

Lesson Plans

**Fluent
reading stage**

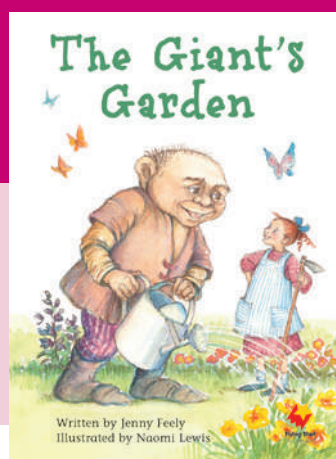
Level 19



Amazing Gardens explains how different types of gardens are made, and the purpose of each type of garden.

Running words: 527

Text type: Explanation



The Giant's Garden is a narrative about a giant who does not like people. But this doesn't stop Harriet from making friends with the giant, and together they create a magical garden.

Running words: 793

Text type: Narrative

Content vocabulary

butterfly/ies carrots corn crops dug eggplants farm flower fruit trees garden/s grow/s hedges herbs leaves maze plant/s/ed pumpkins shrubs sky farm soil stems temperature trees vegetables vertical garden water watering can weeds

Phonics

- Identifying "ui" making the /oo/ sound as in *fruit*
- Identifying "eau" making the /oo/ sound as in *beautiful*

Text features

Amazing Gardens

- Contents page, chapter headings
- Index

The Giant's Garden

- Dialogue
- Chapter headings

Reading strategies

- Using multiple sources of information
- Reading dialogue with fluency and expression

ELL support	Key concepts	Curriculum link
• Each garden is introduced with colour photographs and an explanation about the type of garden and what it looks like. • Illustrations support the narrative.	• There are different types of gardens. • Gardens are grown for various reasons such as for food, for people to enjoy, to make a place look nice and to attract animals.	• Science: Biological sciences – Living things, plants



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask students to draw a picture of an amazing garden. Students could then sit knee-to-knee with a partner and take turns to talk about their pictures.

★ Give students the opportunity to browse through books about gardens and gardening.

Vocabulary building

★ Ask pairs of students to brainstorm a list of “garden words”. Then invite the pairs to share their lists and use them to make a group list. Add words from the book (e.g. *hedge, crops, soil, temperature*).

Introducing the book

Give each student a copy of *Amazing Gardens* and have them read the title. Say: *This book is an explanation about different types of gardens and their purposes. It includes information about floating gardens, gardens that look like animals, mazes, gardens that tell a story, butterfly gardens and gardens that grow on the sides of buildings.* Refer students to the table of contents and read through the chapter headings. Ask: *Which chapter interests you the most? Why?* Talk through the rest of the book, discussing the photographs and headings. For example, on pages 4 and 5 you could say: *The heading is What is a garden? What sorts of gardens can you see in the photographs? What is the purpose of each of these gardens?*

During reading

Ask each student to read the text independently.

Monitor students as they read and support them as needed.

If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, are students using multiple sources of information?

Do they use meaning, structure and visual cues?

Say: *What makes sense in this part of the story? What kind of word would fit here?*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book. *What is a maze? How are plants made to look like animals? What is a butterfly garden? Why are plants grown on the sides of buildings?* (Literal)

Why do many people enjoy gardening? What benefits do gardens give us? (Inferential)

What sorts of gardens might be popular in the future? Why? (Synthesising)

What would the author have needed to know in order to write this book? How would the author have found out about different types of gardens? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. Ask: *What are some of the things you did that helped you make sense of this book? What are some of the things you did to help yourself?* If appropriate, comment on how well the students problem-solved. For example, you could say: *I noticed that you were always thinking about what made sense, sounded right, and looked right when you were reading a new word.*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could use an audio recording device or the computer to record themselves reading the book. They could then listen to their reading and do a self-assessment on how well they thought they read the book.

Word work

Phonics

Pairs of students could talk about the word *fruit*. Ask them to discuss: *What sounds does this word have? What letters represent each sound?* Invite students to share their ideas. Ask: *What other letter combinations can make the /oo/ sound?* Make a list of these with examples (e.g. “oo” as in *moon*, “ough” as in *through*, “ue” as in *blue*, “o” as in *to*, etc).

Exploring words

Refer to the list of “garden words” created during the Vocabulary building section. Ask: *What other words can we add to this list?* Use students’ ideas to extend the list.

Writing

★ Ask: *Which garden do you think was the best?* Discuss the students’ ideas. Model using a PMI (plus, minus, interesting) chart and record something that made the garden the best. Then record a disadvantage of the garden and something that made it interesting.

