

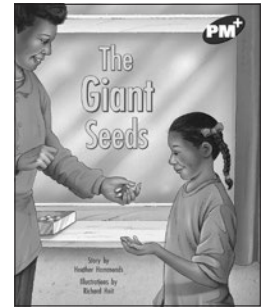
# The Giant Seeds

PM Level 20

Purple

**Text Type** Narrative

**Running Words** 508



## Preparing for Guided Reading

### Orientation to the text

- Compare the shape and size of different seeds. Show students pictures of the plants they grow into. Ask students if they think giant seeds grow into giant plants.

### Prior knowledge

- Georgia lives in an apartment that does not have a garden. When asked to bring some flower seeds to school, she takes some of her mother's giant pumpkin seeds. The seeds grow into very large pumpkin plants!

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*answered, appear, bright, brightest, brought, golden, soil*

#### Content Words

*apartment, caretaker, embarrassed, giant, kindly, seeds, windowsill*

### Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

### Focusing on the story – guided reading

- Read the title and discuss the cover and title page illustrations.
- Introduce Georgia and Becky. Identify Georgia's problem and talk about what she could do to solve it.
- Encourage students to recall occasions when they have not remembered a message correctly. Talk about why this sometimes happens.
- Find the meaning of *embarrassed* in a dictionary and thesaurus. Discuss student's own experiences of planting seeds, caring for them and waiting for them to grow.

- Explain the type of vine a pumpkin grows on. Compare this kind of vine with others e.g. *grapevine*.
- Ensure that students understand that large plants often 'flop' when they are first transplanted. Enjoy Georgia's delight when her pumpkins finally flower. Make it known that this would not happen until late summer.
- Clap, say and write these words as syllables: *a/part/ment, em/barr/assed, care/tak/er, dis/ap/point/ed*.
- Revise the comparative and superlative forms of adjectives, e.g. *bright, brighter, brightest; big, bigger, biggest*.
- Revise and expand the contractions, *doesn't, didn't* and *hadn't*.
- Revise words that have an *e* removed before adding *ing*, e.g. *leave, leaving; come, coming*.
- On the whiteboard, write examples of descriptive phrases that have at least two adjectives before a noun, e.g. *two tiny pumpkin plants*.
- Recall other phrases that fit this pattern, e.g. *the three little pigs, the big bad wolf*.

### Comprehension

- What did Mrs Miller ask the children to bring to school? (*Literal*)
- Why didn't it matter that Georgia's seeds were giant seeds? (*Inferential*)
- Why did the garden look beautiful on Parents' Day? (*Inferential*)

### Follow-up activities

- Plant a variety of seeds in small pots. Label the plants and write the dates when they were planted. Ensure that they are watered regularly. When large enough, they can be planted out in a garden or taken home by students to plant in their own gardens.
- Have students make paintings of Georgia's plants at various stages. Write descriptions on separate pieces of paper and glue these onto the paintings.

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, and to integrate reading skills and strategies to derive greater meaning from the text.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, and use various reading skills and strategies to improve my understanding of the text.
- \_\_\_\_\_

## Guided Reading Notes

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