

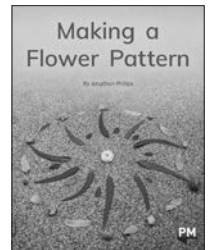
# Making a Flower Pattern

PM Level 14

Green

**Text Type** Procedure

**Running Words** 192



## Preparing for Guided Reading

### Prior Knowledge

- Students should have a basic understanding of what a pattern is.
- Students should understand the importance of following instructions in order.

### Orientation to the Text

- Follow the instructions to collect natural materials and make a beautiful flower pattern.

### Key Language Structures

- Lists are organised with bullet points preceded by a colon.
- Verbs are expressed as imperatives – *Find, Look, Put.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*Bring, done, every, ready, start, them, Try*

#### Content Words

*flower, Goal, groups, leaves, Materials, pattern, Steps*

### Decoding

- Remind students to get their mouths ready for the first sound in the word, then to look right through to the end of the word as they read.
- Look at the word *Materials* on page 3. Talk about how many letters, how many sounds and how many syllables are in the word.

### Fluency and Phrasing

- Encourage students to think about what has been in the text so far and anticipate what might come next to help them build fluency.

### Focusing on the Book – Guided Reading

- Look carefully at the cover photos and read the title of the book. Introduce students to the idea that the text is a procedure and invite them to predict what they might find in it.
- Look at the table of contents on page 1. Talk about each of the chapter titles and what they mean.
- Read pages 2–3 together. Instruct students to find all the adjectives that are used to describe the materials. Ask, *Why do you think the author included these?*

- Look at the chapter heading on page 4. Ask, *What does Steps mean here?* Talk about how the steps of a procedure are structured.
- Continue to page 9. Point to the word **groups**. Ask, *Why is this word in bold?* Find and discuss the corresponding glossary entry on page 16.
- Read pages 10–11. Find all the adjectives. Ask, *Can you think of other words the author could have used to describe the leaves?*
- Read to the end of the text. Discuss with students what would happen if they did not complete the steps in order.

### Comprehension

- How many steps were in this procedure? (*Literal*)
- Why did the author suggest the ground should be flat where the pattern is being made? (*Inferential*)
- Why might you want to make a pattern like the flower pattern? (*Inferential*)

### Follow-up Activities

- Ask students to describe what a pattern is in their own words. Go on a pattern hunt around the school and take photos of the patterns that you find. Look at the photos together and talk about how students knew they had found a pattern.
- In small groups, follow the steps in the text to make a flower pattern. Take photos of the completed patterns and compare them. Then discuss whether or not students felt that the instructions were effective and why.
- Invite students to tell you in their own words what the goal, materials and steps of a procedure are. Complete a simple task in front of students, such as putting a piece of rubbish in the bin, and write a shared procedural text to describe how to do it.
- Cut up the steps of your shared procedural text and mix them up. Read them out in the mixed-up order and ask students to try and follow them. Discuss why it is important that the steps of a procedure are written in the right order and what might happen if they are not properly sequenced.

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## Learning Intentions

- We are learning to identify and use adjectives.
- We are learning about the parts of a non-fiction text.

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## Success Criteria

- I can find describing words in the text.
- I can suggest other words that could be used instead of a describing word.
- I can name and identify the parts of a procedure.

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## Guided Reading Notes

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