

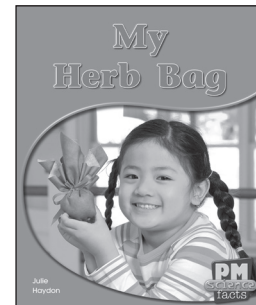
My Herb Bag

PM Level 11/12

Blue

Text Type Report/Procedure

Running Words 195



Preparing for Guided Reading

Prior Knowledge

- Show students a range of fresh and dried herbs to develop understanding of the text.
- Ensure the students understand that the herbs in the book are dried.

Orientation to the Text

- In this book, a girl helps her Gran make a scented bag using dried herbs. They demonstrate the procedure together. The girl puts the herb bag in her bedroom to make her clothes smell nice.

Key Language Structures

- First-person present-tense narration to give the text a personal tone.
- Procedural language, including a list of required items, followed by the steps in the procedure.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, cut, grow, now, over, put, round, smell, them, things, want

Content Words

nose, smell, herbs, bags, cloth, scissors, stuffing, spoon, rubber, band, ribbon, square

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

- Discuss the sense of smell. Have students name some of their favourite smells.
- Ask students if they have smelled herbs in pots. Ask if they have smelled or eaten dried herbs.
- Ask students why they think Gran makes the herb bags, and where she puts them in her house.
- Direct students to look at the list of items needed to make a herb bag. Ask them if they think these items would be difficult to find.
- Discuss with students why a square piece of cloth is good for making a herb bag.
- Ask students what purpose they think the stuffing will serve. Ask, *Do you think you can make a herb bag without the stuffing?*
- Have students look closely at the herbs on p. 12 and guess what they might be.
- Ask, *What is Gran helping the girl to do on p. 13?*
- Ask students what purpose they think the rubber band serves.
- Ask, *Do you think the herb bag will help the girl's clothes smell nice?*
- Have students find prepositional phrases in the text, e.g. *up to dry; in her garden; on a spoon.*

Comprehension

- Why do you think they used dry herbs in the herb bag? (*Inferential*)
- What else could herbs be used for? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing text from the book to match the procedural photos; writing phrases to complete sentences from the book; choosing words to complete sentences from the book.
- Have the students follow the procedure to make their own herb bag. Help them with any cutting and tying.
- Ask students to make a list of places where they would put a herb bag in their own home. Which places need to smell nicer than others?

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.

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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.

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Guided Reading Notes

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