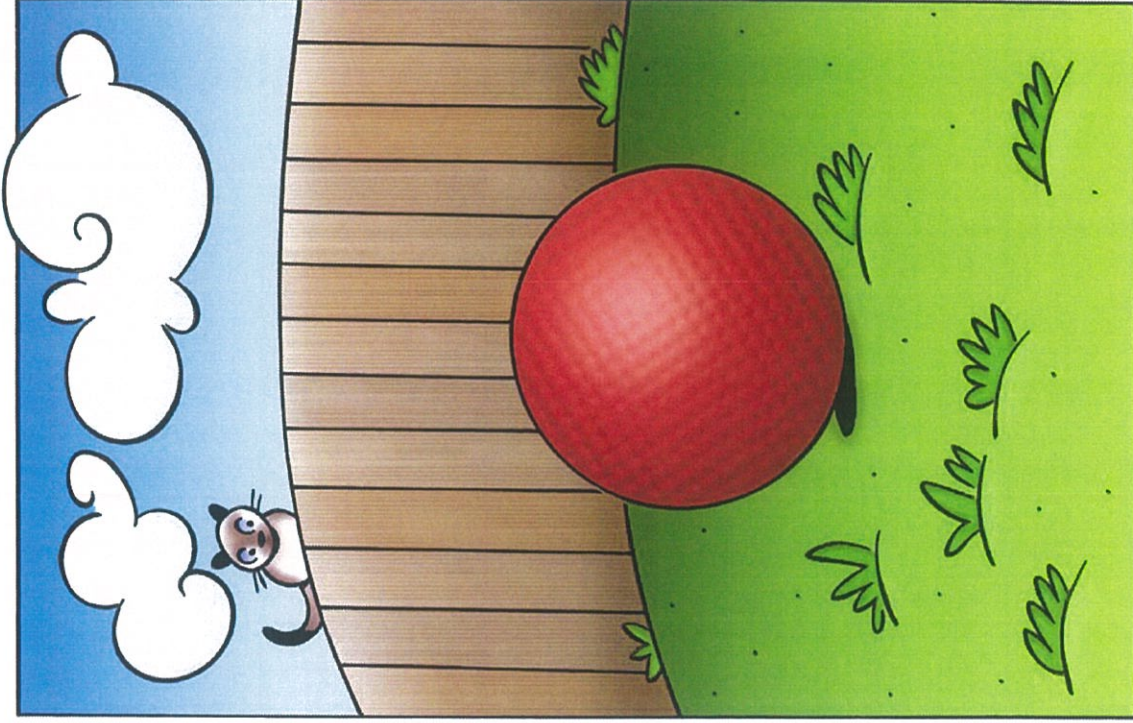


The dog.



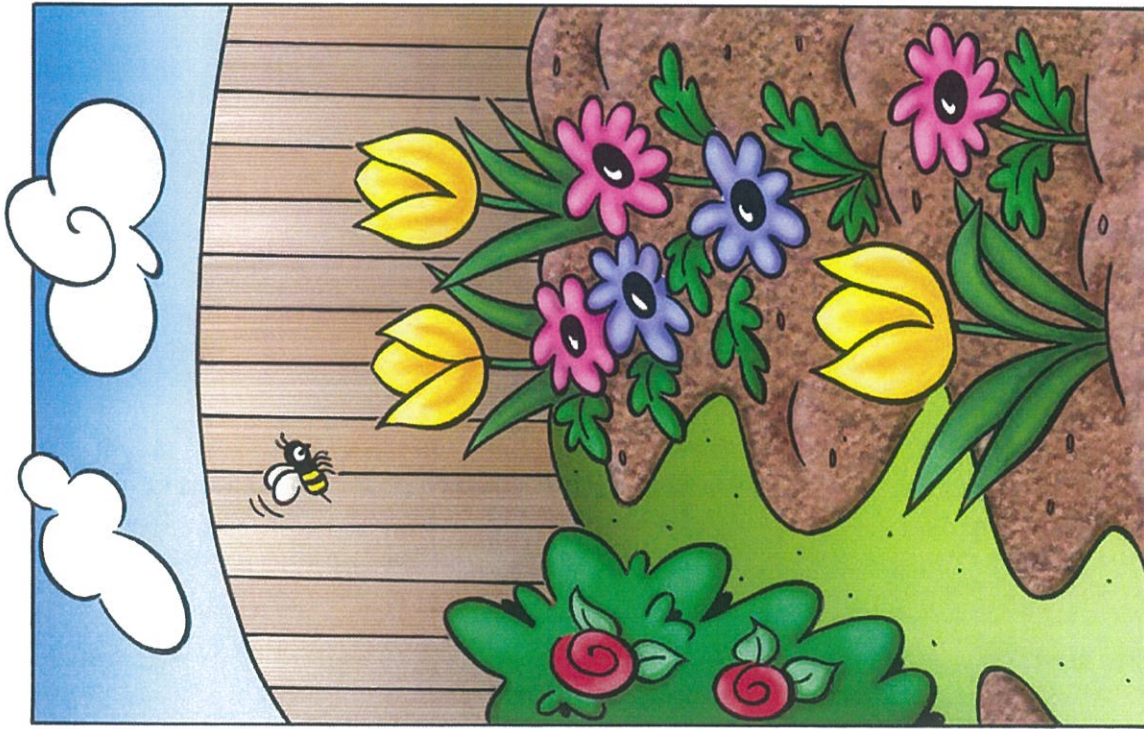


The swing.



The ball.



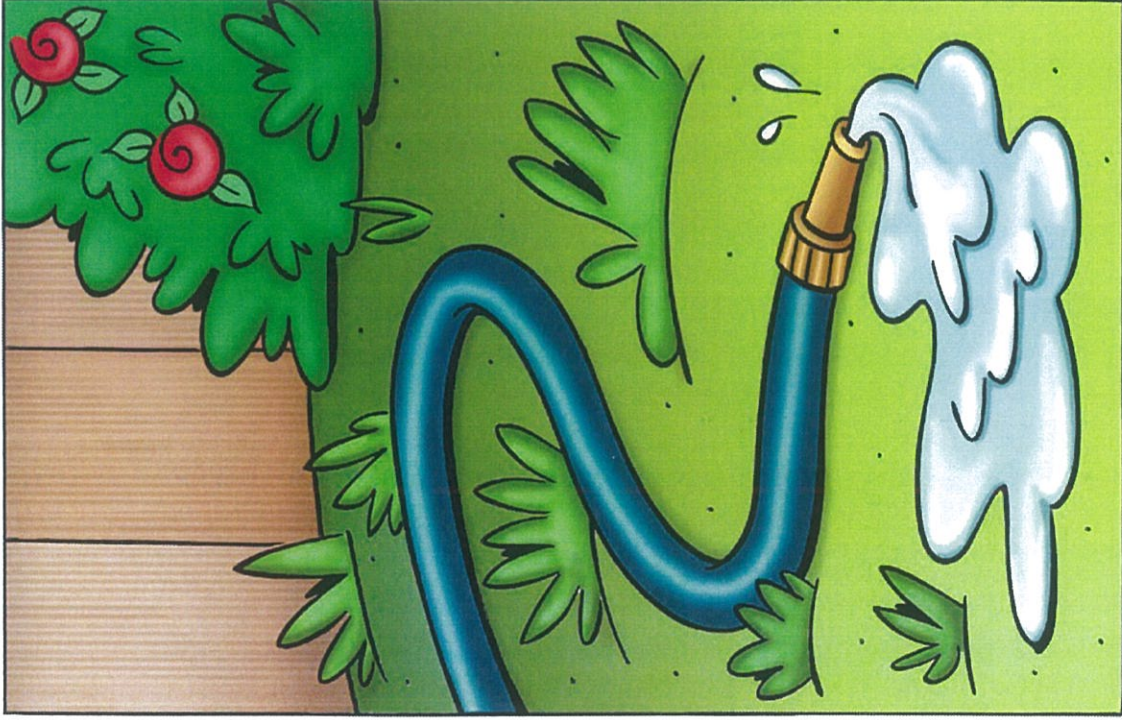


The flowers.



The tree.





