

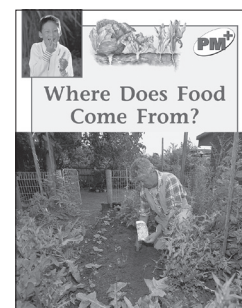
Where Does Food Come From?

PM Level 14/15

Green

Text Type Explanation

Running Words 174



Preparing for Guided Reading

Orientation to the Text

- Write the question, *Where does food come from?* on a chart. Summarise students' ideas and write them on the chart. Ask students if they have any questions they are interested in solving about the topic. Write these on a chart.

Prior Knowledge

- This scientifically accurate text explains how a lot of our food comes from plants. Clearly labelled diagrams and photographs inform the reader and encourage discussion about the continuing plant cycle.

Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *When the fruit is ready, we can eat it.* Note that this is an inverted sentence.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

before, bigger, ground, put, ready

Content Words

flour, fruit, grow, growing, stalks, vegetables

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

Focusing on the Book – Guided Reading

- Read the title and discuss the cover photographs. Explain that the information in the text is scientifically correct. Inform students before they begin to read that they are not expected to read the labels, but may be able to match the photographs with the initial letter combinations of unknown words.
- As students read the text, discuss the features of informative writing, i.e. key statements and related information; observe the use of accurate photographs to support the text; talk about how the information could be checked by finding similar information in other resources; discuss the layout of the text, e.g. there are visual cues to help the reader with specialised vocabulary; and encourage the children to share their views on the continuing plant cycle.
- Draw pictures on the board and make a diagram of where different foods originate, using the text.
- Refer to key words and statements when retelling or summarising an explanation.
- Find the plant vocabulary: *seeds, ground, roots, stalks, leaves, flowers, fruit, buds.*
- Look at the verb forms: *grow, grows, growing.*
- Encourage students to read silently for a purpose.
- Find and use relevant information from a variety of sources, e.g. books, pictures, Internet, etc.

Comprehension

- Where do vegetables and fruit come from? (*Literal*)
- Can vegetables and fruit be eaten as soon as they are planted? (*Inferential*)
- Where do the seeds come from? (*Inferential*)

Follow-up Activities

- Read the questions that students wished to find out about. Model how to present appropriate answers.
- Have students create a mind-map of the key ideas.
- Individually, or in pairs, present information from the text on large charts. Discuss how to display key messages and diagrams. It is important that students share their writing with others. Encourage them to evaluate how effectively the charts display essential information.

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Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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Success Criteria

- I can use word parts to help me decode fluently e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

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Guided Reading Notes

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