

Our Garden

PM Level 5/6

Red

Text Type Observation

Running Words 120



Preparing for Guided Reading

Prior Knowledge

- Talk with students about whether they have a garden or other outside space, like a balcony. What jobs do they do to help in the garden?

Orientation to the Text

- In this book, a boy tells us about his garden, and the helps he gives his dad in looking after it.
- Read each chapter heading and page number on the contents page. Find these headings on the appropriate pages.

Key Language Structures

- Use of first-person present tense to convey information in a personal tone.

Building the Balanced Reader

Concepts About Print

- Letter cluster -lp: *help, helping*.
- Revisit letter names and sounds: Ss, Ff, Gg.

Vocabulary

Key High-frequency Words

help, into, it, like, some, this, with

Content Words

garden, dad, spade, dig, flowers, pot, bugs, leaf, birds, grass, worm, water, leaves, trees

Decoding

- Recognise high-frequency words within the text.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Talk about the book title, and the types of plants that can be seen in the cover photo.
- **pp. 2–3** Ask students to look around at the garden. Ask, *Do you think it is a big garden? Do the boy and his parents take good care of the garden?*

- **pp. 4–5** Talk about the way spades are used to dig up weeds, and to loosen soil so that new plants can be put in the garden.
- **pp. 6–7** Direct students to look at the flowers in the pots. Ask students why they think the flowers are kept in pots in a big garden like this.
- **pp. 8–9** Ask students to look in the photo for the little bug. Ask, *Why do you think little bugs like flowers?*
- **pp. 10–11** Ask students why the boy and his dad are providing water for the birds. Ask, *Why do they think they like the birds to come into the garden?*
- **pp. 12–13** Talk to students about autumn, when leaves fall off many types of trees. Ask, *What is the boy doing to help Dad remove the leaves from the lawn?*
- **pp. 14–15** Ask students if they know what the bin behind the boy is used for. Explain the idea of composting, and why compost is so good for gardens.

Comprehension

- Why do you think the boy likes to look at the flowers? (*Inferential*)
- What do you think they were going to do with the leaves? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing words from the book in boxes provided, then rewriting them into a sentence from the book; writing the things that birds and bugs like to eat, then drawing illustrations to match; choosing the correct verb forms to complete the sentences from the book; choosing the correct word to complete sentences, then drawing illustrations to match.
- Ask students, where possible, to bring in seedlings or small potted plants from home. Establish a pot plant garden near a classroom window, or in an available space outside. Establish a class watering roster.
- Have students draw their ideal back garden, using the garden in the book as a starting point. Encourage them to think of other types of plants they could add, such as fruit trees or vegetables.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- _____

Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up