The hose.



The back garden.



Vocabulary practise. Cut to make flashcards.



**dog**



**tree**



**flowers**



**hose**



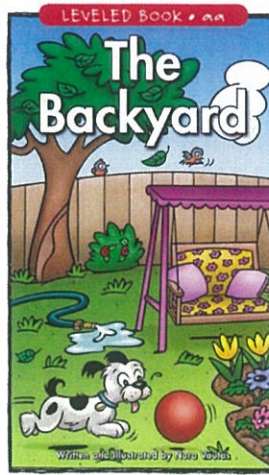
**ball**



**backyard**



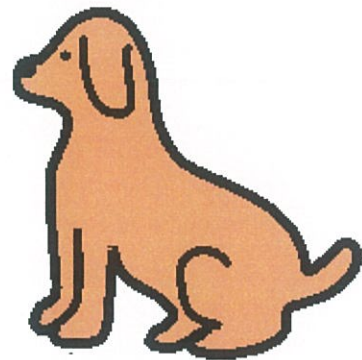
Cut out the pictures on this page and match them to the pictures on the following page.



backyard



dog



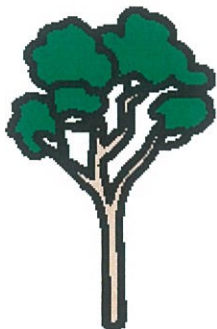
hose



ball



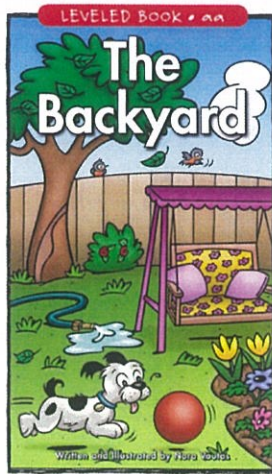
tree



flowers



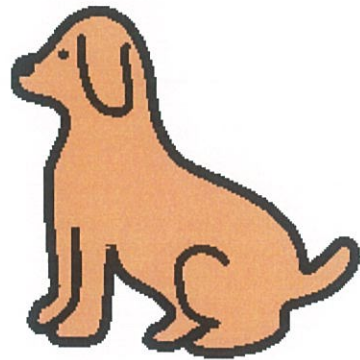




backyard



dog



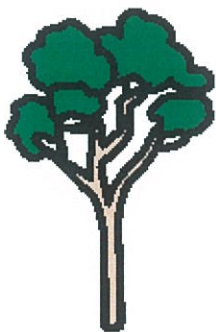
hose



ball



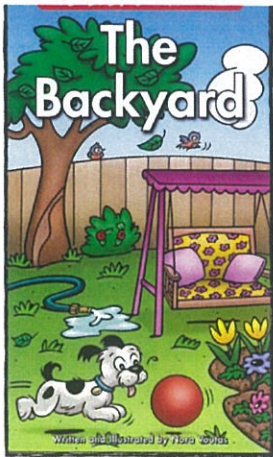
tree



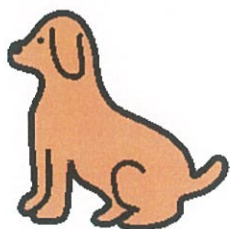
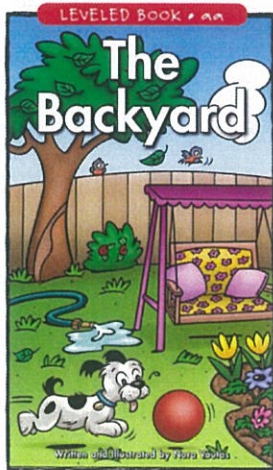
flowers











tree



dog



hose



ball



flower

# The Backyard

hose

ball

tree

flower

backyard

dog

backyard

ball

flower

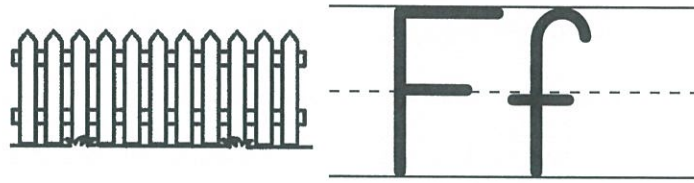
hose

tree

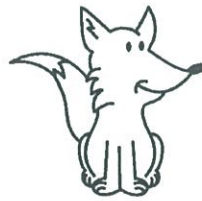
dog



Name \_\_\_\_\_



4



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

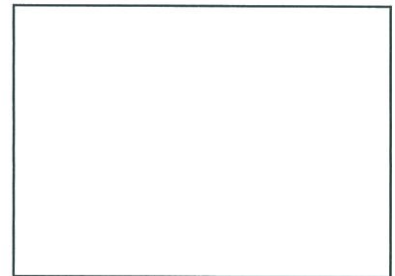
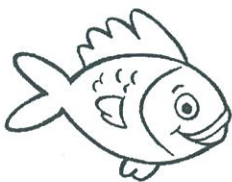
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\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**Instructions:** Name each picture with the children. Have them write the upper- and lowercase *Ff* under the pictures that begin with the /f/ sound. Have the children draw a picture of something that begins with the letter *Ff* in the blank box.



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

Date: \_\_\_\_\_

## The Backyard

Write the words in the correct word shape box.

1. dog 


2. tree 


3. hose 


4. ball 


5. flower 


Write sentences using words from above:

.....

.....

.....

.....





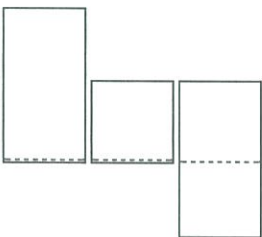
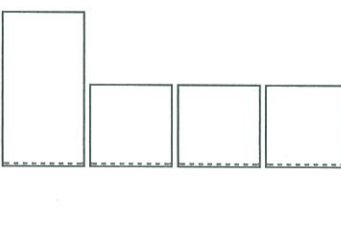
Name: \_\_\_\_\_

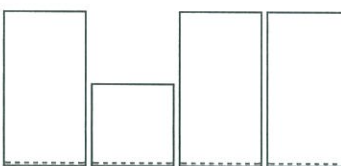
Date: \_\_\_\_\_


## The Backyard

Write the words in the correct word shape box.

dog      ball      flower      tree      hose

1.  2. 

3.  4. 

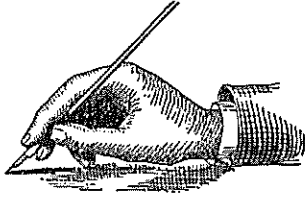
5. 

Write sentences using words from above:

.....

.....

.....



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

Date: \_\_\_\_\_

## The Backyard

dog dog

tree tree

nose nose

ball ball



flower flower

backyard backyard

## The Backyard

y b a l l  
h o s e v  
t r e e x  
v z d o g  
g p m n v

hose

ball

tree

dog

Name \_\_\_\_\_

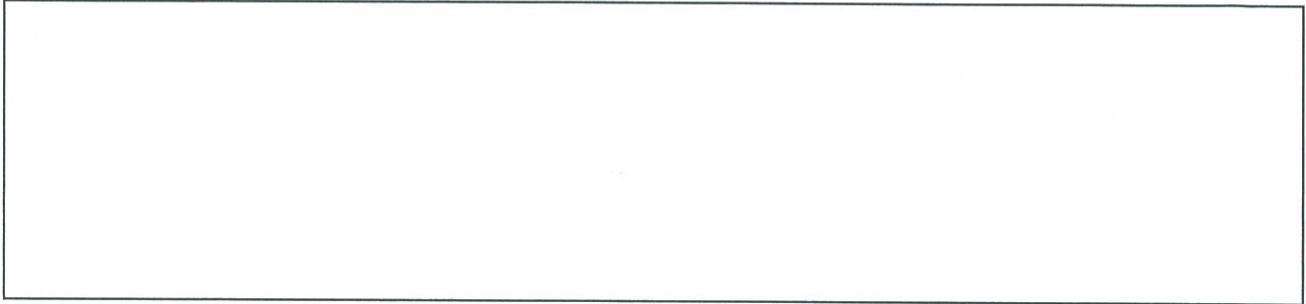


**Instructions:** Read the main idea to the children. Have them record the details by drawing a picture in each circle and labelling it.

