

Teaching reading in a multi-age classroom

© State of New South Wales through the NSW Department of Education and Training, 2007. This work may be freely reproduced and distributed for most purposes, however, some restrictions apply.



Acknowledgements

The Department of Education and Training wishes to thank the many teachers of multi-age classes throughout New South Wales who provided input and ideas for this document.

© 1998 NSW Department of Education and Training

Early Learning Unit
Operations Portfolio

Restricted waiver of copyright

The printed material in this document is subject to a restricted waiver of copyright to allow the purchaser to make photocopies of the material contained in the publication for use within a school, subject to the conditions below.

1. All copies of the printed material shall be made without alteration or abridgement and must retain acknowledgement of the copyright.
2. The school or college shall not sell, hire or otherwise derive revenue from the copies of the material, nor distribute copies of the material for any other purpose.
3. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.

ISBN: 0 7310 8385 7

SCIS: 942113



Contents

• Introduction	5
• How to use this book	7
• Preparing your multi-age classroom	9
• Reading activities available in the classroom	12
• Photocopiable forms	15
• The five-day plans of work	29
– K-6 multi-age class	29
– K-2 multi-age class	83
– Years 3-6 multi-age class	131



Introduction

This book forms part of the State Literacy Strategy. The strategy is designed to support the work of teachers by equipping them with the knowledge and skills to address students' literacy needs within mainstream classrooms. The teaching of reading is to receive major attention in the State Literacy Strategy.

This book provides information to assist teachers in translating the ideas in *Teaching Reading: A K-6 Framework* into classroom practice.

The book provides:

- a guide to the implementation of a balanced reading program
- information about the management and organisation of the daily literacy session
- three five-day plans of work, set out in a day-by-day format
- information about how to use the book to support teachers' own professional learning.

For each five-day plan of work there is an overview, followed by each day's literacy session described in detail. It is expected that the daily literacy session will last approximately 90 minutes, although teachers may wish to spend longer. See *Teaching Reading: A K-6 Framework*, page 50.

It is not intended that teachers' own programs will reflect the detail of the literacy sessions provided in this book. However, teachers should include in their own programming the key ideas of:

- a daily instructional literacy session
- the teaching strategies of modelled, guided and independent reading
- a balanced program which focuses on the development of
 - contextual knowledge
 - knowledge about the sources of information
 - skills in adopting the four roles of the reader.



How to use this book

An essential starting point for using this book is familiarity with *Teaching Reading: A K-6 Framework*. You will find this book is more relevant and easy to use if you have read *Teaching Reading: A K-6 Framework* and have engaged in training and development activities around it.

A key focus of this book is to assist you in managing the class for small group work and to enable you to provide guided reading to each student.

Getting started

- Look through this book to get an idea of the information it provides and its organisation and layout.
- Read the teaching units and the five-day plans of work, and select the one most appropriate for your situation. Think about how well the five-day plan caters for your students' needs, abilities and interests at this stage of the year. Consider what modifications you might need to make to suit your students and your multi-age class.
- Make sure you are familiar with:
 - the structure of the literacy session as described in the five-day plan. See *Teaching Reading: A K-6 Framework*, page 50.
 - the key teaching strategies of modelled, guided and independent reading. See *Teaching Reading: A K-6 Framework*, page 28.

Organising the classroom and resources

- Ensure that you have appropriate texts for guided and independent reading and that they are organised for easy access. See *Teaching Reading: A K-6 Framework*, page 60.
- Check that the particular resources necessary for the five-day plan you want to teach are available. If necessary, substitute other, similar resources.
- Group your students into ability groups of about 3-6 students for guided reading.
- Organise ways of assessing students' reading development and recording key information. See *Teaching Reading: A K-6 Framework*, page 22 and photocopiable forms in this book.
- If you have access to support personnel or parents, consider how they might best be involved.

