

# The Wheelbarrow Garden

PM Level 14

Green

**Text Type** Narrative

**Running Words** 235



## Preparing for Guided Reading

### Orientation to the Text

- Soak some pea seeds overnight. Plant them in a flower pot or miniature terrarium made from the lower half of a plastic drink bottle. Check that the container has drainage holes, before adding stones, sand and potting mix.

### Prior Knowledge

- This story is a sequel to *Look in the Garden*. Both books reflect the non-fiction theme of food and eating. The frequent repetition of familiar, heavy-duty words encourages confident reading.

### Key Language Structures

- Some sentences contain two independent clauses, joined by a conjunction, e.g. “Here’s the wheelbarrow,” said James, “and here are some peas to put in your garden.”

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

push, pushed, thing, things, wheelbarrow

#### Content Words

path, potting mix

### Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

### Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

## Focusing on the Book – Guided Reading

- Read the title together. Ask students what they think the boys are doing. Explain that this story is a sequel to *Look in the Garden*.
- Study the illustration on the first spread. Discuss the meaning of the word *room*, i.e. space.
- Discuss alternative garden choices, e.g. flower pots, window boxes, etc. for gardens where space is limited.
- Ensure that students check meaning by confirming that visual and meaning clues match. Talk about why the wheelbarrow is placed in the sun, and why sand and pebbles, as well as potting mix, are needed.
- Discuss the support and advice offered by the parents. Observe the boys’ shared sense of pride and satisfaction.
- Find the items needed for the garden, i.e. *peas, stones, sticks, potting mix, plants, sand*.
- Discuss the compound word *wheelbarrow*.
- Revise the possessive apostrophe: *Scott’s house, Scott’s place, Scott’s dad, Scott’s mother*.
- Revise punctuation conventions, e.g. question mark and exclamation mark.

## Comprehension

- What did Scott want in the beginning? (*Literal*)
- How did the parents help the boys with the garden? (*Inferential*)
- Did making the garden take a long time? (*Inferential*)

## Follow-up Activities

- Arrange for students to visit a local nursery or garden centre. Or, invite a horticulturist into the class to demonstrate growing and caring for plants.
- Grow alfalfa, mustard or cress seeds. Place a spoonful of seeds into a plastic jar. Cover them with warm water and leave the seeds to soak for approximately five minutes. Place a muslin or old stocking cover over the top of the jar. Tip the jar onto its side so that the water runs out. Repeat this procedure twice daily. Keep the jar in a warm place. Within several days, the seed sprouts may be eaten in a salad or sandwich.

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## Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell the events in the text and include details that elaborate on the main ideas.

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## Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.

• \_\_\_\_\_

## Guided Reading Notes

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