

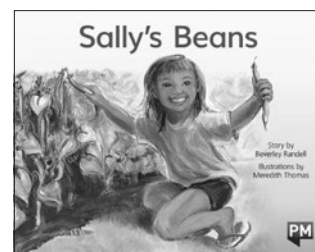
# Sally's Beans

PM Level 6

Yellow

**Text Type** Recount

**Running Words** 123



## Preparing for Guided Reading

### Orientation to the Text

- Bring into the classroom three or four different vegetables or fruit which have seeds, e.g. pumpkin, tomato, apple, beans. Let students touch them and compare them. Establish the words – *seed, fruit, vegetable*.
- Show students a packet of scarlet runner bean seeds. Compare them with the bean seed illustration on the title page.

### Prior Knowledge

- Sally enjoys planting seeds and watching the young plants grow.
- Many early high-frequency words can be practised in the meaningful context of this story.

### Key Language Structures

- Structural changes in some sentences provide opportunities for the young reader to integrate meaning, syntax and visual cues.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*after, day, like, this*

#### Content Words

*beans, garden, five, green, ten, two, water*

### Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- Study the illustrations – observing actions, events and clothing. Direct students' thinking towards the process of seed planting.
- Gardening is always a little unpredictable. Make sure that students understand why Sally is not confident on page 6.

- Ask students to make a statement about each illustration. Record the statements on a chart for discussion. On pages 10–11, the hose and water drops on the leaves are significant.
- Encourage students to guess *watered* from the context. Cross check this guess with the initial letter *w*, scanning across the word to the *ed* ending.

### Comprehension

- What did Sally plant in the garden? (*Literal*)
- Why did Sally look for the beans every day? (*Inferential*)

### Follow-up Activities

- Beans can be grown in the classroom. Use either dampened cotton wool on a saucer or a miniature terrarium made from the lower half of a plastic soft drink bottle.
- Refer to the chart the class made about the book. Establish the necessary scientific facts.
- Make decisions about caring for the seeds and record these decisions in the front of an enlarged book. As the beans sprout, keep a record for students to illustrate.
- Encourage students to sprout their own bean seeds at home. Make a simple diary for them to record the growth pattern. Students can fill in the days of the week and the correct number of bean seeds and shoots.
- Take a walk around the school environment. Look for seeds and discuss how they might be spread. Collect samples to bring back for further discussion about size and shape. Tape these seeds onto the appropriate sections of the wall chart.

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Date \_\_\_\_\_

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## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

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## Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can sequence the beginning, middle and end events to retell the story.

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## Guided Reading Notes

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