Preparing to teach the five-day plan of work

- Read the five-day plan through carefully. Take particular note of:
 - your role in providing explicit and systematic instruction for all students
 - the organisation of the literacy session and the movement of students between activities. Consider what will be necessary to ensure this runs smoothly.
- Read the section, *Preparing for the literacy sessions during this five-day plan of work*.
- Read the section, *Preparing for day 1*.

Teaching the five-day plan of work

Your own professional judgement and teaching style will influence the way you teach this unit. As you consider what modifications you want to make, think about your multi-age class and the particular needs, interests and abilities of your students. Make sure the modifications you make are consistent with the principles of a systematic approach to teaching reading. See *Teaching Reading: A K-6 Framework*, pages 16 and 17.

Reflecting on teaching

As you teach the unit, take time to reflect on:

- what your students are learning and how they are demonstrating their growing knowledge and skill as readers. Consider what opportunities you are providing for students to demonstrate what they can do. See *Teaching Reading: A K-6 Framework*, page 23.
- what you are learning about the explicit and systematic teaching of reading and about how to provide for the continuous development of each student. The five-day teaching plans can provide a focus for informal staff discussion about the teaching of reading. They can also provide a focus for more formal school-based training and development activities.



Preparing your multi-age classroom

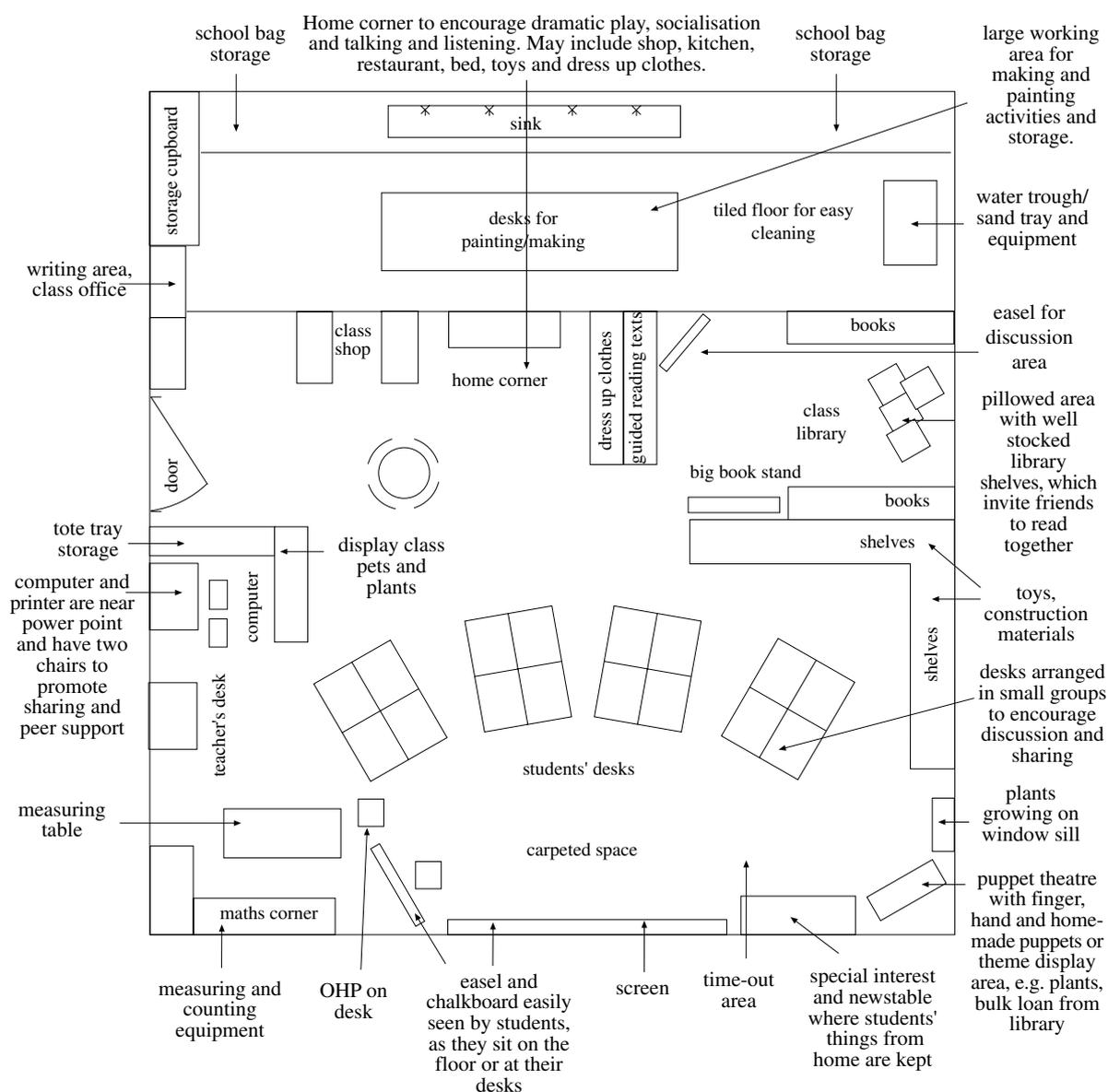
The following pages show areas in a K-6 multi-age classroom. The three diagrams provide information about:

