

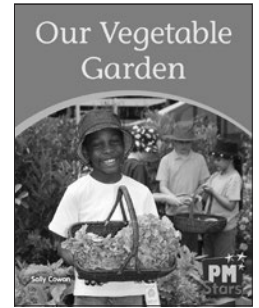
# Our Vegetable Garden

PM Levels 8/9

Yellow

**Text Type** Recount

**Running Words** 116



## Preparing for Guided Reading

### Orientation to the Text

- Read the title. Introduce the main characters. Discuss the baskets of vegetables in the cover photograph. Explain that the vegetables were grown by the students in a school vegetable garden. Notice how proud the children are of what they have achieved.
- Find the glossary words within the text. Notice that they are presented in bold font.

### Prior Knowledge

- A group of students and their teacher establish a school vegetable garden. This recount is written by one of the students and retells their experiences, from planning the garden through to picking the produce and using it in sandwiches.

### Key Language Structures

- Sentences contain irregular, past-tense verbs.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*from, had, made, make*

#### Content Words

*vegetable, school, teacher, planted, lettuce*

### Decoding

- Recall most high-frequency 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 marks.
- Use voice intonation to convey meaning when reading words in bold print.

### Focusing on the Book – Guided Reading

- Invite students to retell the events in the sequence in which they happened.
- Encourage students to apply their phonemic knowledge to predict or decode unfamiliar words, e.g. *pl-a-n*.

- Locate the words *school, plan, plants, children* and *from*. Use the books *sc, pl, ch* and *fr* in the **PM Alphabet Blends** series to identify other words that begin with the same sounds.
- Identify past-tense verbs that end with *-ed*, e.g. *helped, planted, looked*.
- Talk about these irregular past-tense verbs: *made, had, went, got, dug*.
- Change the onsets to make new words: *had, make, plan, seeds, got*.
- Revisit the *-s* plural ending of some words, e.g. *seeds, plants, vegetables*.

### Fluency and Phrasing

- Grow alfalfa, mustard, lentil or mung bean seeds in a plastic jar. Within several days, the seed sprouts may be eaten in a salad or sandwich.
- Discuss the importance of making healthy food choices. Share *PM Plus Non-fiction, Healthy Food* (level 15/16) with students. Make a collage of the five food groups.

### Comprehension

- Where did the children get their vegetable seeds from? (*Literal*)
- Who looked after the vegetable garden? (*Literal*)
- Which vegetables did they pick for lunch? (*Literal*)
- Why did the children begin by making a plan for the garden? (*Inferential*)
- Why did the children dig plant food into the garden beds? (*Inferential*)
- Why are vegetables very good to eat? (*Inferential*)

### Follow-up Activities

- Explain why compost helps to make plants grow bigger. Find out more about worm farms and how they create compost.
- Talk about why vegetable gardens are now a feature of many school environments.
- Visit a garden centre and have students write their own recounts about the experience.

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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 make connections with the text.

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## Success Criteria

- I break words up by using my knowledge of letters, sounds and spelling patterns to help me to read unknown words.
- I can make and discuss connections between the text and my own life.

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## Guided Reading Notes

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