

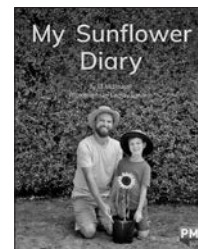
My Sunflower Diary

PM Level 13

Green

Text Type Factual Recount

Running Words 230



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the basic needs of plants, such as water, soil and sunlight.
- Students should understand the concept of a diary as a recorded version of events over time.

Orientation to the Text

- A boy and his dad plant a sunflower seed and keep a diary to describe its journey from seed to flower and back to seed.

Key Language Structures

- Adverbs of time are used to organise the events in the text – *After that; Next; Now; Today*.
- Sentences extend across several lines and include compound and complex constructions.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, more, morning, put, spot, starting, them, took, warm, was, were

Content Words

bud, flower, leaves, petals, shoot, soil, sunflower, water

Decoding

- Cover up the endings of words such as *showed* and *starting* to help students read the base word first.
- Look at the word *petals* on page 10. Ask, *What is the smaller word at the start of this word? Does the meaning of this word relate to the meaning of petals?*

Fluency and Phrasing

- Discuss with students who the 'I' is in the text. Talk about how to read as if the author is speaking.

Focusing on the Book – Guided Reading

- Look carefully at the cover photos and read the title of the book. Ask students to suggest what a sunflower diary might be and who they think is keeping the diary.
- Look at page 1 together. Discuss the features on the page, such as the title, table of contents and chapter headings. Point to the page numbers and ask, *What do these numbers mean? Why has the author included them?*
- Read pages 2–3 together. Point out the chapter heading, the subheading in bold and the label, and discuss how each is presented and what they are for.

- Continue to page 6. Ask students to find the bold word on the page and guide them to look it up in the glossary.
- Read pages 8–9 together. Prompt students to find all the words with 'ow' in them. Ask, *Do these letters make the same sound in each of the words?*
- Continue to page 10. Discuss what the word *bud* means and ask students to describe the bud in the photo on page 11.
- Look at page 14. Talk about the sound that 'ow' makes in the word *flower*. Say, *Find another word on this page that has the 'ow' sound made by different letters.*
- Read to the end of the text. Review the words in the glossary together. Ask, *How does the glossary help you to understand the words?*

Comprehension

- How many weeks did it take before a sunflower shoot appeared? (*Literal*)
- Why do you think the boy likes growing sunflowers? (*Inferential*)
- What is one thing the boy learned about growing sunflowers? (*Inferential*)

Follow-up Activities

- Plant a sunflower together and keep a weekly diary to describe its growth. Include photographs and involve different students in writing about the plant's progress each week. Guide students to measure the plant and record its growth.
- Discuss the life cycle of a sunflower, from seed to shoot to flower and back to seed. Together, make an illustrated chart of the life cycle, including headings for each stage and labels for important parts of the picture.
- Invite students to think about a topic they are interested in or know a lot about, such as dinosaurs or netball. Ask students to draw a picture to help someone who doesn't know much about their topic to understand it, and to use labels to introduce their audience to new words.
- In pairs, have students complete a Y-chart from the perspective of the sunflower as a seed in the soil. Students should draw or write what it looked like, felt like and sounded like as the seed was waiting to grow. Then, have students complete a second Y-chart about what it looked like, felt like and sounded like when the seed grew into a sunflower.

My Sunflower Diary

Date _____

PM Level 13

Green

Learning Intentions

- We are learning to read longer words.
- We are learning to identify the features of non-fiction texts.

• _____

Success Criteria

- I can discuss and choose the correct vowel sound to use when I read longer words.
- I can explain what the table of contents and labels are and how to use them.
- I can use the glossary to help me understand the meaning of words.

• _____

Guided Reading Notes

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