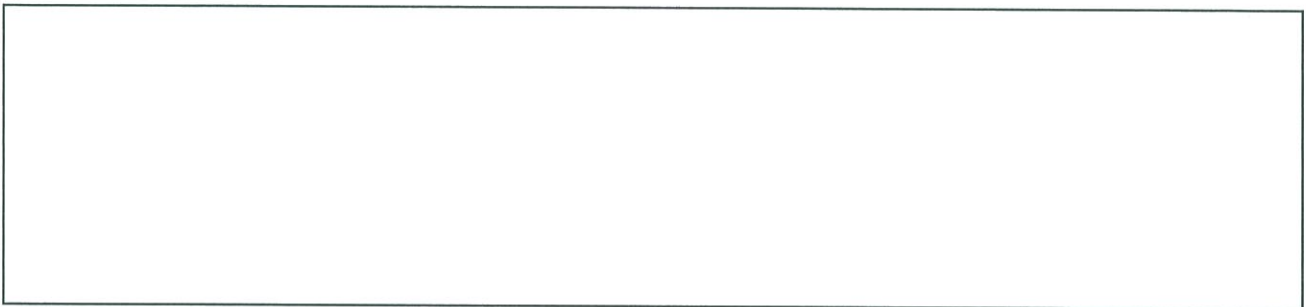


Name \_\_\_\_\_

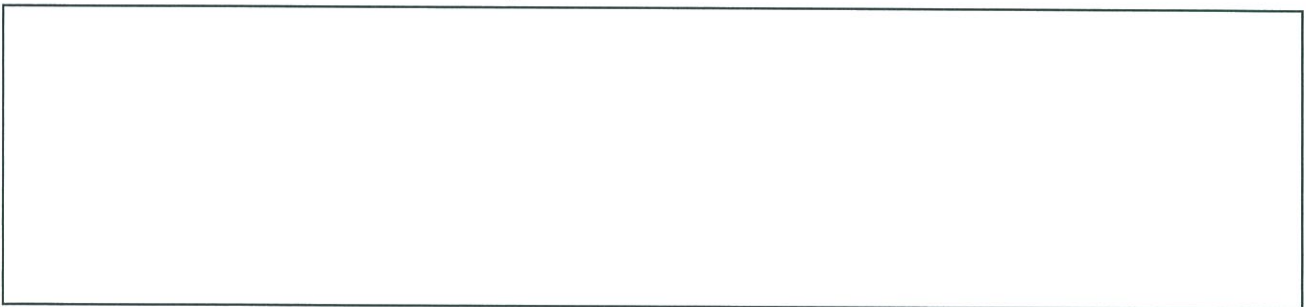
① The dog is black and white.



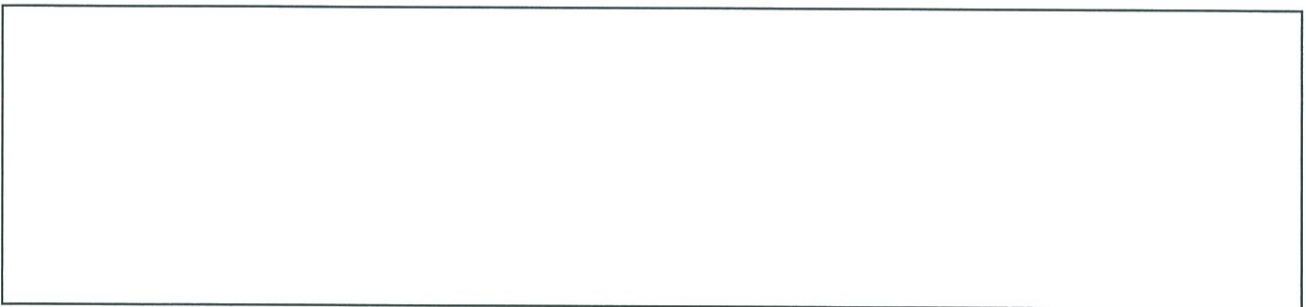
② The ball is red.



③ The flower is yellow.



④ The tree is green.



**Instructions:** Read the sentences aloud with the children. Have them underline the noun in each sentence and draw a picture in the box that matches the sentence.

Cut and paste the sentences into the correct pages in the wordless book.

The dog.

The tree.

The flowers.

The swing.

The fence.

The hose.

The ball.

The backyard.

