

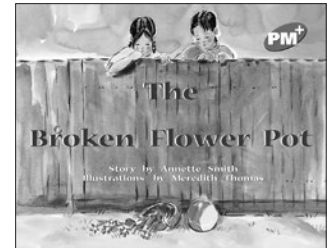
The Broken Flower Pot

PM Level 11

Blue

Text Type Narrative

Running Words 201



Preparing for Guided Reading

Orientation to the Text

- Invite students to talk about occasions when they have broken something. Record their experiences on a chart.

Prior Knowledge

- In this story, Katie and Joe's ball goes over the fence, breaking a flower pot belonging to their neighbour. Their ingenuity saves the situation!

Key Language Structures

- Adjectives add meaning to the nouns in the text, e.g. *yellow flowers, new flower pot, broken flower pot.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

better, crash, fence, over

Content Words

love, shed, paint

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation mark, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Read the title together and discuss the illustration. Have students predict what might happen.
- Observe Katie's actions. Has she kicked the ball too hard for Joe to catch?
- Ask, *What has happened? What will they do?*
- Read the text to check predictions.
- Discuss how the children are feeling. Where will they find a new flower pot?

- Talk about the old flower pot and how it was made to look new.
- Discuss how proud the children look on p. 15. How does Sally feel about her new flower pot?
- List words beginning with: *br, fl, cr, cl, pl, fr.*
- Revisit verb endings: *s, ed, ing.*
- Find words ending with *er*: *better, flower, clever.*
- Read bold print with expression.

Comprehension

- Where did the ball go? (*Literal*)
- Why did Katie say sorry to her mum? (*Inferential*)
- Why were the children clever? (*Inferential*)

Follow-up Activities

- Have students bring an old flower pot from home or purchase sufficient for each child to have one (approximately 15–18 cm in diameter). Have students decorate these using acrylic paints. The pots could be used as gifts, or planted with seeds, seedlings or cuttings.
- Revisit the chart made during the orientation to the text. Add any further experiences that students might have had. Ask them to write and draw about these occasions. Bind the stories into a book to read together.
- Recall letter-writing procedures. Have students pretend to be either Katie or Joe and write a letter to Sally. Ensure that they let her know what they did to replace the broken flower pot.

The Broken Flower Pot

Date _____

PM Level 11

Blue

Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

• _____

Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.

• _____

Guided Reading Notes

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