

My Pop’s Garden



Word Count: 70 **Text Type:** Literary Recount

High-Frequency Word Focus: and, go, has

Content Words: apples, bananas, figs, garden, lemons, mangoes, oranges, pick, plums, pop

Language Features: (punctuation, vocabulary, sound and letter knowledge) sentences (directionality); CV patterns; short *o*, short *a*, short *i*

LITERACY

Interacting with others: listen to and respond orally to text and others; use interaction skills

Interpreting, analysing, evaluating: identify some differences between imaginative and informative texts; read predictable text; use comprehension strategies to understand and discuss text

Creating texts: produce some lower case letters

LITERATURE

Literature and context: understand authors can tell stories and share experiences similar or different to their own

Responding and examining: identify and share thoughts and feelings about characters and events

Creating literature: retell text through illustration

LANGUAGE

Text structure and organisation: understand how digital texts work; directionality

Expressing and developing ideas: know that spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words

Sound and letter knowledge: recognise sounds and rhymes in spoken words; letters of the alphabet

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Ask students to name some trees and plants that grow in gardens. Discuss different kinds of fruit trees, and ask if they have ever picked fruit.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students, and have them discuss where the man and the girl are. Turn to and read the title page. Ask students to look at the illustrations as you move through the book, focusing on the different trees that appear on each page. Have them use the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as reading about what the man and girl do in the story, they will be talking about reading the words of a sentence in the right order, looking at words that have two letters, and learning more about the short *o*, short *a*, and short *i* sounds.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point to details in the illustrations, such as the basket on page 11.

Guiding: Invite students to read, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Ask, what colour are the plums? What is the girl picking on page 13? Why does Pop lift her on pages 7 and 15? Explain the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Literature

Literature and context: Ask students why they think the author chose to write this book.

Responding and examining: Ask students if they think the girl enjoys being in her pop's garden. Have students look at page 7, and ask if Pop is being helpful in this picture. Ask them to suggest other words to describe Pop.

■ Language

Text structure and organisation: If you are using the digital version of the text, explain to students how it works. Draw attention to sentences throughout the book, and review the importance of reading from left to right.

Sound and letter knowledge: Ask students to read the text on page 2. Point out the consonant-vowel (CV) pattern in *go* and *my*. Sound out first the consonant then the vowel in each word. Ask students if they can think of another CV word that rhymes with *my*. Ask students to find the short *o* sound in the word *pop*, the short *a* sound in the word *has*, and the short *i* sound in the word *pick*. Write these words on the board. Have students circle the short vowel sound in each word. Ask them to think of other words with these sounds.

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *My Pop's Garden* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book to the end, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Ask students to choose one of the fruit trees in the book, draw a picture of it, and colour it. Help them to write the name of their tree at the bottom of their picture. Use the pictures to make a class book.
- Have students draw pictures of different things fruit trees require in order to grow healthy fruit (for example, water, sun, soil).
- Have students draw a picture of their garden or a friend's garden.

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

3b – My Pop's Garden

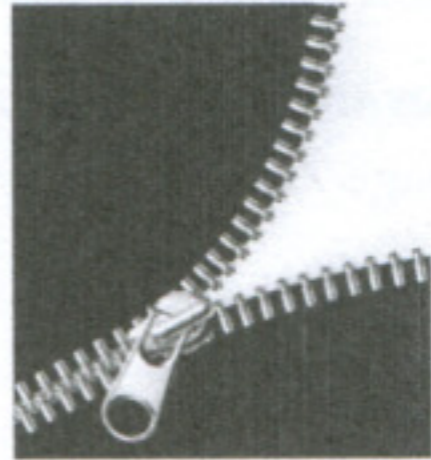
1. Add the *i* in these words.



b__n



f__g



z__p

Write the letter *i*. _____

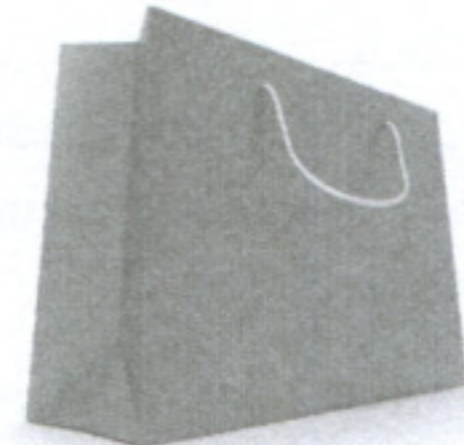
2. Add the *a* in these words.



c__t



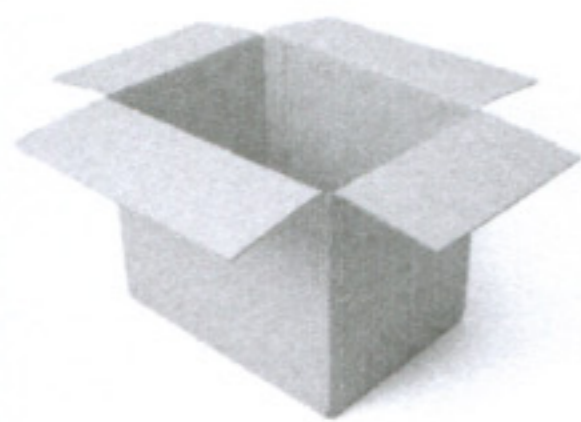
h__t



b__g

Write the letter *a*. _____

3. Add the *o* in these words.



b__x



d__g










m__p

Write the letter *o*. _____

Name _____

3b – My Pop's Garden

Tick Yes or No.

		Yes	No
Did Pop have a garden?			
Did Pop grow plums?			
Did Pop grow watermelons?			
Did Pop grow carrots?			
Did Pop grow figs?			
Did Pop grow beans?			
Did Pop grow lemons?			

Name _____

3b – My Pop's Garden



Make a sign for a fruit shop.

Draw a picture of a fruit from the book in each box.

Write the names of your fruit to finish the sentence.

At this shop you can get

_____, _____,

and _____.