# The Back Garden

A Reading A-Z Level aa Wordless Book



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WORDLESS BOOK • aa

# The Back Garden



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# The Back Garden



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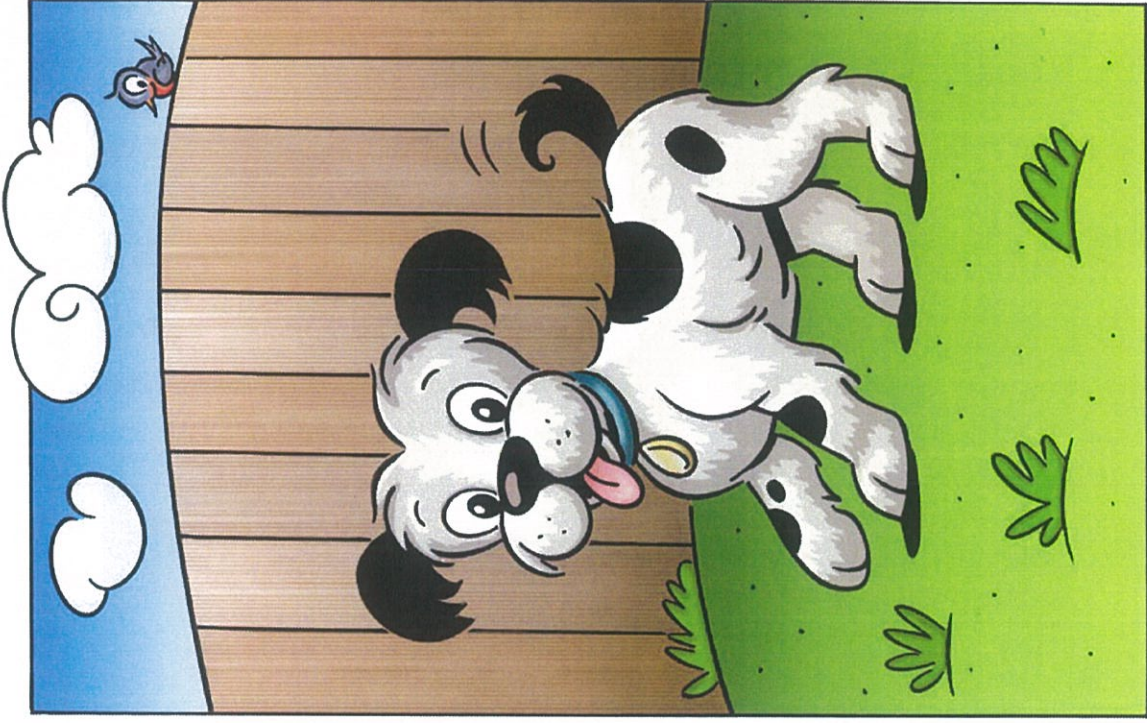
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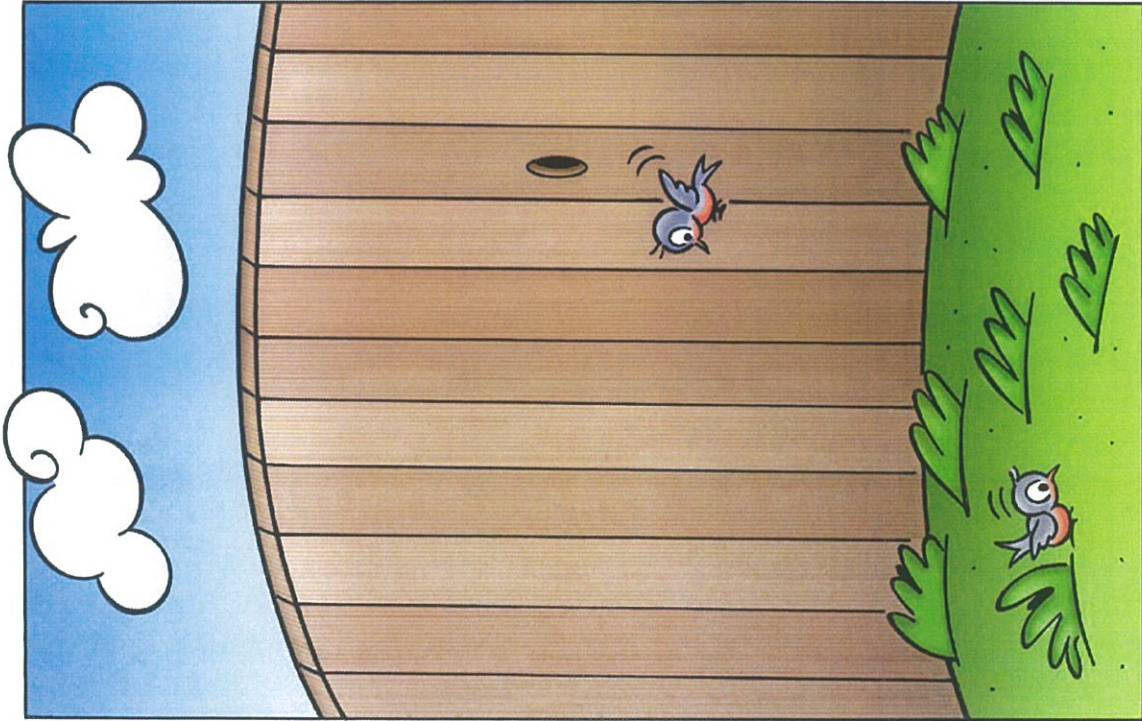
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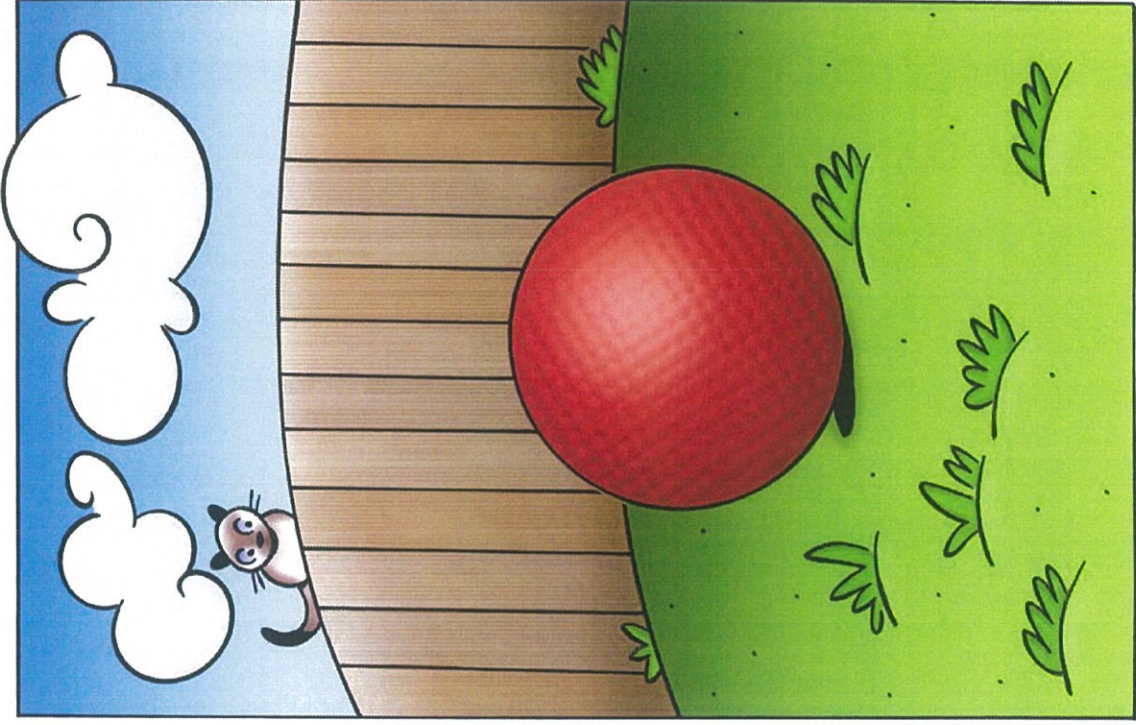


4



3





Blank rectangular box for writing.

6



Blank rectangular box for writing.

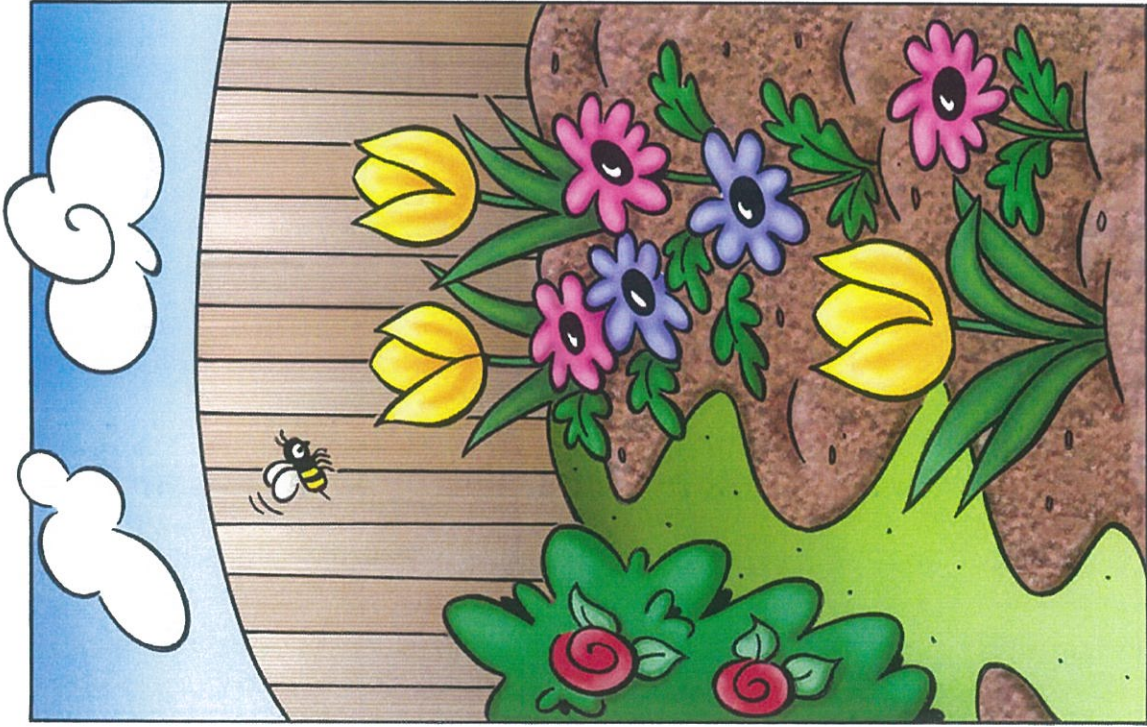
5





Blank writing area for the illustration of the tree.

8



Blank writing area for the illustration of the garden.

