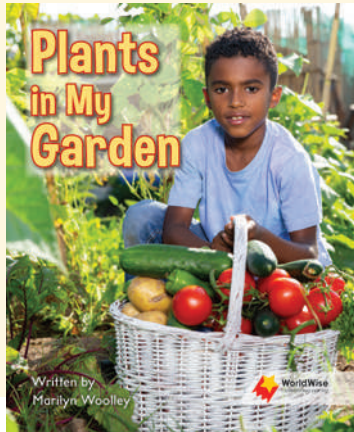


Lesson Plan

**Early Emergent
reading stage
Level 1**



Plants in My Garden explores what a garden is. It recounts the different plants a range of children like to grow in their gardens. Some plants are grown for food and others are grown for their beauty.

Running words: 35

Informative text type:
Report

Science Curriculum links

Australia

- **BS (ACSSU002)** Living things have basic needs, including food and water
- **NDS (ACSHE013)** Science involves exploring and observing the world using the senses

New Zealand

- **LW:** All living things have certain requirements so they can stay alive
- **NS:** Linking science to daily life

Key concept

- Gardens are places where people plant and look after plants for different reasons. Gardens can provide food, shade and beauty. All these plants need sunlight.

Content vocabulary

cactus, carrot, garden, lemon, rose, tomato, tree

Text features

- Picture summary
- Photographs

Reading strategy

- Matching one printed word for each word said.

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *Do you have a garden? What is a garden? Why do people plant gardens?*

Invite students to talk about this with a partner and then share their ideas with the group.

Provide each student with a copy of *Plants in My Garden*. Say: *This book is called Plants in My Garden. It is about the different plants that grow in gardens.*

Have students turn to pages 2 and 3. Ask: *Where is this boy? How does he feel about the tree? Why might this tree have been planted in this garden?* Invite students to share their ideas.

Have students browse through the book and look at the photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about the plants that grow in gardens?* Have students talk to a partner and then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers make sure that they say one word for each word on the page.* Turn to pages 2 and 3. Model pointing to each word as you say it. Say: *I know where each word ends when I see a space.* Have students practise pointing to each word as they say it on page 2. Ask: *Did you say enough words?*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to match each printed word to one word said. For example, on page 4 you could ask: *Did you point to each word as you said it? How did you know where each word ended?* Use two small see-through cards to show each word if needed.

After reading

Talking about the book

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

What is the child picking on page 5? What is the flower on page 9? (Literal)

Why do you think the child on page 11 looks so happy? Why do you think the children want you to look at the gardens? (Inferential)

What other plants grow in gardens? What would you plant in your very own garden? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *I noticed that you pointed to each word as you said it. You noticed when you ran out of words and went back to reread. That's what good readers do.*

Returning to the book

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

Speaking and listening

Have students sit with a partner. Have the students discuss these questions: *Which garden did you like best? Why? Which plant did you find most surprising? Why? What would you plant in a garden if you were in charge?* Say: *Take turns to ask your partner other questions about gardens.*

Vocabulary

Write the word *Garden* at the top of a chart. Say: *What things would you expect to find in a garden?* Add students' suggestions to the chart. Have students illustrate each suggestion on the chart as you go. You may like to group the words under headings, such as *Plants*, *Garden tools*, *Features* (ponds, paths, etc.).

Point to a word on the chart and model using it in a sentence. For example: *I planted grapes in my garden.*

With a partner, have students take turns saying words from the chart in a sentence.

Phonological awareness

Say: *Many words have more than one beat* (syllable). Practise the beat of students' names, such as Sam/my or E/liz/a/beth. Have students turn to a partner to clap out each other's name. Turn to page 16. Point to each word in turn. Ask: *How many beats can you hear in "garden"?* Repeat with other words.

Phonics

Say: *I am thinking of a plant that starts with /l/. Which plant on this page starts with /l/? What letter do you see at the start of "lemon"?* Talk about the letter that is making the sound. Ask: *Can you think of any other words that start with /l/?* Repeat with other plants on the page. Talk about the way the different letters are used to represent different sounds.

Writing

Modelled writing

Say: *I am going to write about my garden and the plants that I have there.* For example: "In my garden I have lots of carrots and potatoes. I have a very big tree that grows lots of lemons. My garden gives me lots of food and lots of fun."

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *I want you to know what my garden is like, so I tell you what I grow. I also want you to know that I love my garden, so I tell you about how my garden makes me feel.*

Independent writing

Ask students to talk to a partner about different plants and gardens they have seen. Have each student decide on what they will write about gardens.

Say: *Draw a picture of this garden and then write about it. Think about how you feel about this garden and what you will write about how the garden makes you feel.*

If students need extra support, provide a sentence starter. For example: *Look at the _____ in my garden.*

Sharing and presenting

Have students take turns talking about their pictures and their writing. As students share, create a list of the places they have written about and what they like to do there.

Say: *We have seen the different gardens in the book and the gardens we have written about.* Ask: *What is the same about each of these gardens? Why are gardens important?* Discuss and draw out that plants need sunshine to grow and gardens are good places to grow many different plants.

Blackline Master: My Dream Garden

Name: _____

Draw your dream garden.

Write a sign for each plant in your dream garden.

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