

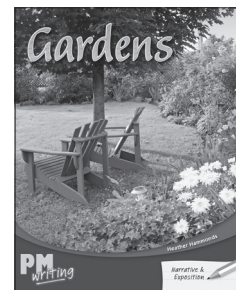
# Gardens

PM Levels 16/17

Orange

**Text Type** Narrative/Exposition

**Running Words** 285



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that there are different text types with different purposes. They should also know what a garden is and have an understanding of what they might expect to find in one.

### Orientation to the Text

- Gardens play an important role in our lives. This book features a narrative text about the time that Tara helped Aunty Meg with her garden, as well as an exposition that informs the reader about the benefits of gardens for wildlife.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*beautiful, garden, help, Messy, think, wildlife*

#### Content Words

*branches, buzzing, flower, grass, raked, splashing, weeds*

### Decoding

- When students read a longer word that they are struggling with, encourage them to look for a part of the word that they know, rather than sounding out individual letters.
- Together, look at the word *should* on page 11. Discuss each of the sounds in the word and what letters make the sounds. Ask, *What other words do you know with this letter pattern?*

### Fluency and Phrasing

- Prompt students to re-read a sentence if they have difficulty with it, to build confidence and fluency.

### Focusing on the Book – Guided Reading

- Look carefully at the cover image and read the title of the book together. Ask students to turn and talk to the person next to them about what they know about gardens and discuss as a group what they think might be in the text.
- Look at page 1 together. Explain that the book contains two text types about the topic of gardens and ask students what they know about each one.
- Read pages 2–3. Ask, *How can you tell the text is a narrative from these pages?*

- Instruct students to read to page 7. Ask, *What is the problem in this narrative? What are the characters doing to solve it?*
- Continue to page 9. Model reading the direct speech with appropriate expression, then have students practise reading the same section.
- Read pages 10–11. Revise what an exposition is. Ask, *What arguments do you think the writer will present about why gardens are good for wildlife?*
- Continue to page 14. Prompt students to pause at the comma as they read the sentence.
- Read page 16. Ask, *How does the final statement connect with the first page of the exposition?*
- Invite students to find information in the exposition that confirms what was stated about gardens in the narrative.

### Comprehension

- What should a garden have to encourage wildlife to live there? (*Literal*)
- How do you think Tara felt after she helped Aunty Meg in the garden? (*Inferential*)
- Why might insects hide in the bark of trees or bushes? (*Inferential*)

### Follow-up Activities

- Construct a Venn diagram together to compare narratives with expositions. Discuss how one of the text types is fiction and the other is non-fiction. Talk about specific features, such as direct speech, which is used in the narrative, and persuasive language, such as *should*, that is used in the exposition.
- Take students out into the school grounds with a notebook and instruct them to observe the garden plants and any wildlife that they see. Ask students to make sketches and take notes to record what they notice. Make a list of powerful adjectives that could be used to describe different aspects of the garden.
- Model writing a poem about the school garden, drawing on students' observations and the adjectives they suggested in the previous activity. Ask students to write their own poems about the school garden or their own gardens at home. Share the finished pieces and discuss how the poems present a different perspective on gardens from the narrative and exposition in the book.

# Gardens

Date \_\_\_\_\_

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## Learning Intentions

- We are learning to read with expression.
- We are learning to identify the features of different text types.

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## Success Criteria

- I can use punctuation such as speech marks and commas to make my reading sound natural.
- I can describe and compare the features of narratives and expositions.

• \_\_\_\_\_

## Guided Reading Notes

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