- room layout
- equipment and
- print on display.

These diagrams are designed for a K-6 multi-age class. If you are teaching a different combination, e.g. K-3 or Years 4-6, use only those suggestions which are most appropriate for you and your multi-age class.

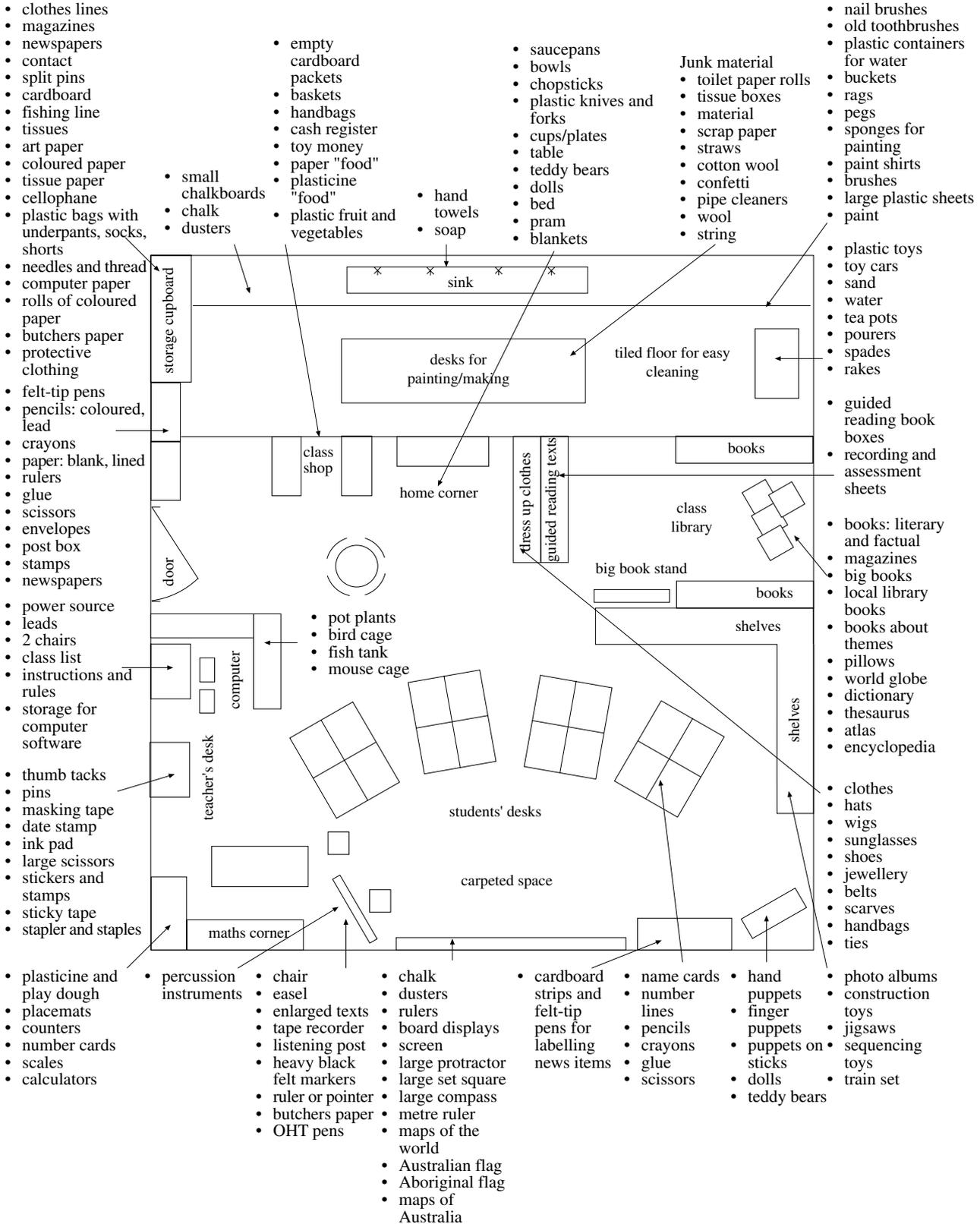
Plan your room layout and organisation

When planning the layout of your room, consider including these areas:



Areas in a K-6 multi-age classroom

Collect or make a range of equipment



Equipment in a K-6 multi-age classroom

Decide on the print you will display around the room

Additional displays could include:

- books on display
- text displayed on chalkboard and easel
- big books
- enlarged texts, e.g. songs and poems
- magnetic letters
- letter box
- price lists and catalogues for the class shop
- magazines
- organisational charts and daily plans
- charts which list: proof reading hints, the writing process, the information skills process, writing scaffolds (e.g. the structure of a report), maths tables, isosceles and equilateral triangles on shape chart, words of national anthem, routine charts, classroom monitors, reward charts, What's coming next in our class..., theme words, word banks, lists of *demon* words, theme displays
- Australian and Aboriginal flags.

Classroom print and labels in a K-6 multi-age classroom



Reading activities available in the classroom

Have a range of reading activities, with which students are familiar, available in the classroom each day. Tell students they can choose from these activities when they have completed their specific reading activities and independent reading tasks. These additional reading activities should allow students to explore, reinforce and practise the reading skills that are important for them at any particular time. Students should be able to engage with these activities independently or cooperatively with others in the class, to enable you to work uninterrupted with small groups or individual students. Such reading materials and activities may include:

- an extensive class library, including literary and factual texts, big books and class-made books, and a quiet reading area with cushions or comfortable seating
