



# Our Rooftop Garden

**Word Count:** 88    **Text Type:** Literary Recount

**High-Frequency Word Focus:** by, our, out

**Content Words:** bug, garden, grow, pot, roof, seeds, spade, worm

**Language Features:** (punctuation, vocabulary, sound and letter knowledge) dialogue; final consonants *g, l, p, t*

## 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:** create short text to record ideas; produce some lower case letters

## LITERATURE

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

**Responding and examining:** recognise characteristic features of texts – beginning and ending of story

**Creating literature:** retell text through illustration

## LANGUAGE

**Language for interaction:** use language to express needs

**Text structure and organisation:** understand punctuation is a feature of written texts – quotation marks

**Expressing and developing ideas:** recognise sentences are key units for expressing ideas; 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 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 if they have ever grown plants in pots and, if so, which plants they grew. Ask them what plants need in order to grow.

**Encouraging prediction:** Read the book's title to students, and have them discuss where the characters are and what they are doing. Turn to and read the title page. Ask students to look at the illustrations throughout the book, and identify the two main characters, and what they are doing. Have them use the illustrations to predict what the story might be about.

**Outlining focuses:** Explain to students that as well as reading about the rooftop garden, they will learn about characters' speech and about consonants at the end of words.

## 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 snail on page 7 and the bug on page 9.

**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 by asking questions. What is the first thing the woman and girl get after entering the garden? What do they do after putting soil in the pot? Ask what words tell us the bug and snail are not welcome. Ask why the worm is allowed to stay. Remind students of the difference between imaginary and informative texts. Ask which they think this book is and why.

## ■ Literature

**Literature and context:** Ask students if they have ever done anything similar to the characters in this story.

**Responding and examining:** Have students identify what happens at the start and end of the story. Ask them to retell what the characters do in their rooftop garden. Ask students how they felt when the bug and snail were told to leave.

## ■ Language

**Language for interaction:** Discuss the needs of plants. Ask students to complete this sentence: *Plants need \_\_\_\_\_ to grow.*

**Text structure and organisation:** Ask students to read page 10. Explain that the quotation marks in the second sentence indicate spoken words, and that they are read the way people speak to each other. Have students identify dialogue on pages 12 and 16.

**Expressing and developing ideas:** Explain to students that a sentence represents one complete thought or idea. Then, have them complete a simple sentence with an action word such as *run*, for example, *I \_\_\_\_\_.*

**Sound and letter knowledge:** Have students read page 4, sound out the word *pot*, and tell you the sound of the last letter. Ask them to find more words that end in *t* on this page (*get, out*). Then, have them find words in the book that end in *l* (*soil, snail*), in *g* (*bug*), and in *p* (*scoop, rooftop*).

## 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 *Our Rooftop Garden* worksheets. Encourage them to work independently, but assist as required.
- 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.
- In class, grow something simple, such as beans. Explain the process of planting seeds, and remind students that they will have to water the seeds and ensure they have enough sunlight to grow.
- Have students research how worms are good for gardens. Have them present their work to the class.
- Help students set up an experiment showing that plants require certain growing conditions. Bring two identical plants to class. Place one in the sun and water regularly. Place the other in the dark with no water. Have students observe what happens to the plants over time, then report their findings to the class.
- Ask students to draw a picture that retells what the woman and girl do in their rooftop 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 \_\_\_\_\_

# 4b – Our Rooftop Garden

1. Circle (t) in these words.

g o (t)

l o t

g e t

r u g

p o t

p e t

b u g

b a t



2. Circle the speech marks in these sentences.

“Get out, snail!”

“Get out, bug!”

“You can stay, worm.”

“Watch our garden grow.”










Name \_\_\_\_\_

# 4b – Our Rooftop Garden

Tick Yes or No.

		Yes	No
Do we want a bug?			
Do we want a pot?			
Do we want a snail?			
Do we want a spade?			
Do we want a worm?			





Name \_\_\_\_\_

# 4b – Our Rooftop Garden

Draw four pictures that tell about planting and looking after seeds.  
Then, write what seeds need.




Seeds need \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_