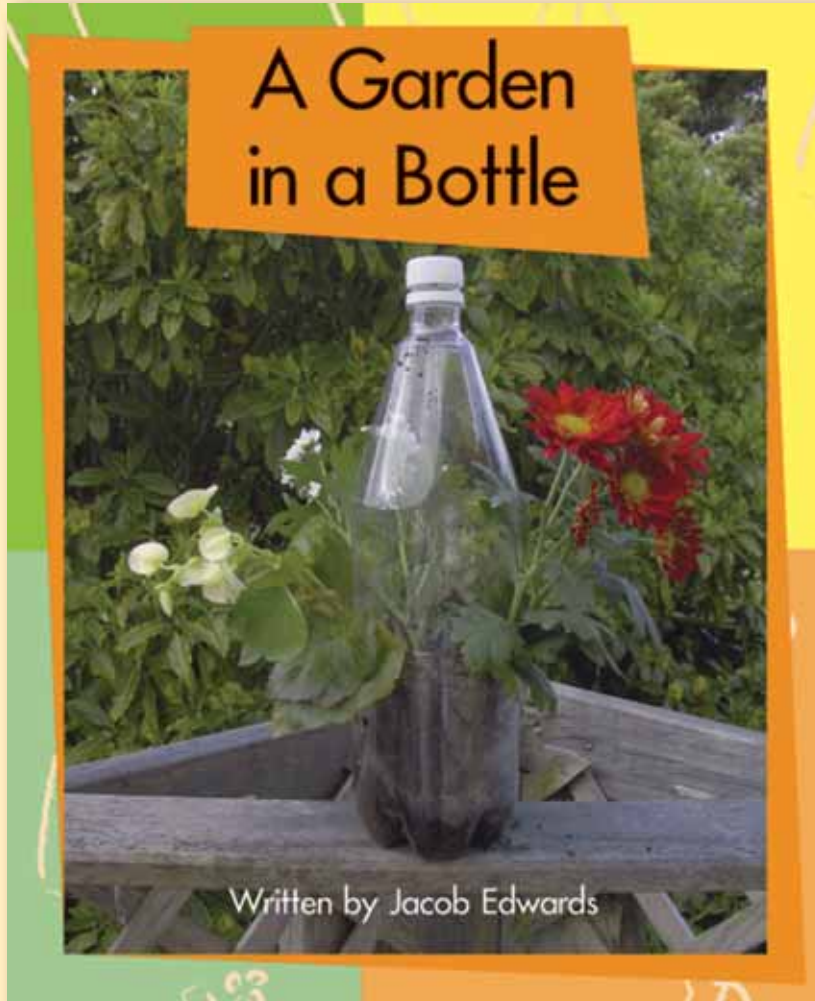




Level 16

Book a



Level	16
Word Count	370
Text Type	Procedure
High Frequency Word/s Introduced	



A Garden in a
Bottle

All About Meat

Fat Snake -
Thin Snake

Harry's Great Big
Burp

Kakadu

Polly Perkins's
Pictures

The Blank Sheet of
Paper

Three Naughty
Ostriches

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



This symbol relates to use (text user)

BEFORE READING

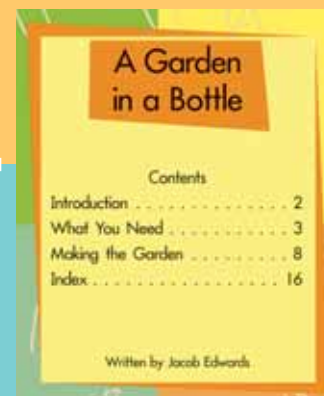
Cover & Title Page



Ask the children to look at the cover photo and title and suggest what the book is about. Discuss with the children their experiences of gardens that grow in containers.



Discuss the contents page with the children. Tell them that the form of writing is procedural. Explain that the purpose is to tell how to do or make something.



Ask the children if the information in the book would enable them to make a different garden. How would they adapt the information?

AFTER READING

BEFORE READING

2/3



Have the children think about the logical sequence of procedural writing in relation to the title. What would they do first?



Ask the children to find the key concept on p.3, checking with the heading and photo label.



Have the children find the word *bottle* on p.3. Discuss with them that on this page, *bottle* is both a noun and an adjective. Use the board to clarify the examples.

AFTER READING

BEFORE READING

4/5



Ask the children which plants are good for a bottle garden. Ask if they know which flowers grow from bulbs.



Ask the children if the photos clarify the text for them. Have them explain the connection of the potting mix photo with the text.

AFTER READING



Discuss with the children the meaning and use of a funnel.



Have the children find the concluding sentence for the heading *What You Need*.



Have the children look at the text and photos. Make a list on the board of what is needed for a garden in a bottle, e.g., stones, plants.



Discuss with the children the meaning of *slit*. Ask them why they may need a grown-up to help.



Explain to the children that the characteristic framework of procedural writing comprises materials and method. Talk about the connection between the heading and method.



Revise abbreviations with the children. Ask them to find an abbreviation on p.9 and ask what word it abbreviates.



Discuss if and why it is important that the author has included measurements.

BEFORE READING 10/11

Explain to the children that detailed information tells how, what, which, where and why. Ask them to find a how and why statement.

Put the little stones through the top of the bottle. They should cover the bottom of the bottle. The little stones will help the water drain out of the slit at the bottom of the bottle.

Put the funnel through the top of the bottle. Spoon some potting mix into the funnel. You will need to fill in about 2 cm of potting mix.



AFTER READING

Discuss with the children if the writer has used a logical sequence. Talk about why the sequence is important.

Ask the children what tense the method is written in. Have them clarify their answer from the text.

BEFORE READING 12/13

Discuss the sequence of the instructions with the children.

Now put the plants in. You will need to push the plants through the slits in the side of the bottle.

Push them into the potting mix. Leave the tops of the plants outside the bottle.

Put some more potting mix in if you have to cover the bulb or the roots.

AFTER READING

Explain to the children why verbs are important in procedural writing. Write the verbs on the board as the children identify them.

Ask the children what they predict the three important instructions will be on p.14 and 15.



Ask the children to name the three most important things that plants need to grow.

Ask the children to read the index entries. Discuss any words that they might not know the meaning of.

Remind the children that the purpose of the book is to tell how to make something. Ask them to tell a partner how to make a garden in a bottle, after they have read the book.

Index	
bulb(s)	4, 13
funnel	6, 7, 10, 14
potting mix	4, 5, 10, 13
scissors	6-8
spoon	6, 7, 10
stones	4, 5, 10

Discuss with the children how they can use the information in this book. Ask if they were able to tell their partner how to make the garden.

Ask the children to read the index entries again. Have them go back to the relevant pages, then find and reread the sentences in which the word occurs.

16 a Garden in a Bottle **Name** _____

1. List the things you need to make a garden in a bottle.

a. _____

e. _____

b. _____

f. _____

c. _____

g. _____

d. _____

h. _____

2. Measure a line –

4 cm long

10 cm long

2 cm long

3. Write the two key headings from the contents page.

16 a Garden in a Bottle **Name** _____

1. Circle the verbs.

garden	put	water	plants	pour
bulb	push	cover	drain	funnel
	cut	make		

2. Unjumble the words.

sosiscrs _____

lsbub _____

tpciasl _____

enfunl _____

nteoss _____

otlos _____

3. Write things a plant needs to grow.