- plastic letters or letter tiles. Students may:
 - use the letters to make the words they can see in the room print (e.g. high frequency words, charts listing colours, days of the week, numbers, geometric shapes)
 - use the letters to make words from their spelling list
 - make crossword puzzles using high frequency words
 - make words with the tiles. They remove one letter or a particular letter pattern and ask a friend to remake the word, choosing the correct tiles.
- small, individual chalkboards, chalk and dusters. Students may:
 - find all the words in the guided reading texts which begin with a certain sound blend or contain a particular letter pattern, and record them on their chalkboard
 - list additional words with the same sound blends and letter patterns
 - find and record high frequency words in their guided reading text
 - write high frequency words on their chalkboard, erase certain letters or letter patterns and invite others to try different letter patterns and find the word
 - create a mini-cloze, using words from spelling lists and invite other students to complete the cloze
 - choose a word from their guided reading text and record words which can be built using its base-word (word building).
- magnetic letters (use magnetic letters in a similar way to the plastic letters or chalkboards)
- letter cards with individual letters, sound blends, letter patterns, consonants, vowels, upper and lower case letters, with which to play word games
- sentence beginnings and endings. Students read a number of sentence beginnings and endings which have been cut apart. They can make sentences or identify which beginning matches which ending.
- known big books and guided reading texts. Write the text from these books on strips of paper and store them in an envelope at the back of the book, to use in matching activities.
- charts with well-known poems and songs attached around the walls. Next to the charts is an envelope with the poem or song written on strips of paper. Students use these for sequencing and matching activities.

