

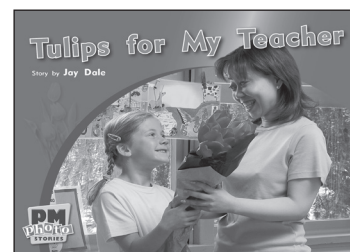
Tulips for My Teacher

PM Level 12

Green

Text Type Narrative

Running Words 210



Preparing for Guided Reading

Prior Knowledge

- Discuss the photo of the tulip farm on p. 10. Talk about the role of the farmer.

Orientation to the Text

- In this story, Erin wants to give her teacher, Miss Sano, a bunch of red tulips as a going-away present. Erin and Mum go to a tulip farm, where the farmer cuts them the perfect bunch.

Key Language Structures

- Irregular past tenses: *said*, *went*.
- Phrases that tell when or where add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

any, buy, smile, stop, take, there, time, want, won't

Content Words

school, Erin, Mum, tulips, flower, stall, farm, farmer, teacher, cutting, paddock

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 cross-check, confirm or self-correct by rereading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate question marks and identify the speakers.
- Ensure students respond to punctuation within and at the end of sentences.

Focusing on the Book – Guided Reading

- Ensure that the students use the photographs to predict meaning.
- Read the title together and discuss the cover photo. Ask, *Why do you think the girl is giving the big bunch of flowers to the teacher? How do you think they both feel about this?*
- Discuss with students why Miss Sano might be going away for a long time.
- Talk about Erin's idea to take some flowers for Miss Sano.
- Direct students to look at the picture on p. 6. Ask, *How do you think Erin feels about giving yellow flowers to Miss Sano?*
- Direct students to look the background of the photograph on p. 10. Ask, *Do you think this is a very big farm?*
- Discuss reasons why the farmer only wants to cut yellow tulips today. Ask, *Do you think the farmer changes her mind when she learns the reason Erin wants red tulips?*
- Do you think it was a nice idea of Erin to get the flowers for her teacher?
- Find these words in the story: after, bigger, farmer, flower, teacher. Emphasise the skill of scanning across words.

Comprehension

- What do you think the farmer meant when she said, "I'm cutting yellow tulips today"? (*Inferential*)
- Why do you think the farmer decided to cut some red tulips for Erin? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing the correct noun to complete the sentences; completing short passages from the story.
- Ask students to think of a special gift they could give to somebody who is going away for a long time. Have students choose the gift and draw a picture of themselves handing it to the person who is going away.
- Have students make a list of all the types of flowers they can think of. As a class, vote on a favourite type of flower, and make preparations to grow or plant this type of flower in a school garden bed.

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.
- _____

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.
- _____

Guided Reading Notes

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