Have students choose a garden from the book and complete a PMI chart about that garden.

Sharing and presenting

Have students sit in a small group and take turns to read their PMI charts and descriptions.

Lesson 2 The Giant’s Garden



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *Imagine you lived in a village and a giant came to live there. Would you want to make friends with the giant? How could you do this?* Discuss the students’ ideas.

★ Show the students a picture of the Giant in the book. Say: *This is a giant. How is the Giant the same as the village people? How is he different? Do you think the people would like being smaller than the Giant? Why? How might the people feel about giants?* Draw out that the Giant is much bigger than the people and that this makes the people afraid of the Giant.

Vocabulary building

★ Write the words *giant*, *garden*, *watering can*, *pond*, *flowers*, *butterfly*, and *plants* onto cards. Have the students work with a partner to choose a card and talk about their word, then share with the group.

Introducing the book

Give each student a copy of *The Giant’s Garden* and have them read the title. Say: *This book is called The Giant’s Garden. It is about a girl called Harriet who tries to make friends with a grumpy giant who has moved to her village. Harriet helps the Giant make an amazing garden. As they work together in the garden, they become friends. Harriet also helps the village people get to know the Giant. Talk through the book, discussing the illustrations. For example, on pages 4 and 5 you could say: Here are the villagers and here is the Giant. The village people are welcoming the Giant to their village. How do you think the Giant is feeling?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, are the students showing that they know when they are reading direct speech? Ask: *Why did you read that part in that way? How did you know that the Giant was speaking? What in the text tells you this?*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book.

How did Harriet get the village people to come to the Giant's farm? What did the people think about the Giant's farm? (Literal)

What changed the people's mind about the Giant? (Inferential)

When the Giant first came to the village, he didn't try to be nice because he thought that none of the people would like him... but he was wrong! Have you ever been wrong about the way someone else might be feeling? What might this teach us? (Synthesising)

Giants are fictional characters from stories. Why do you think the author chose to use a giant in this story? (Critical)

Reviewing reading strategies

Give positive feedback on the reading strategies students used as they read the book. Ask: *What strategies did you use?*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could work in small groups to read the book to a younger class in the school. Encourage students to concentrate on their fluency.

Word work

Phonics

Write the word *beautiful* on the board. Ask: *What letters represent the /oo/ sound in this word?* Ask students to turn to a partner and think of other words with the /oo/ sound. Make a list. Look at all the different ways the /oo/ sound can be represented.

Exploring words

Students could use playdough and pipe cleaners to create a model of the Giant's garden. They could then use cards to label their garden.

Writing

★ Discuss the characters in the book. Ask: *What do Harriet and the Giant have in common? In what ways are they different? List the students' ideas.*

Have students complete a Venn diagram that shows the similarities and differences between Harriet and the Giant.

Sharing and presenting

Have students sit with a partner and take turns to talk about their Venn diagram.

Talk about the pair

Ask: *What have you learnt about gardens by reading these two books? What are some of the different purposes of gardens? Are gardens important? Why?*

Small groups of students could use collage materials

to make a poster of an amazing garden. This could include any of the different types of gardens discussed in the books.

Have students work further with these books by completing the Activity card.

Blackline master

Gardens galore

Use *Amazing Gardens* to fill in the data chart.

Type of garden	Description of the garden	Purpose of the garden
Maze garden 		
Vertical garden 		
Sky farm 		
Storybook garden 		

Assessment

Can the student use his/her knowledge of a topic to fill in a data chart?

Can the student find relevant information in a text?

Activity card

Design your own amazing garden



Draw and label an amazing garden you would like to grow.

Name of your garden: _____

Purpose of your garden: _____

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**Flying Start
to Literacy®**



ELEANOR CURTAIN
PUBLISHING

Developed by Eleanor Curtain Publishing

Text: Kerrie Shanahan

Consultants: Susan Hill, Lyn Reggett and Jenny Feely

Designed by Derek Schneider

Printed in China through Colorcraft Ltd, Hong Kong

Distributed in Australia & New Zealand by Lioncrest Education

Phone: +61 2 4991 2874 email: info@lioncrest.com.au

www.lioncrest.com.au

Distributed in Ireland by Carroll Education

Phone: +353 1 413 7230 email: info@carrolleducation.ie

www.carrolleducation.ie/ecom

www.flying-start-to-literacy.com.au

www.ecpublishing.com.au

ISBN 978-1-74234-216-0



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