- tape recorder and listening post, with taped stories. These can be used with or without multiple copies of the text.
- secret sentences for students in Early Stage 1. (Refer to *The Secret Sentence*, page 34. *Teaching reading in Early Stage 1*.) This is a sentence you write on the board each morning which students in Early Stage 1 read. Encourage students to re-read and write this sentence during the day.
- posters displaying frequently used literacy response activities. When students have finished reading their individual reading texts, they can choose to complete an activity. These activities could include story maps, literary report cards, book posters, literary sociograms, news reports, dramatisations, discussions, plot profiles, character profiles etc.
- critical literacy activities associated with everyday texts, such as newspapers, junk mail, advertising directed at children (either media or written) or packaging. These activities could include:
 - identifying the intended audience and purpose of a text
 - evaluating the effectiveness of a text and justifying their response
 - changing the text to suit a different purpose or audience.
- critical literacy activities in small groups, using an atlas, dictionary, thesaurus, encyclopedia, globe or other reference materials. These activities could include:
 - writing interviews to ascertain their buddy's areas of interest, practising delivering the interview and analysing their buddy's response
 - researching for and writing texts specifically tailored to their buddy, e.g. *How to plant parsley*.
 - illustrating a teaching point which was made to their buddy during the week, e.g. *The plant that grew and grew*.
- research topics across a range of KLAs related to the topic being studied, using a process which includes: defining, locating, selecting, organising, presenting and assessing information from a variety of sources.
- literacy activities associated with technology including the Internet, videos, digital cameras and computers. These activities could include:
 - locating information on the Internet
 - publishing texts for the web
 - receiving and sending e-mail
 - creating and exploring databases
 - making and viewing videos
 - using, animating and incorporating images from the digital camera
 - using and creating multimedia resources
 - using and assessing software.
- activities which are listed in *Choosing Literacy Strategies that Work, Stage 2*, which support aspects of the writing process, including spelling, handwriting and publishing.



Photocopiable forms

This section of the book contains a range of forms which teachers can use or adapt.

The forms include:

- **Guided reading record:**

A sheet on which you can record details as you assess students' reading development during guided reading and can indicate areas that need further work.

- **Independent reading record:**

A sheet on which details of each student's independent reading can be recorded. The record can be kept by the teacher or by students themselves.

- **Observation matrix:**

A sheet on which you can record your observations of students' reading behaviours at any time in the literacy session.

- **Literacy session planning overview:**

A sheet on which you can plan the content of your week's literacy session. You can use this overview after you have completed the units in this book and are ready to plan your own.

- **Literacy session daily planner:**

A sheet on which you can plan both the content and the organisation of each day's literacy session.

- **Guided reading planning form:**

A sheet on which you can plan the guided reading you will do with each group each week. You can use this sheet after you have completed the units in this book and are ready to do your own.

- **Guided reading form for students with reading difficulties:**

A sheet on which you can plan guided reading in detail for students with reading difficulties. Teachers can use this sheet when jointly planning with the Support Teacher Learning Difficulties or other support staff who will also be working with these students.



Using the observation matrix

Teachers can use or adapt this matrix to record observations of students' reading behaviours. A photocopyable form is provided on the next page.

Observation matrix

Focus: _____
Term: _____
Week: _____

What specific aspect of reading will you observe this week?

Write one student's name at the top of each box.

Write actual observations of students' reading behaviours.

This sheet can be used to record specific observations about students' reading behaviours. Use this sheet in conjunction with "Reading... a pathway of development" on pages 14 to 15 and "What to include in the reading program" on pages 19 to 21 of *Teaching Reading: A K-6 Framework*.



Observation matrix

Focus: _____

Term: _____

Week: _____



Using the literacy session planning overview

Teachers can use or adapt this overview to assist in planning their literacy session. A photocopyable form is provided on the next page.



