

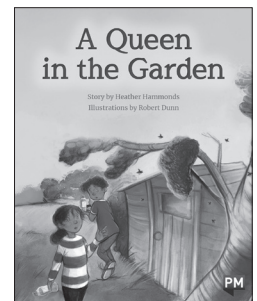
A Queen in the Garden

PM Level 18

Turquoise

Text Type Narrative

Running Words 441



Preparing for Guided Reading

Prior Knowledge

- Students should know what bees are, and that they can sting and make honey.
- Students should also be familiar with the basic structure of a narrative and how a story can be organised into chapters.

Orientation to the Text

- Tino and Nina are having snacks in the garden when they notice a swarm of bees on a tree. While their grandpa organises for his friend Pia to take them away, Tino and Nina hop on the internet to learn more about queen bees and their hives.

Building the Balanced Reader

Vocabulary

Key Vocabulary

full, might, o'clock, rushed, shook, sting, Suddenly towards, twelve

Content Words

beekeeper, buzzing, computer, hive, internet, playhouse, queen, snacks, suit, thousands, toast

Decoding

- Remind students to go back and re-read, paying attention to whether what they read looks right, when they misread a word or words.
- Make connections for students between related words in the text, such as *bees* and *beekeeper* and *look* and *looking*.
- Look at the word *thousands* on page 3 together. Ask, *What smaller words can you find in this word?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What does the title of this book make you think of? What do you think it will be about?*
- Read pages 2–3 together. Invite students to close their eyes and picture what it looked and sounded like when Nina and Tino went into the garden. Ask, *What can you see? What do you think will happen next?*
- Continue to page 5. Ask, *Which words on this page have the 'ee' sound in them, like in 'see'? What letter or letters make the sound in each of the words?*

- Read to page 7 together. Ask, *What do you see in your head when you read about what happens in bee hives? How might this help you understand what you are reading?*
- Read page 8 aloud to students and ask them to put their hands up each time they hear the 'ee' sound in a word. Talk about the different ways the 'ee' sound is made in the words.
- Continue to page 11. Ask, *What can you picture happening to the bees next? What about what happens to Nina and Tino?*
- Read to the end of the story. Ask, *What do you see in your head when you think about a queen in the garden now? Is this different from how you pictured it at the start of the story?*
- Re-read the text with students, focusing on finding all the words with the 'ee' sound.

Comprehension

- Where did Pia take the bees to? (*Literal*)
- What might have happened if Pia didn't take the bees away? (*Inferential*)
- How do people keep themselves safe when they are around bees? (*Applied Knowledge*)

Follow-up Activities

- Discuss with students what the title of the book means. Ask them to say whether they thought it was a good title and why or why not. Instruct students to think of alternative titles and to share them with a partner. Then, have students write the title on a piece of paper and draw an illustration to match.
- Talk about the hexagonal cells that bees make in honeycomb and look at some pictures of honeycomb together. Model how to trace around a cardboard hexagon to make a tessellating pattern. Then, give each student their own hexagon to trace and make a pattern.
- Bring in some honey for students to try. In pairs, have students complete a Y-chart to describe what honey looks like, smells like and tastes like. Allow students to share their responses and talk about any interesting words they came up with to describe honey.

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Learning Intentions

- We are learning to understand what we read.
- We are learning to identify letter-sound relationships.

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Success Criteria

- I can visualise what is happening in the story and describe what I see.
- I can identify different letters that make the 'ee' sound in words.

• _____

Guided Reading Notes

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