

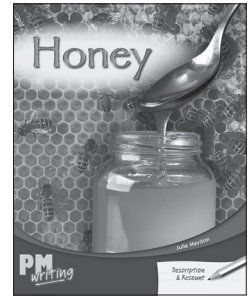
Honey

PM Levels 18/19

Turquoise

Text Type Description/Recount

Running Words 409



Preparing for Guided Reading

Prior Knowledge

- Students should understand that there are different text types with different purposes. They should also be familiar with what insects are and understand that some insects are helpful to humans.

Orientation to the Text

- The activities that bees will perform in their lifetime are clearly defined from the time they are born. This book features a description of the roles that different bees have in a hive to help produce honey, as well as a recount in the form of a letter that explains how bee farms work.

Building the Balanced Reader

Vocabulary

Key vocabulary

bees, hives, honey, insects, nectar, pollen

Content Words

drones, female, male, honey comb, queen bee, worker bees

Decoding

- Point out more difficult final blends, such as 'ct' in *insect*. Ask students to think of other words that end with the same blend and look for more examples of words that contain it, such as *collect* and *nectar*, as they read the text.
- Look at the word *comb* on page 6 together. Talk about the letter-sound relationships in the word, then look at the phrase *honey comb* and discuss how this is different from other meanings of 'comb' that students may know.

Fluency and Phrasing

- Guide students to read at an appropriate rate by modelling what it sounds like to read too quickly or too slowly.

Focusing on the Book – Guided Reading

- Look carefully at the cover image and read the title of the book together. Ask students to suggest whether the book is fiction or non-fiction and to share their reasoning.
- Look at page 1 together. Ask, *What information does the contents page give you? How would you use it?*

- Read page 2. Explain that this is the introduction to the description of honey bees. Ask, *What else do you think the author is going to include in this text?*
- Look at page 3 together. Point out the label on the hive. Ask, *What is this? Why is it important to look at the whole page as you read?*
- Read to page 9. Invite students to confirm their predictions and discuss any parts of the text that were surprising or unexpected.
- Continue to page 10. Ask, *Where is the title of the text? Why is the word Recount at the top of the page?*
- Read to page 11. Ask, *Who do you think wrote this recount? What else do you think they will include?*
- Continue to page 15. Ask, *What do you notice about the order that the information in the text has been presented in?*
- Read page 16 together. Talk about how the recount ended and review whether the recount included the kinds of things that students had predicted.

Comprehension

- Which bees collect nectar and pollen from flowers? (*Literal*)
- Why do you think bees start collecting nectar and pollen in spring? (*Inferential*)
- Would you like to farm bees? Why or why not? (*Inferential/Evaluative*)

Follow-up Activities

- Choose another insect and read a descriptive text about it with students. Make a Venn diagram comparing the similarities and differences between the two insects, based on information in the texts.
- Bring a couple of different kinds of honey to school and hold a honey tasting. Encourage students to compare and describe the look and taste of each honey. Then, have students write a recount in the form of a letter about their honey-tasting experience.
- Model labelling the different parts of a bee on a diagram or drawing, referring to information from the text. Make a list of the vocabulary that might be used to describe a range of insects. Then, ask students to draw and label a picture of a different insect.

Learning Intentions

- We are learning to understand how non-fiction texts are organised.
- We are learning to predict as we read.

• _____

Success Criteria

- I can use the contents page to help me find information.
- I can find the title and picture labels and describe what they are for.
- I can use my knowledge of text types to predict what will be in a description or recount.

• _____

Guided Reading Notes

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