

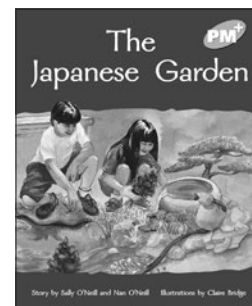
The Japanese Garden

PM Level 22

Gold

Text Type Narrative

Running Words 691



Preparing for Guided Reading

Orientation to the text

- Study pictures of Japan that feature its huge cities, skyscrapers and busy highways. Show also 'traditional' Japan where festivals, traditional lifestyles, etc., are very important.

Prior knowledge

- In crowded Japanese cities, where space is limited, restful sculptured gardens provide a place for relaxation. This story is about a Japanese family living in Australia who make their own peaceful garden.

Building the Balanced Reader

Vocabulary

Key vocabulary

cleared, explained, flowing, patterns, peaceful, spread, waterfalls

Content Words

Australia, business, candle, hotel, imagine, lanterns, moss, mountain, pebbles, plan, sparkling, stream, travel

Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title and study the cover and title page illustrations. Notice that the Japanese garden has rocks, pebbles, small plants, statues, running water and trees. Explain why the Japanese place great importance on such gardens.
- Introduce the characters in the story. Ask, *Why do you think people find these gardens peaceful?*
- Explain the imagery symbolised through the materials used in these gardens, i.e. rocks represent mountains, a waterfall represents a river, etc.

- Ask what the plan will need to include. List students' ideas.
- Talk about items purchased from the garden centre. Discuss the procedures followed to make the garden.
- Reinforce the students' pride and pleasure with the finished project.
- Revise words with common suffixes, e.g. *business; peaceful, beautiful*.
- Revise prefixes: *return, important, forward*.
- Revise plurals where the *y* is changed to *ies*: *cities, stories*.
- List words in the story that have more than one meaning (homographs), e.g. *fork, match, trunk, back, fast, block*. Write each in a sentence that demonstrates their different meanings.

Comprehension

- What did Nikko and Shari put in their Japanese garden? (*Literal*)
- Why couldn't Mr Akira take his family on his business trips? (*Inferential*)
- Why do Japanese people have very small houses and gardens? (*Applied Knowledge*)

Follow-up activities

- Revise the features of haiku poetry, i.e. three lines with five, seven and five syllables respectively on each line. Read examples. Write some examples of haiku poetry together before asking students to write their own poem.
- Assist students to make a model of a Japanese garden for the classroom.
- Plan a group or class project entitled *Interesting facts about Japan*. List headings that could be researched, e.g. *Where is Japan?, Customs, Festivals, A Japanese home, A Japanese garden*. Discuss how each group will present their project. This activity will take more than a day.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.
- _____

Guided Reading Notes

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