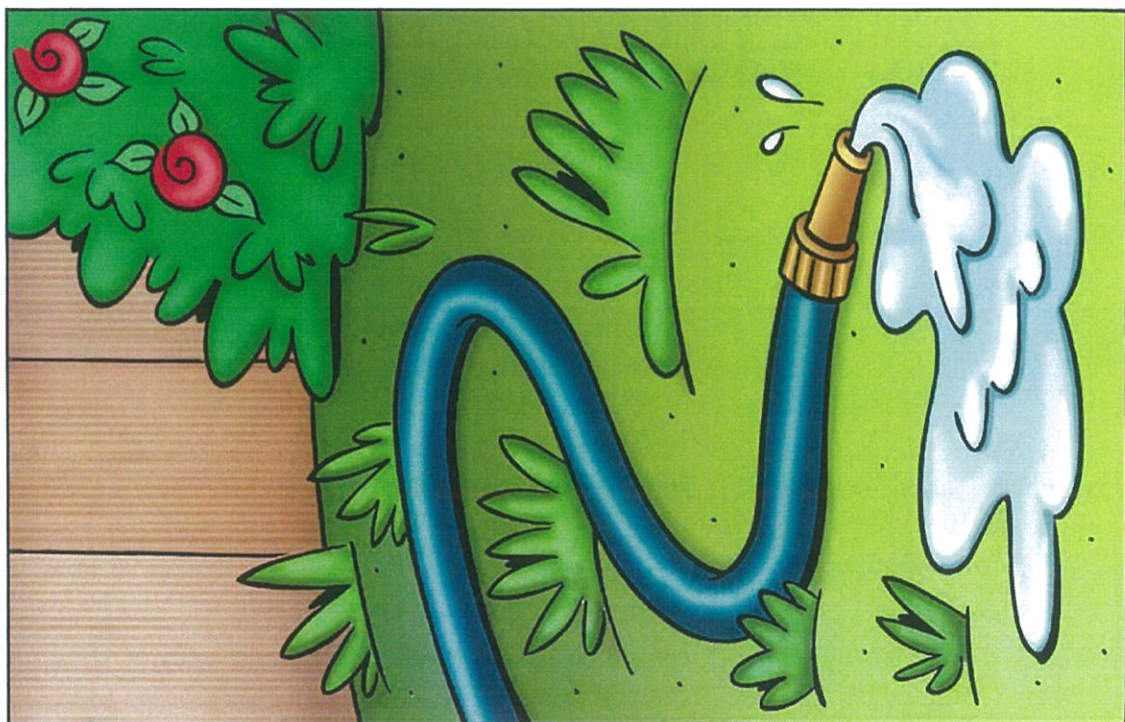
7





Blank space for writing.

10



Blank space for writing.

