

Max and the Little Plant

PM Level 8

Yellow

Text Type Narrative

Running Words 134



Preparing for Guided Reading

Orientation to the Text

- Bring a flowering plant in a pot into the classroom. Talk about the care of the plant.

Prior Knowledge

- Max and Grandad will now be familiar characters. In this story, Max's relationship with his Grandad is very obvious as they work together in the garden.
- Read the title with students and study the cover picture and vignette on the title page. Ask students to recall their experiences or knowledge of gardening.

Key Language Structures

- Identify speech marks around the words spoken by the characters, e.g. "My plant is very dry," said Max.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

after, here, good, little

Content Words

bigger, dry, flower, forgot, garden, sitting, sunflower

Decoding

- Teach students to apply their phonemic awareness to decode or predict words, e.g. *fl-ow-er, f-or-g-o-t, dr-y*

Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- Read the title. Discuss how carefully Max is holding the plant. Read the title again on the title page and talk about the vignette.
- Help students to understand why Max and Grandad are loosening the soil before planting.

- Encourage students to integrate meaning, language structures and visual cues. Examining the illustrations will help students predict the text.
- Use *fl, pl* and *dr* (**PM Library Alphabet Blends**) to reinforce the sounds.
- Talk about the ending: *er* – *water, after, bigger, flower*.
- Demonstrate the compound words: *today, forgot, sunflower*. Encourage students to say the two small words within each longer word.
- Ask, *What did Max mean when he said that his plant liked the water and it was sitting up again?*
- Draw students' attention to the passing of time by the use of the phrase *day after day*. Notice that Max is not wearing the same clothes throughout the story – another indicator that time has passed.
- Discuss what plants need to stay alive and talk about Max's reward at seeing the plant blossom into a sunflower after all his hard work.
- Discuss Max and Grandad's obvious pleasure. Talk about sunflowers.

Comprehension

- What did Max like doing in the garden? (*Literal*)
- Why was the plant sitting up again? (*Inferential*)
- How did Max feel when he forgot to water his plant and then when his plant grew into a sunflower? (*Inferential*)

Follow-up Activities

- Talk about the ways that students help their parents or grandparents. Write each student's idea on a long strip of card. Have them cut their card into separate words and then reassemble it. Invite them to read their reassembled card to a partner who then scrambles the words and repeats the process.
- Grow small flowering plants in pots in the classroom. Give the children the responsibility for looking after the plants. With their help, make up a chart on how to care for the plants.

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Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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