

In the garden

PM Level 1

Magenta

Text Type Repetitive

Running words 32



Preparing for Guided Reading

Orientation to the Text

- Use the book *Ten Little Garden Snails* (PM level 13) to familiarise students with a garden environment in which small animals are found. Go to the school garden and have students look for small creatures. Make sure they do not disturb them in their habitat.

Prior Knowledge

- This book features a variety of small garden animals, with the suggestion of a predator (the bird) on the final page.

Key Language Structures

- This book has a four-word sentence on each double-page spread.

Building the Balanced Reader

Concepts about print

- Ensure that page turning and starting-point skills are in place.
- Demonstrate correct pronunciation of two- and three-syllable words.
- Focus on the shape and sound links of alphabet letters in the initial position in a word.
- Study the visual patterns and sounds of the new high-frequency words *Look*, *at* and *the*.

Vocabulary

Key High-frequency Words

Look, at, the

Content words

butterfly, caterpillar, spider, beetle, grasshopper, snail, worm, bird

Decoding

- Recognise a couple of high-frequency words that are repetitively used, e.g. *Look* and *at*.
- Use initial sound and picture clues to help decode content words.

Fluency and Phrasing

- Locate familiar repetitive text to help develop smooth reading.
- Point to each word at a steady rate without long pauses.

Focusing on the Book – Guided Reading

- **Cover** Read the title with students. Talk about what the boy might be looking for on the leaves. Ask students to read the title page.
- **Pages 2–15** Discuss each photograph. Encourage students to talk about where they have found small creatures in their gardens. Make text and picture links for the names of the animals on each page. Reinforce the sound of the initial letter in these words.
- **Page 16** Point out that the bird is different from the small animals featured throughout the book. Discuss the role that the bird might play in the garden.

Comprehension

- Was there a snail in the garden? (*Literal*)
- Did some of the creatures live on the leaves? (*Inferential*)
- Who was telling us to look at the creatures? (*Inferential*)

Follow-up Activities

- Discuss the small creatures that students found in the school garden. Write each creature's name on the whiteboard. Invite students to draw or cut out pictures from magazines of these small animals. Have them add labels.
- Have students make collage creatures using torn coloured paper pasted onto pre-cut animal shapes. Display these in the classroom.

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Learning Intentions

- We are learning to hold a book, turn the pages and point to the words.
- We are learning to use different strategies to help us to read unknown words.

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Success Criteria

- I can point from left to right as I read each word.
- I use the beginning sound and the picture to help me to read some unknown words.

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Guided Reading Notes

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