9



# Garden Labelling



flower

shed

spade

watering can

bench

hose

tree

bird

fountain

grass

fence

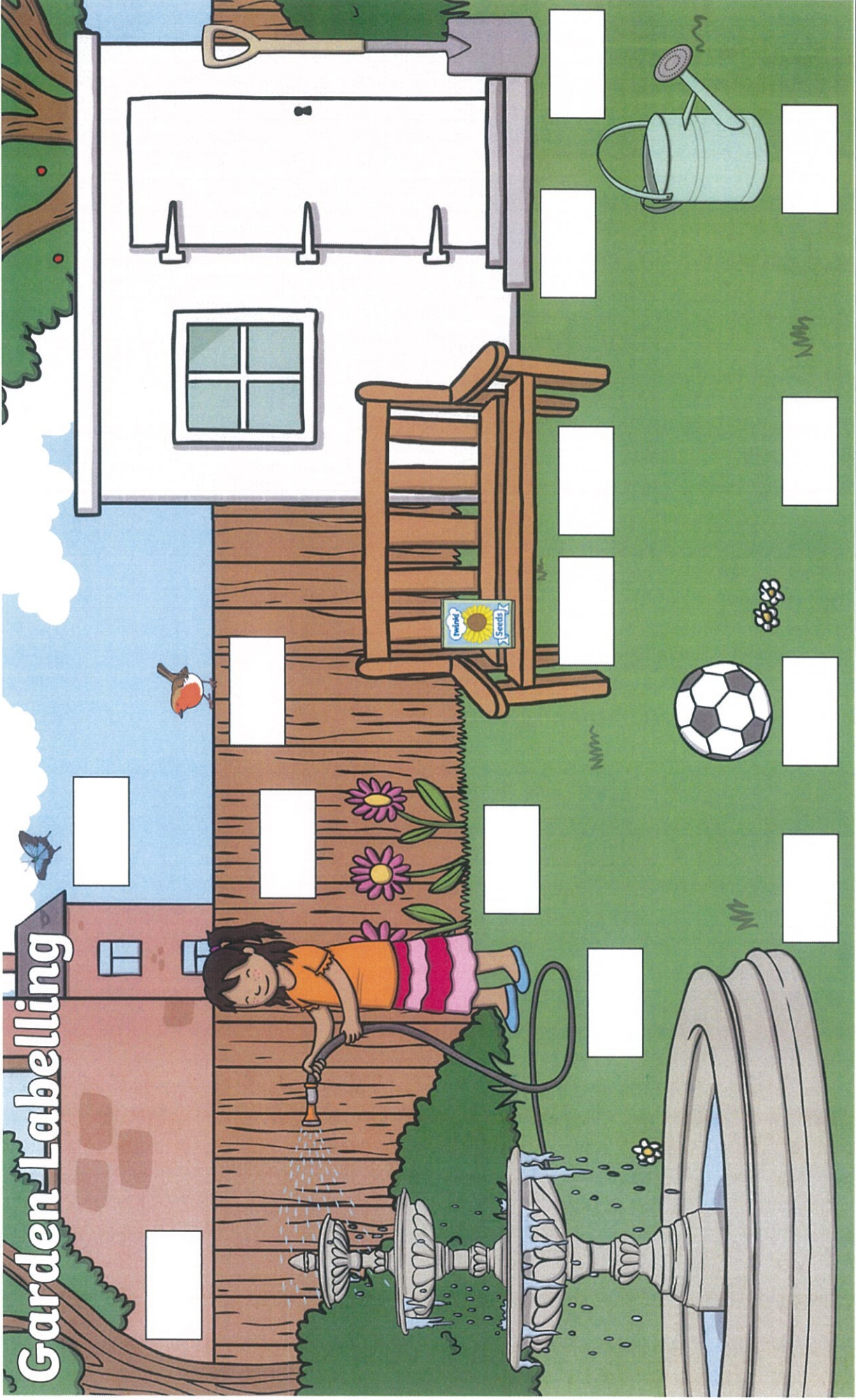
butterfly

ball

seeds



# Garden Labelling

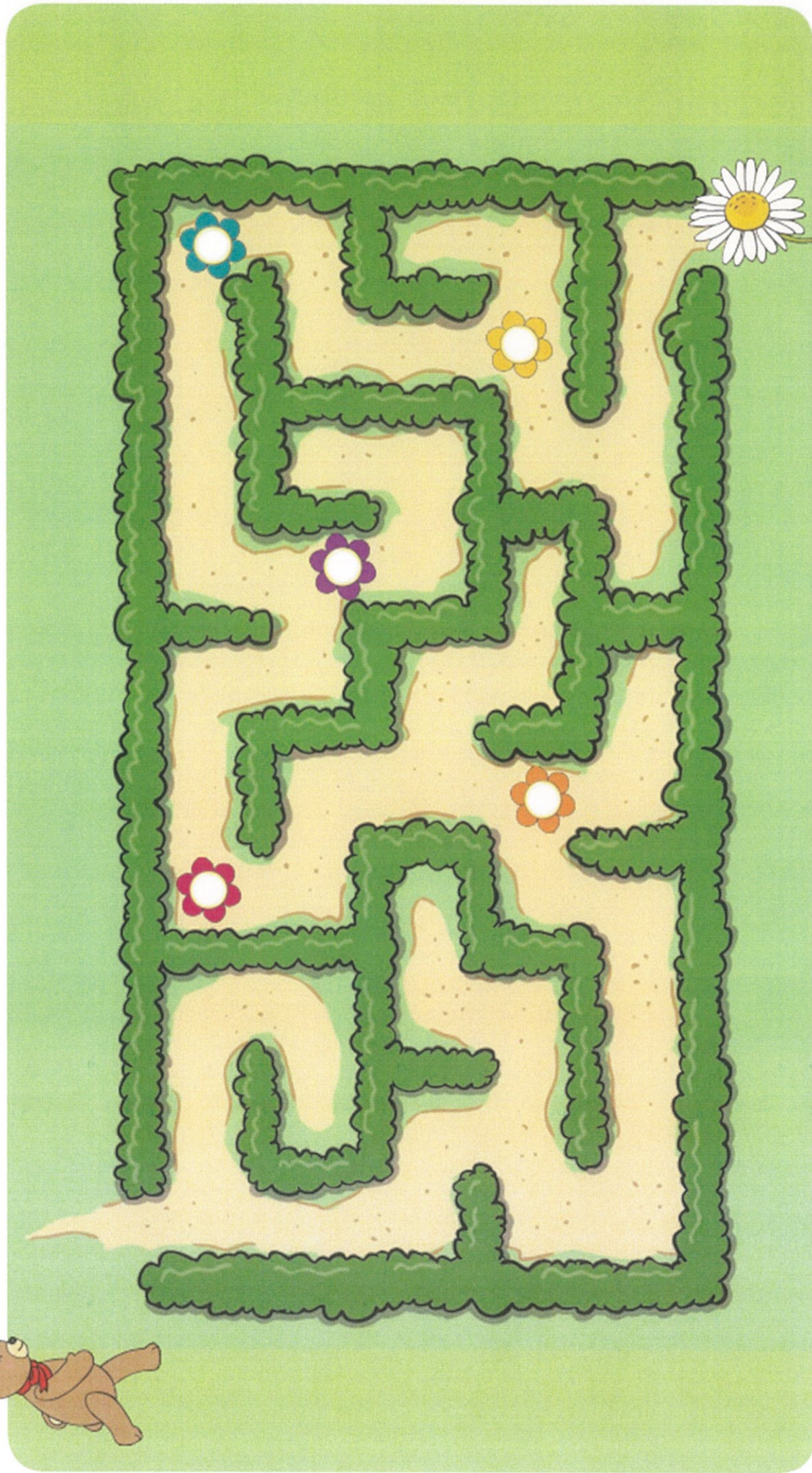


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# Round and Round the Garden Maze Challenge

Can you help the teddy bear collect all of the flowers in the garden?

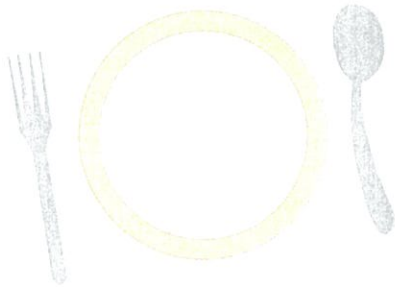




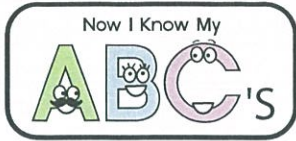


# The Backyard

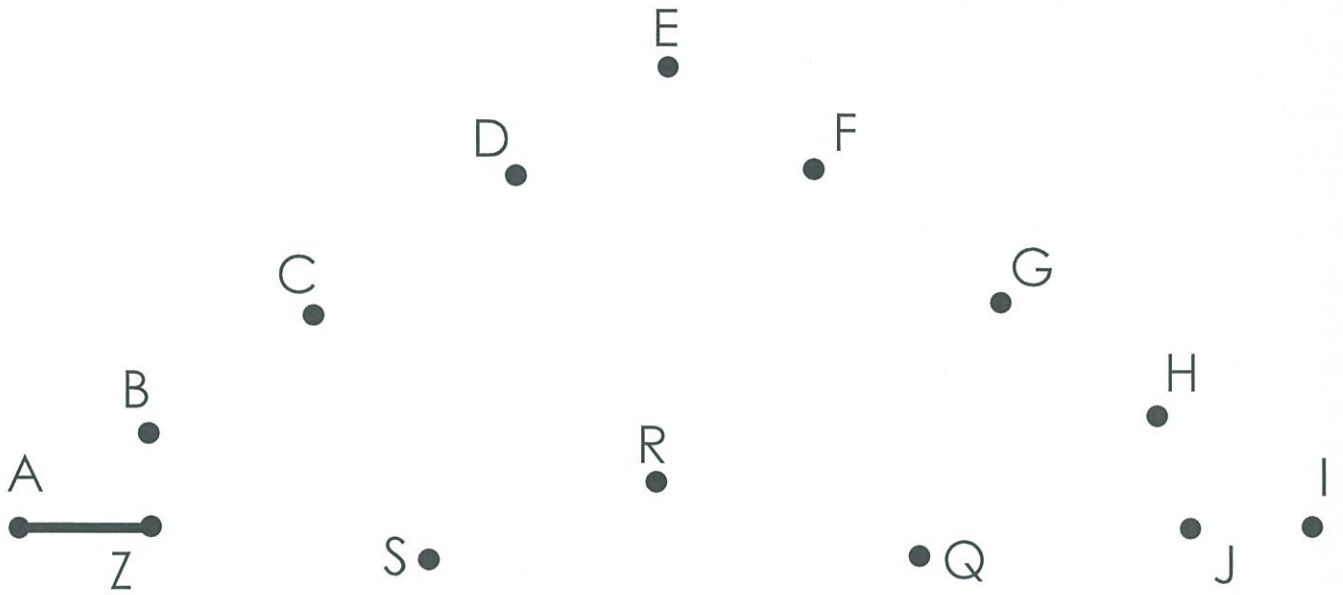
Kris the Koala is cleaning his house!  
Can you help him put away the objects that  
belong in the **backyard**?  
Circle the objects that belong in the **backyard**.





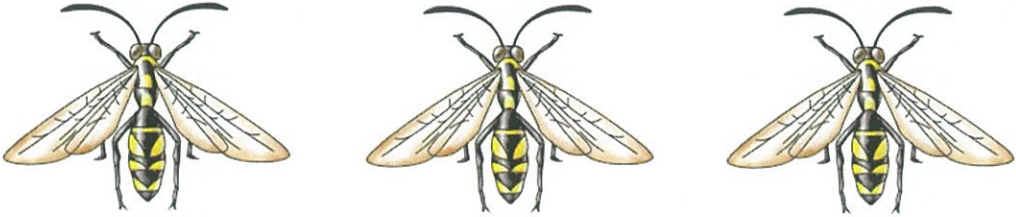
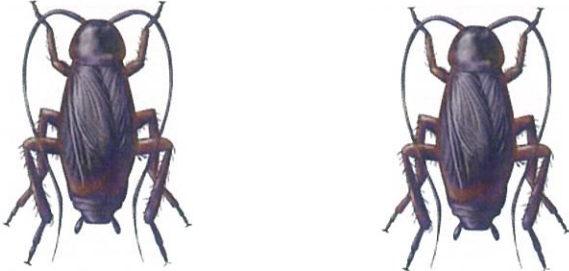
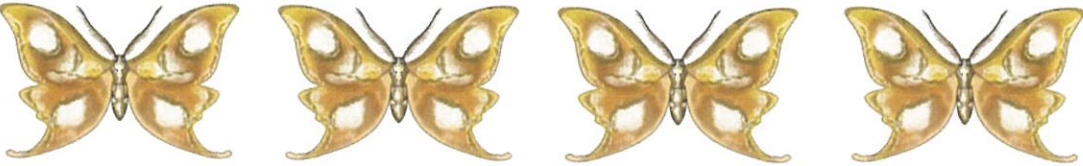




Connect the dots then color in the hidden picture!  
Connect the dots from A to Z in alphabetical order.



# COUNT THE INSECTS

How many insects do you see? Count up how many you see on each row and write it in the box.

