

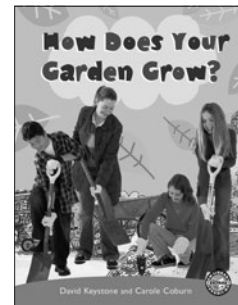
How Does Your Garden Grow?

PM Level 25

Emerald

Text Type Explanation / Procedure

Running Words 1845



Preparing for Guided Reading

Orientation to the text

- Daniel, Natasha and Ismini are interested in beautifying their school grounds. With the help of the school gardener, Erica, they set to work preparing the soil and planting seeds and plants. They achieve their goal and learn a lot of interesting information along the way. Students do such a great job that other kids want to join the project.

Prior knowledge

- Ask students what they already know about gardening. Have they ever planted a garden before? Have you read books about gardening? What do you think this book will be about (content)? What sort of text is it (non-fiction/procedural)? Give students a short synopsis of the text. Ask students what words they might find in the text (content words and grammatical features of a procedure). Point out and discuss key vocabulary.

Building the Balanced Reader

Grammatical conventions

- Locate action verbs at the beginning of each instruction in the procedures, e.g. *Tap, Use, Place, Fill*.
- Adverbial phrases add important information to the verbs to ensure the information is accurate, e.g. *cut the stem just below the last node*.
- Apostrophes are used in contractions and to indicate possession, e.g. *don't, I've, you'll, worms*'.

Vocabulary

Key vocabulary

absorb, bacteria, bulbs, compost, create, demonstrated, environment, generously, humus, landscape, levers, maintained, micro-organism, microscopic, mulch, multiply, nutrients, propagation, pruning, schedule, volunteer

Spelling

- Encourage students to break compound words into two smaller words to assist with correct spelling, e.g. *wheelbarrow, themselves, outside, anywhere*.
- Reinforce syllabification to aid spelling of longer technical words, e.g. *pro/pa/ga/tion, nu/tri/ents*.

- Investigate origins of words: *bacteria, micro-organism, microscopic, millipedes, recycle*.

Visual Literacy

- Discuss the use of photographs and illustrations throughout the book. Why do you think the designer may have done this?
- Note that the people in the text are shown as photographs and the background is illustrated.
- Use chapter format and index to help readers find specific information quickly.

Focusing on the story – guided reading

- Discuss the things that students wanted to include in their garden. Ask students whether they feel this will make a suitable school garden.
- Talk about the assistance given by Erica. Explain to students that aside from making the school a more attractive area, the students are also learning skills they can use elsewhere. Make a list of these skills. Ask students to recall facts about various tasks that had to be completed.
- Ask students to explain the role of compost worms.
- Talk about plants that grow quickly and are therefore suitable for young children to plant.
- Ask questions that require students to search the visual component of the text for answers (diagrams, illustrations, captions, etc.).

Comprehension

- What were some of the things that students wanted to include in their garden? (*Literal*)
- Why are secateurs and clippers called 'adults only' tools? (*Inferential*)
- What tells you that Erica was an experienced gardener? (*Applied Knowledge*)

Follow-up activities

- Imagine that you and your friends want to start a school garden of your own. Write a letter to your school principal telling them why you think your school needs a garden. Remember that you need to persuade your principal. You will need to provide all the reasons and outline ways in which you will all look after it. Maybe you could sketch a plan of the garden so that the principal knows exactly what it will look like.

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Learning Intentions

- We are learning to understand how the index and contents help to make information easier to locate in a non-fiction text.
- We are learning to identify typical structural and language features of a range of text types.

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Success Criteria

- I can use the contents or index to locate specific information in the text.
- I can identify different text types by referring to their structure and language features.

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Guided Reading Notes

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