

# The Bell Garden

**Word Count:** 179    **Text Type:** Narrative

**High-Frequency Word Focus:** away, hand, keep

**Content Words:** busy, chickens, computer, flowers, garden, gloves, holiday, job, junk, scarecrow, secret, surprise, tidy, worm

**Language Features:** (punctuation, vocabulary, sound and letter knowledge)  
full range of punctuation; vowel digraph *ai*; three-letter blend *thr*

## LITERACY

**Interacting with others:** engage in conversations and discussions; use interaction skills

**Interpreting, analysing, evaluating:** describe some differences between imaginative and informative texts; read texts using a variety of developing strategies; use comprehension strategies to build meaning

**Creating texts:** create short text that shows emerging use of structure, grammar, punctuation and word choice; write using unjoined lower case and upper case letters

## LITERATURE

**Responding and examining:** discuss characters and events and share personal responses; discuss features of plot, setting, and characters

**Creating literature:** recreate text using drawing and writing

## LANGUAGE

**Language for interaction:** explore ways of expressing emotions

**Text structure and organisation:** recognise the purpose and effect of punctuation

**Expressing and developing ideas:** write high-frequency words

**Sound and letter knowledge:** manipulate sounds in spoken words; recognise sound/letter matches

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 a garden at home, and if they have ever made or planted a new garden. Ask what is needed to make a garden. List students' suggestions.

**Encouraging prediction:** Read the book's title to students. Discuss the illustration on the cover. Turn to and read the title page. Ask students to look at the illustrations throughout the book, taking note of the garden in each. Have them use the illustrations to predict what the story might be about.

**Outlining focuses:** Remind students that every book has features the author includes to make it interesting and purposeful. Explain that as well as reading about the garden, they will talk about punctuation and the sounds made by *ai* and *thr*.

## DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

### ■ Literacy

**Modelling:** Return students' attention to the start of the book, then read the text using appropriate expression. Pause to clarify unfamiliar words where necessary, and point out details in the illustrations, such as the junk on page 5.

**Guiding:** Using a positive and encouraging tone, invite students to read from their books. Remind them to keep 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, knowledge of letter/sound patterns, and rereading. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and the whole text (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 them to explain the shape of the garden on page 11. Have them recount the steps taken to make the garden. Read page 14, and ask why the garden is being kept a secret. On page 16, ask students how they can tell that Miss Bell likes the garden. Recall the difference between imaginary and informative texts. Ask which they think this book is and why.

## ■ Literature

**Responding and examining:** Have students share their thoughts about the people who make the garden. Ask if the plan is successful.

## ■ Language

**Language for interaction:** Discuss how we express emotions verbally. Have students take turns to share, with expression, what they think Miss Bell said when she saw the garden.

**Text structure and organisation:** Use page 6 to present a range of punctuation. Point out the capital letters at the beginning of the sentences and the name *Miss Bell*. Highlight the full stops, the question mark, and the exclamation mark. Have students count the sentences on this page.

**Sound and letter knowledge:** Ask students to read page 16 and find the word *wait*. Model how to pronounce this word and the sound made by the *ai*. List other words containing *ai*, such as *again*, or *paint*. List any rhyming words separately (for example, *rain*, *main*). Point out the word *the* on the cover and model its pronunciation. Write *the* on the board and underline the *th*. Repeat this exercise with *thrown* on page 4, underlining *thr*. Have students recognize the different sound made when the *r* is added. List more words with the *thr* blend, such as *three* or *thrill*. Practise their pronunciation, and discuss meanings.

## 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. Where facilities allow, students could complete some activities using computers. Prior to any writing/drawing activities, encourage students to sit comfortably and hold their pencils correctly. Remind them of the importance of rereading and editing their work.

- Ask students to complete the *The Bell 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.
- Have students plan and plant a class garden or grow plants in pots in class. Together, list the steps they need to follow and any tools and equipment required to make their garden or pot plants grow successfully.
- Have students write a list of things other than plants that can be used to beautify or enhance a garden area (for example, bird baths, bird feeders, statues). Students could illustrate their ideas.
- Have students use text and illustration to create a story map that tells what happened in *The Bell Garden*. If facilities allow, students could complete this activity on computer.

**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 \_\_\_\_\_

## 9b – The Bell Garden

1. Circle the *(thr)* in each word.

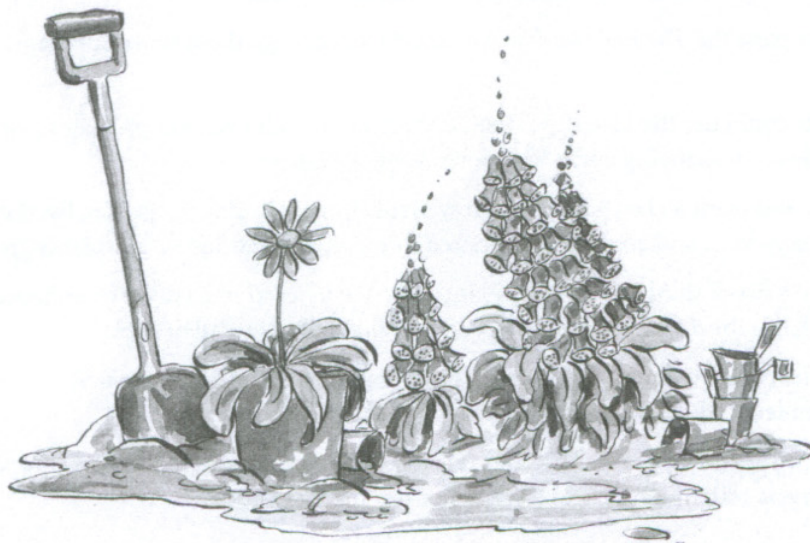
three      throne      threat  
 thread      throat      through

2. Write *ai* in the spaces.

b\_\_t                      r\_\_l                      m\_\_l  
 m\_\_n                      st\_\_n                      pl\_\_n  
 f\_\_nt                      tr\_\_n                      gr\_\_n

3. Put the question marks in the correct places.

Who will lend us a hand  
 What can we plant in our garden  
 “Where is Miss Bell” I said.  
 “Do you like the garden” I asked.



Name \_\_\_\_\_

# 9b – The Bell Garden

1. Tick Yes or No.



	Yes	No
Was Miss Bell sick?		
Was Miss Bell busy?		
Did they build a playground?		
Did they build a garden?		
Did they plant flowers?		
Did they plant vegetables?		

2. Draw something you would like to put in Miss Bell's garden.



Name \_\_\_\_\_

# 9b – The Bell Garden



Describe a garden you would like to make.

What shape would it be?

What would you put in it?

Draw a picture of your garden.

Five horizontal lines for writing answers to the questions above.

A large empty rectangular box for drawing a picture of the garden.