

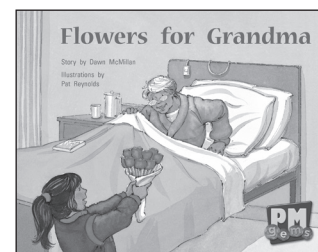
Flowers for Grandma

PM Level 7

Yellow

Text Type Narrative

Running Words 125



Preparing for Guided Reading

Prior Knowledge

- Talk with students about some of the reasons that people go to hospital. Discuss things we can do to help people in hospital feel better.

Orientation to the Text

- In this story, Ella comes home and finds that Grandma, who lives in the same house, has gone to hospital. Ella picks some flowers from the garden and takes them to Grandma in the hospital. Grandma appreciates the flowers and tells Ella that she will be able to bring them home with her when she returns on Friday.

Key Language Structures

- Sentences are becoming more complex at this level. Look at the sentence on p. 2: *Ella came home and looked for Grandma*. Discuss the use of a conjunction to form a sentence from two clauses.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

came, coming, get, help, her, like, she, some, with, your

Content Words

Ella, Grandma, Mum, hospital, flowers, garden

Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Identify Grandma and encourage students to infer where she is.
- **pp. 2–5** Point out Ella and her mother, and encourage students to infer that Grandma lives with them. Discuss their distress and concern for Grandma.

- **pp. 6–9** Discuss Ella's thoughtfulness, particularly the fact that she remembers that Grandma likes the red flowers.
- **pp. 10–11** Talk about Mum and Ella's arrival at the hospital. Ask, *Why do you think Ella tells the patient that the flowers are for Grandma?*
- **pp. 12–13** Discuss the fact that Grandma recognises the flowers and is very appreciative of them.
- **pp. 14–15** Ask, *How do you think Ella feels when Grandma tells her that she will be coming home on Friday?*
- **p. 16** Ask, *What does the text and illustration on this page tell you about Ella's and Grandma's relationship?*
- Observe students as they re-read the story independently.

Comprehension

- Why do you think Ella was surprised that Grandma wasn't at home? (*Inferential*)
- Why do you think Grandma said that she was going to bring the flowers home with her on Friday? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing the provided words into the sentences in correct order; rewriting the words and breaking them into smaller words using the boxes provided; choosing the correct words to complete the sentences; writing the correct form of the verb to complete each sentence.
- Have students share experiences of visiting someone in a hospital, and then write a short story about such an experience. Alternatively, students who have been hospital patients themselves could write about an enjoyable visit from a family member or friend.
- Initiate a class project to make a gift for a long-term hospital patient or nursing home resident. Have students brainstorm ideas (e.g. a book of students' drawings or stories; a plant that the students have tended) and agree on the best option.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can sequence the beginning, middle and end events to retell the story.

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Guided Reading Notes

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