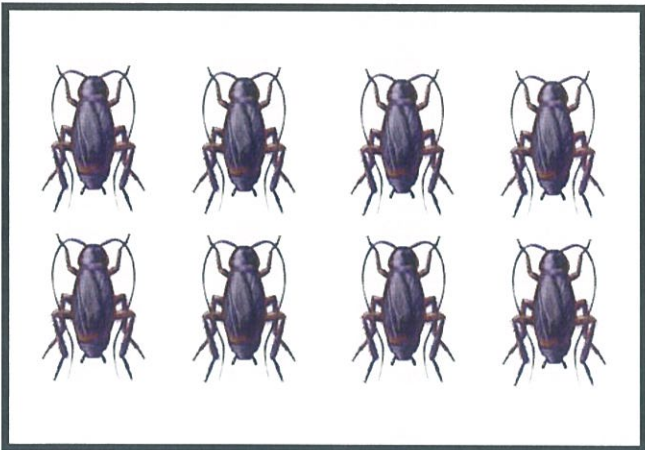


# COUNT THE INSECTS

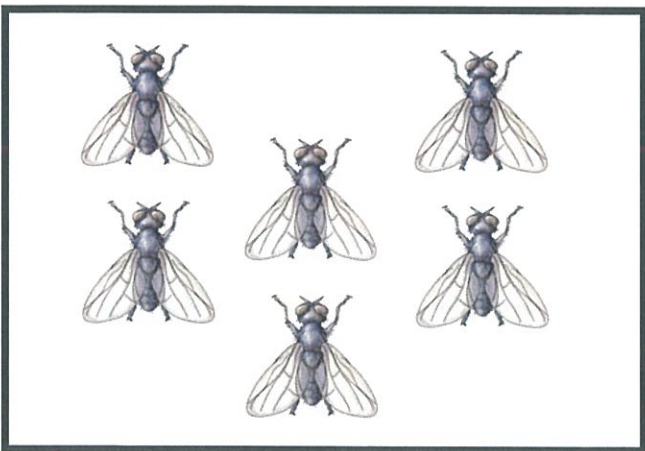
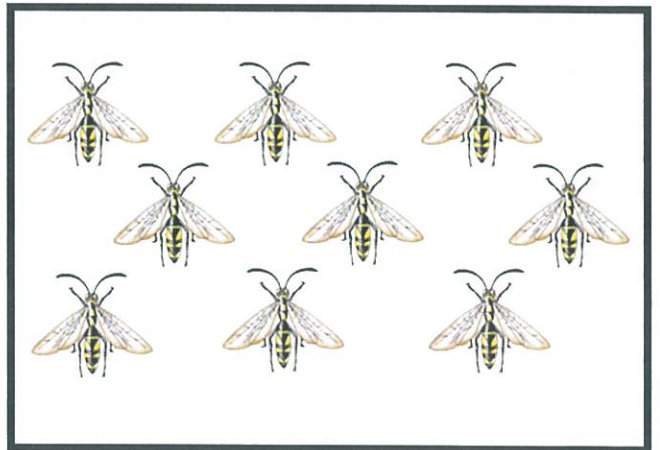
How many insects do you see? Circle the box that has more insects inside!



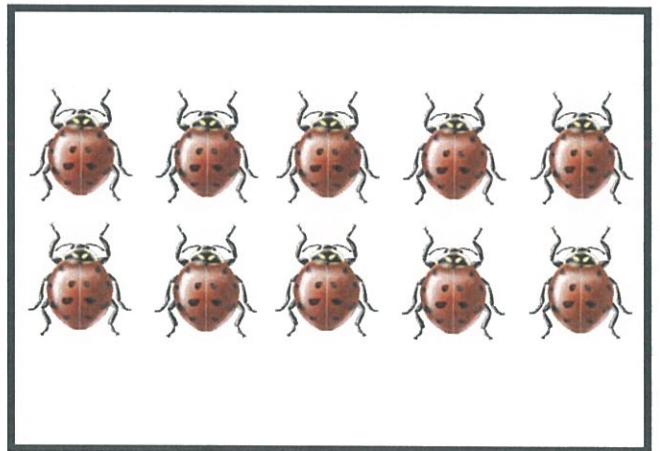
OR



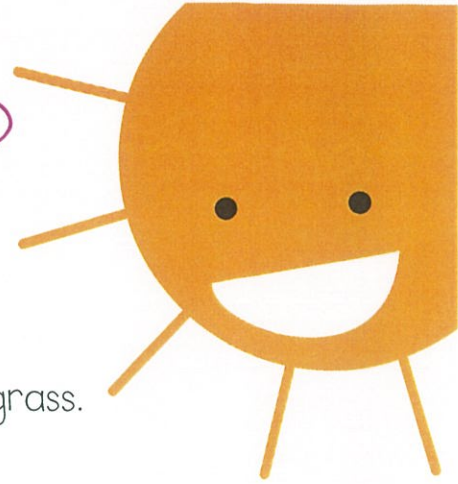
OR



OR

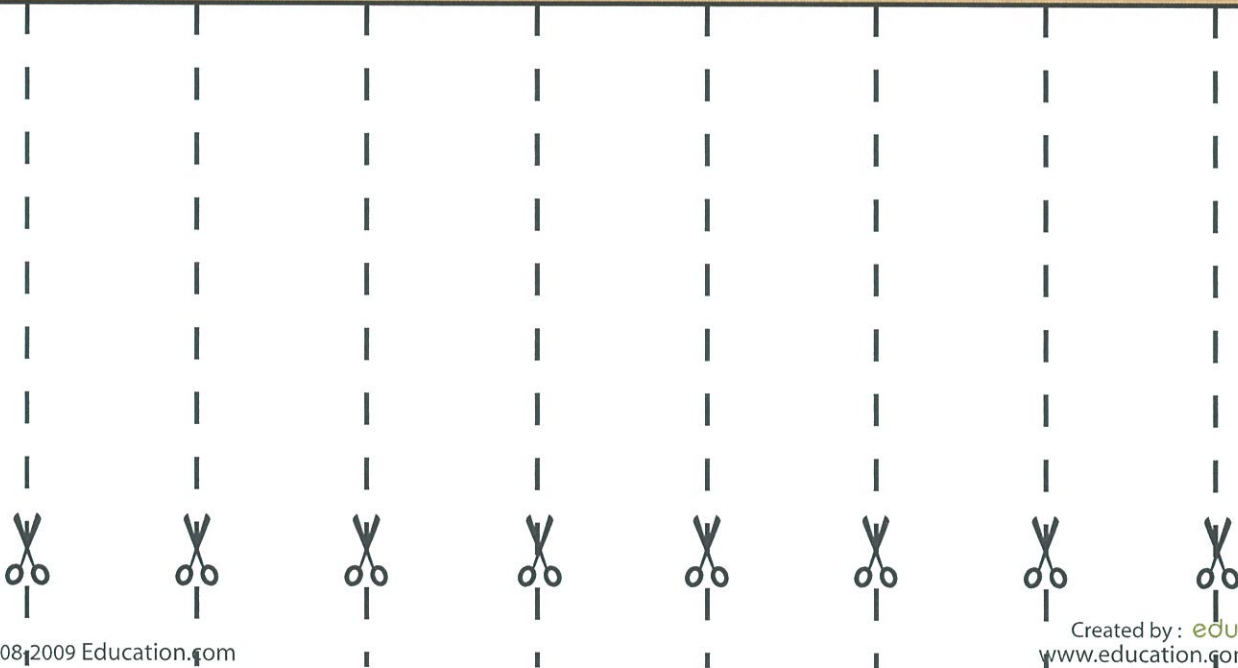


# What's in the Grass?



Follow the directions to help the bugs hide in the grass.

- 1) First, ✂ cut along the dotted lines.
- 2) Then, fold up along the solid line to make blades of grass.
- 3) Color the blades of grass green.





# Create Your Own Paintbrushes!

Here's a great way to get kids involved in a craft from beginning to end—have them make the tools they need to do the crafts! You can start by making these paintbrushes. They work well, and they teach kids how different textures can create different looks and art styles. Start to finish, this is a craft that has big pay-off. Not only are these paintbrushes fun to make, but you can keep using the brushes over and over again for future crafts.

## What You Need:

- Pine needles
- Twigs or sticks, one for each paintbrush desired
- Twine, or strong string
- Paint
- Paper
- Bowls to hold paint

## What You Do:

1. Gather pine needles with your child. You'll need at least five handfuls of needles. Be sure to look for needles that are all different lengths.
2. Lay the needles out on the ground. Discuss with your child whether he wants to use a lot of needles to make thick, big brushes, or only a few to make thin, skinny brushes. Encourage him to try making both.
3. To make a paintbrush, have your child place a stick or twig in the middle of a bundle of needles. Using twine or strong string, tie a knot around the bundle onto the stick. Make sure to tie it tight. Some of the needles may slip out.
4. Now that you've made these homemade brushes, let your child test them out. Pour some paint into a bowl, and dip the homemade brush in the paint to start. As he's painting, encourage your child to compare how the strokes of the thicker brush look in relation to the thinner brush.
5. When you're finished with the painting, carefully wash the brushes and lay them out to dry for use next time.

