

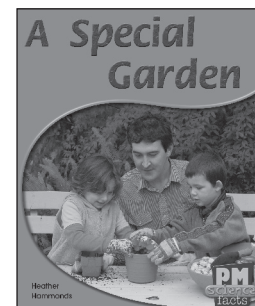
A Special Garden

PM Level 11/12

Blue

Text Type Procedure

Running Words 173



Preparing for Guided Reading

Prior Knowledge

- Use practical experiences to assist understanding of the words 'our senses'.

Orientation to the Text

- In this book, two children and their dad work together to create a sensory garden in their own backyard, including items such as chimes and a windsock.

Key Language Structures

- Procedural language, including a list of required items and the steps needed to use or assemble them.
- Adjectives add meaning to the nouns in the text, e.g. *windy days, little stones*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, grow, lots, put, smell, spin, things, windy

Content Words

garden, special, soil, plants, pots, water, bowls, windsock, stones, chimes, branch, curry, lavender, strawberries

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by rereading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Talk about all the senses mentioned in the text on pp. 2–3. Ask students to name items in the photo that engage these senses.
- Discuss all the items listed. Ask students to consider how these items might be used together.

- Ask students why the girl is wearing gloves to put the plant in the pot.
- Ask, *Why do you think the children are planting curry plants and lavender plants? Do you think these plants are safe to eat?*
- Turn to p. 11 and discuss why Dad has chosen this branch to hang the chime. Ask, *Why is this a good place for the chime? Do you think the chime will make a lot of noise when the wind blows?*
- Turn to p. 13. Ask students how they think it would feel to have the cold water tipped on their hands.
- Talk about the careful way the children are putting the strawberry plant in the pot on p. 14. Ask, *Why do you think the children are wearing different clothes when they eat the strawberries?*
- Talk about the irregular verb *to make*: *make, makes, making, made*.

Comprehension

- What else could they put in the garden to make a good sound? (*Inferential*)
- Why do you think they put the bowl of water in the garden? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: sorting items from the book into categories based on the senses they engage; rewriting the different forms of *to make*, and choosing the correct form to complete a sentence from the book; choosing correct adjectives to complete sentences and drawing pictures to match; choosing adjectives to complete sentences from the book.
- Ask students to draw and colour a design for their own windsock. Their design could be based on a fish, like the windsock in the book, or on a different animal or object such as a rocket ship.
- Have students imagine they are going to make a garden like the one in the book. Have them draw how their garden would look with these items. Encourage them to include sensory items not mentioned in the book.

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.
- _____

Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and reread a word/sentence again to problem solve or confirm the text.
- _____

Guided Reading Notes

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