

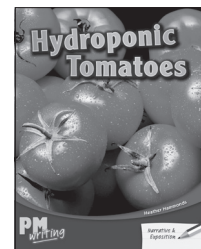
Hydroponic Tomatoes

PM Levels 20/21

Purple

Text Type Narrative/Exposition

Running Words 348



Preparing for Guided Reading

Prior Knowledge

- Students should understand that there are different text types with different purposes. They should also have a basic knowledge of how vegetables are typically grown and some of the associated vocabulary, such as *greenhouse*.

Orientation to the Text

- Cooking with fresh produce is becoming increasingly popular, but the quality of the produce is important. This book features a story about a boy who discovers how much better hydroponic tomatoes taste, supported by an exposition outlining the benefits of growing and eating hydroponic tomatoes.

Building the Balanced Reader

Vocabulary

Key vocabulary

delicious, greenhouse, hydroponic, juicy, tomatoes

Content Words

amazement, believe, greengrocers, groceries, stomach, supermarkets, vitamins

Decoding

- Ask students to look for examples of letter patterns that make different sounds in different words in the text – *tow*ards and *farm*, *you* and *wouldn't*.
- Look at the word *hydroponic* with students. Explain that the first part of the word – *hydro* – means water, while the second part – *ponic* – comes from the Greek word for labour or toil. Discuss how this might relate to the meaning of the word.

Fluency and Phrasing

- Give students the opportunity to re-read sentences that contain difficult words, to allow them to practise fluency once they are familiar with all the words.

Focusing on the Book – Guided Reading

- Look carefully at the cover image and read the title of the book together. Invite students to suggest what the word *hydroponic* means. Record their thoughts on a piece of chart paper.
- Look at page 1 together. Ask, *What does this page tell you about what you are going to find in the text?*
- Read to page 3 together. Point out the word *groceries* on page 2. Ask, *What is the base word of this word? How does it relate to its meaning?*

- Continue to page 8. Look at the word *amazement* together. Ask, *What is the base word of this word? What other words can you think of that have the same suffix?*
- Look at page 9. Ask, *What makes this text a narrative? What message was the author trying to get across?*
- Continue to page 10. Point out the Exposition label at the top of the page. Ask, *What features on this page show you that this is an exposition?*
- Read to page 14. Ask, *What are the base words of biggest and tastiest? How has adding the suffix changed the meaning of the base words?*
- Continue to page 16. Ask, *What was the author trying to do in this text? How is this different from the story Juicy and Delicious?*
- Revisit students' definitions of *hydroponic*. Ask them how they would add to or change their definitions now that they have read the text.

Comprehension

- Why do hydroponic tomatoes look better than tomatoes grown outdoors? (*Literal*)
- How was Zac feeling when he arrived at the hydroponic tomato farm? How do you know? (*Inferential*)
- Do you think you would like hydroponic tomatoes? Why or why not? (*Inferential/Evaluative*)

Follow-up Activities

- Revisit the exposition *Tasty Hydroponic Tomatoes* with students. Point out the copy of the text in the bottom right corner of many of the pages, and discuss why the author chose to put it there and what it might be used for. In small groups, ask students who they think the audience of this text is and why. Invite them to share their responses.
- Together, look at some other words that start with the prefix *hydro*, such as *hydrofoil*, *hydroelectricity*, *hydrophobia* and *hydroplane*. Invite students to predict the meanings of the words based on their knowledge of *hydro* meaning water. You might also like to investigate other words that start with 'super'.
- Choose another text type, such as an information report, description, procedure or poem. Write a shared text about hydroponic tomatoes using the information from the text and any additional research. Discuss how the purpose and language used in this new text is similar to and different from those used in *Hydroponic Tomatoes*.

Hydroponic Tomatoes

Date _____

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Learning Intentions

- We are learning to describe the purposes of texts.
- We are learning to accurately read longer words.

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Success Criteria

- I can compare and contrast the author's purpose of a narrative and an exposition.
- I can find the base word of longer words to help me read them.

• _____

Guided Reading Notes

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