For variation, encourage your child to make brushes with something other than pine needles. Maybe there's an interesting grass or plant that grows in your backyard. Let your child experiment with his bristles and create diverse and different works of art each time!





# 10 Creative Ways to... Enhance Your Mud Kitchen



## Enhancement

## Learning Outcomes and Experiences

### Natural Objects

Provide a range of natural objects for the children to explore e.g. pebbles, leaves, feathers, shells and flowers. Children could also add to and create their own collections, based on topics of interest e.g. autumn.

Encourage the children to talk about what they can see e.g. lines, shapes, colours and patterns. Children could also sort and count the objects

### Kitchen Utensils

Provide a range of familiar and more unusual kitchen utensils for children to use in the mud kitchen for example: pots and pans, bowls of different sizes, jugs, funnels, bottles, spoons, sieves, whisks, silicon bun cases, tins, plastic tubs and boxes, or maybe even a pestle and mortar! You could try asking parents and staff for donations.

Encourage the children to explore using the different equipment during their play. Encourage them to talk about and investigate how the different items can be used.

### Gardening Equipment

Try giving the children a range of gardening equipment to explore e.g. buckets, watering cans, small garden tools and flower pots. Again try asking parents and staff for donations.

Encourage the children to explore using the different equipment during their play. Encourage them to talk about and investigate how the different items can be used.

### Fine Motor Skills

Encourage children to practise and develop their fine motor skills by providing tools like brushes, tweezers, pipettes and squeeze bottles.

Children can practise and develop their fine motor skills using a range of equipment for different purposes e.g. mixing materials, transporting materials and creating mixtures and models.

### Water

Consider how water can be added to the mud kitchen and the children's creations. A tap or a safe and secure water butt could be useful options. Squeeze bottles or watering cans full of water can also be good fun. Consider adding some exciting extras to the water e.g. glitter, bubble bath or food colouring.

Encourage children to create and explore different mixtures and textures, talking about what they are doing and what they can see. Encourage the children to add different amounts of water. Encourage them to predict and discuss what might happen, then compare this to the results. They may also be able to record their findings.

### Larger Equipment

Consider having some larger pieces of equipment in the mud kitchen - ensuring these are safe for child use first e.g. an old microwave, a set of balance weights or maybe an old sink!

Children can explore a range of larger equipment and incorporate them into their play. Encourage them to explore how the equipment works and discuss their findings. They could also explore weights and balancing when mixing concoctions.

### Treasure

Hide some 'treasure' for the children to find! This could be plastic coins, story stones, plastic toys or even natural objects like conkers or acorns etc.

Children can search and find 'treasures' in the mud kitchen! Encourage them to talk about what they find and incorporate it into their play as desired.

### Cakes, Tins and Moulds

Try providing some different shaped cake tins, bun cases, jelly moulds, ice cube trays etc. for the children to use.

Encourage children to explore the different shapes and ways to use the tins and moulds e.g. for mixing, transporting, 'cooking', and shaping different materials.

### Herbs

Try providing some scented herbs for the children to explore and add to their mixtures, models and concoctions. Leaves of basil, mint or thyme could be provided - ensuring any allergies are taken into account.

Children can use these in their play and be encouraged to talk about the different scents and textures of the leaves.

### Washing Up

Encourage the children to help wash up and tidy the mud kitchen. Wash the tools and equipment in hot soapy water and also teach the children to wash their hands properly with soap and water after playing in the mud kitchen.

Children learn about the safety and hygiene rules of using the mud kitchen. Encourage them to help look after the equipment and maintain the area. They also learn the importance of washing their hands properly after playing in the mud kitchen.



## Activity and craft ideas for the backyard

**Nature collage-** collect nature items from your backyard and glue/tape them onto a piece of paper.



**Leaf rubbings**— place different leaves under a piece of paper and use a crayon on the other side to highlight the patterns on leaves.



**Nature painting:** explore our environment and practise fine motor skills.



**Scavenger hunt:** Use the pictures in the following pages to play eye spy or do a scavenger hunt in your backyard.

**Photographs:** Taking photos on a phone or iPad is often very motivating. Help your child take photos of objects and insects that they find in the yard. Use these photos as a discussion point. See if you can find the same things or more things the next day. You could print them and make a personalised "My Backyard" book or PowerPoint slideshow.











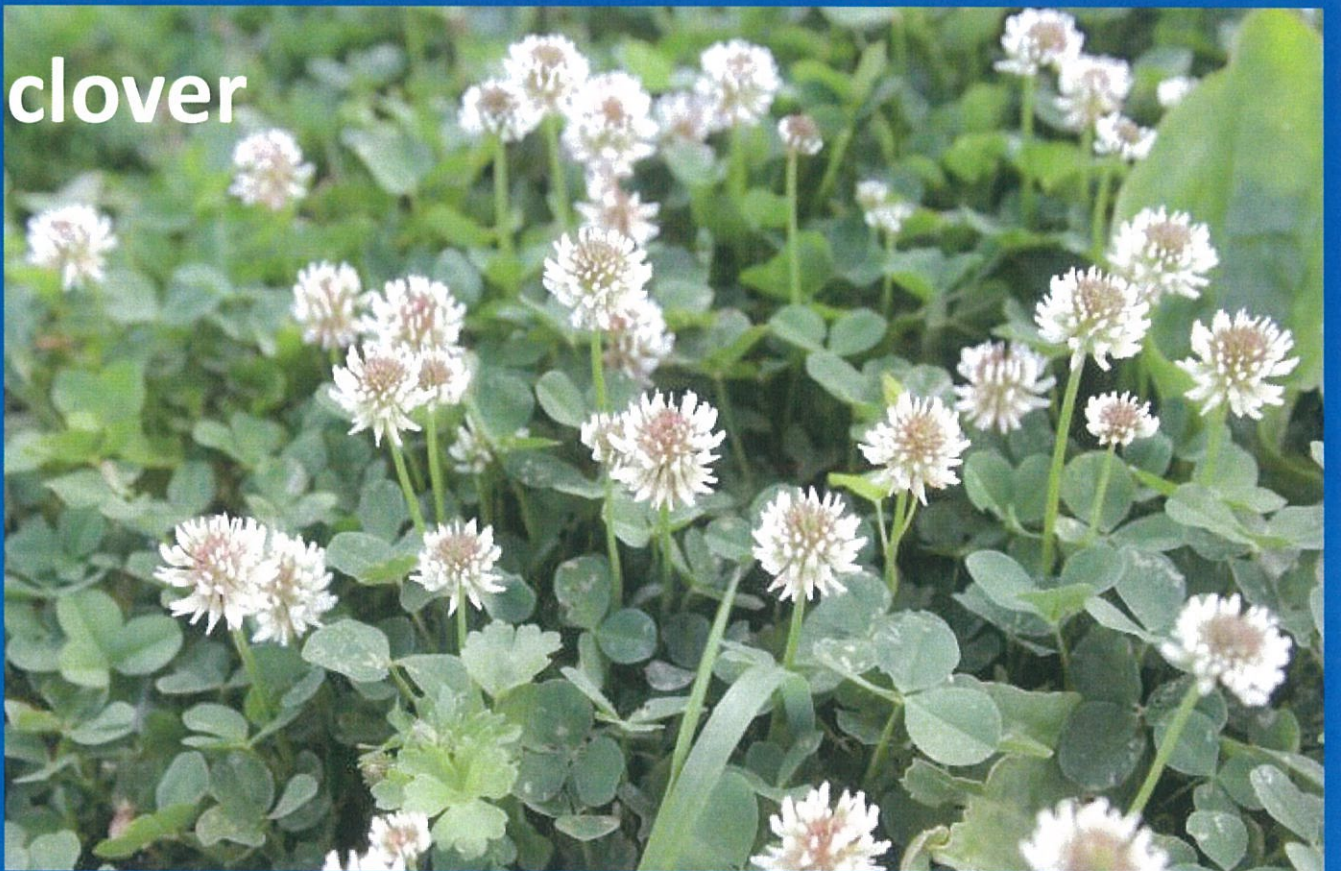




flowers



clover







fence



butterfly











grass



leaf

