

Look in the Garden

PM Level 12

Green

Text Type Narrative

Running Words 208



Preparing for Guided Reading

Orientation to the Text

- Show students a packet of pea seeds. Talk about opening the pod to find the peas inside. If possible, give them an opportunity to eat peas straight from the pod.

Prior Knowledge

- In this story, Scott goes home with James after school. He is horrified when James suggests they eat peas as an after-school snack.
- Discuss suitable foods to eat as an after-school snack. Allow students to talk about what they have to eat when they get home from school.

Key Language Structures

- Conjunctions are used to join clauses, e.g. “*Can I have a garden and plant some peas, like James?*”

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, don't, peas, Scott

Content Words

cakes, pod

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to crosscheck, confirm or self-correct by re-reading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*

- Ensure students respond to punctuation within and at the end of sentences.

Focusing on the Book – Guided Reading

- Introduce the new characters, James and Scott. Read the title.
- Establish that it is summer – the best growing time of the year. Name the vegetables growing in the family's garden. Have students compare James's choice of an after-school snack with their own.
- Ask, *How do you know that Scott hasn't eaten fresh peas from a pod before?* Have them confirm their answers by reading the text.
- Ask, *What might James's mum say when she sees him eating peas?*
- Invite students to share doubtful feelings that they have had when trying something for the first time.
- Exclamation mark – revise the symbol, name and meaning. Read examples from the text.
- Make lists of words that rhyme: *pea, sea, tea*.
- Revise and expand the contractions *won't, don't*.
- Discuss adjectives before a noun, e.g. *little green peas*.

Comprehension

- Where did Scott go after school? (*Literal*)
- Why did Scott not want to eat peas at first? (*Inferential*)
- What made Scott change his mind about the peas? (*Inferential*)

Follow-up Activities

- Soak some pea seeds overnight and grow them on dampened cotton wool or in a miniature terrarium made from the lower half of a plastic drink bottle. Measure the pea plants regularly to see how far they have grown.
- Talk about gardens that students are familiar with, at home and in the local community. Make a wall chart of their ideas.
- Discuss occasions when students have been doubtful about trying something new, and their opinions after trying it! Write down their ideas on a large chart. Have students draw pictures illustrating their ideas. Paste these onto the chart.

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Learning Intentions

- We are learning to read longer sentences that have more than one clause, with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.

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Success Criteria

- I can read sentences with more than one clause, using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.

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Guided Reading Notes

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