

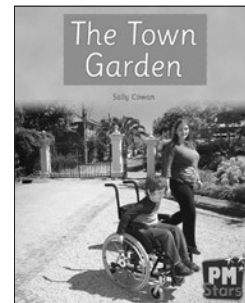
The Town Garden

PM Levels 8/9

Yellow

Text Type Description

Running Words 144



Preparing for Guided Reading

Orientation to the Text

- Tell students that this book describes a big town garden. Explain that the garden has grassed areas, garden beds, paths, trees and even a pond for wildlife.
- Read the title. Discuss the cover photograph. Introduce key interest words. Talk about why people would enjoy coming to see this garden. Invite students to describe town gardens that they have visited.
- Turn to the title page. Revisit the features of non-fiction books. Discuss each of the chapter headings on the contents page. Tell students that each chapter describes an aspect of the garden. Invite students to predict what they might read about in the chapters *Plants in the Garden* and *Birds in the Garden*.
- Study the photographs and vignettes before reading the text. Discuss the benefits of having a garden such as this in your town or city, e.g. a home for wildlife, a place to take visitors, etc.
- Revisit the purpose of the glossary on page 16. Find each glossary word within the book. Notice that glossary words are presented in bold font.

Prior Knowledge

- Many large towns have specially designed and cared-for botanic gardens that the public can enjoy. The book describes this type of town garden – a place that people visit, where they like to look at the plants and animals.

Key Language Structures

- Adjectives describe nouns used in the text, e.g. *green grass*, *big plants*, *little leaves*, *tiny eggs*, *new leaves*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

fly, has, have, lot, new

Content Words

- *butterflies, flowers, leaves, nests, paths, picnic, pollen, sunny*

Decoding

- Encourage quick recognition of high-frequency words in the book.

- Provide support when students apply their phonemic knowledge to predict or decode unfamiliar words, e.g. *p-o-l-l-en*, *n-e-st-s*.

Fluency and Phrasing

- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.
- Explicitly teach students to use their knowledge of letters and letter-sound relationships to check, confirm or self-correct print details. Ensure that students are able to hear sound segments in words, e.g. *gr-ee-n*, and can blend single sounds in vowel-consonant, consonant-vowel and consonant-vowel-consonant words.

Focusing on the Book – Guided Reading

- Invite students to describe the town garden. Revisit the structure of a description.
- Locate the plural forms of these words: *flower*, *plant*, *path*. Find the plural forms of *leaf*, i.e. *leaves* and *butterfly*, i.e. *butterflies*.
- Say these words slowly: *garden*, *town*, *green*. Listen to the final letter sounds.
- Locate words in the book that have two or more syllables, e.g. *gard/en*, *butt/er/fly/es*, *pic/nic*. Show students how to clap the number of syllables.

Comprehension

- Where do butterflies lay their tiny eggs? (*Literal*)
- Where do birds make their nests? (*Literal*)
- What do ducks look for in the water? (*Literal*)
- What is a garden bed? (*Inferential*)
- Why does this town garden look very green? (*Inferential*)
- What would you want to look at if you visited this garden? Why? (*Inferential*)

Follow-up Activities

- List all the things that can be seen in this town garden. Show students how to include these things on a map of the town garden. Write and attach labels to the map.
- Discuss the similarities and differences between natural parkland areas and specially designed botanic gardens.
- Encourage students to compare this town garden with their own gardens.
- Read and discuss *Looking at the Birds* (PM levels 8/9).

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Date _____

PM Levels 8/9

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Learning Intentions

- We are learning to remember information that describes the subject of the book.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can recall specific information that describes the subject of the book.
- I can decode unknown words using my knowledge of letter-sound relationships.

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Guided Reading Notes

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