Identify the introductory activity you will do each day.

What text will you use for modelled reading? What specific teaching points will you focus on?

What reading activities will students do? How will the activities reinforce the teaching points you have modelled?

What will you focus on during independent reading this week?

What particular text will you use this week? What features will you demonstrate?

What text are you reading aloud to the class?

How will you conclude the session so that students have a sense of achievement? Can you focus on particular students who may need extra encouragement?

Literacy session: Planning overview Week: _____

Setting the scene					
Modelled reading					
Reading activities					
Guided reading					
Independent reading					
Guided writing					
Independent writing					
Teacher reading					
Concluding the session					

What will be the focus of guided reading? How can you reinforce the teaching points you have modelled. See page 25 for a planning sheet to record the detail of each group's guided reading. See page 27 for a sheet on which to plan guided reading for students who need extra support.

What will students write this week?

This sheet can be used to plan an overview of your literacy sessions for a week. Use this sheet in conjunction with "Organising the literacy session" on pages 51 to 53 and "What to include in the reading program" on pages 19 to 21 of *Teaching Reading: A K-6 Framework*.



Literacy session: Planning overview

Week: _____

	Day 1	Day 2	Day 3	Day 4	Day 5
Setting the scene					
Modelled reading					
Reading activities					
Guided reading					
Independent reading					
Guided writing					
Independent writing					
Teacher reading					
Concluding the session					



Using the literacy session daily planner

Teachers can use or adapt this planning sheet to assist in coordinating their literacy session. A photocopyable form is on the next page.

The whole class works with you at these times.

**Literacy session:
Daily planner**

Week: Day:

Setting the scene	
Modelled reading	
Modelled/guided reading group	Reading activities
Modelled/guided reading group	Independent reading
Guided writing	
Guided writing group	Independent writing
Teacher reading	
Concluding the session	

Small groups or individuals work with you for:

- an additional, more focused modelled reading session
- an amalgamated modelled/guided reading session, or
- a guided reading session.

The rest of the class works independently or in small groups, at activities which reinforce the teaching points you have modelled. Once completed, students choose from additional reading activities available in the classroom. (Refer to pages 12 and 13.)

Small groups work with you for an additional more focused guided writing session.

The whole class works with you at these times.

Students read texts independently or with a buddy.

Students write independently or cooperatively.

This sheet can be used to plan the teaching and learning activities which students will be engaged in. It shows activities in which **the whole class** are involved (those listed in boxes which go right across the page), those in which **students work without you** (those listed in boxes on the right-hand side only) and those in which you **work with a small group** (those listed in boxes on the left-hand side only).

Use this sheet in conjunction with “Organising the literacy session” on pages 51 to 53 and “What to include in the reading program” on pages 19 to 21 of *Teaching Reading: A K-6 Framework*.



Literacy session: Daily planner

Week: _____ Day: _____

Setting the scene

Modelled reading

Modelled/guided reading group

Reading activities

Modelled/guided reading group

Independent reading

Guided writing

Guided writing group

Independent writing

Teacher reading

Concluding the session



Using the guided reading planning form

Teachers can use or adapt this form when planning guided reading. A photocopyable form is provided on the next page.



Guided reading planning form:
Whole class

Week: _____

Text					
Orientation to the text					
Reading the text					
Working with the text					
After the guided reading					

What text will each group use?

What features will you cover this week for each group?

What reading strategies will you reinforce for each group this week?

What specific teaching points will you work on with each group this week?

What activities will students engage in that will reinforce their learning?

This sheet can be used to plan the detail of guided reading for each group. Use this sheet in conjunction with “Guided reading” on pages 33 to 38 of *Teaching Reading: A K-6 Framework*.



Guided reading planning form: Whole class

Week: _____

	Group 1	Group 2	Group 3	Group 4	Group 5
Text					
Orientation to the text					
Reading the text					
Working with the text					
After the guided reading					



Using the guided reading planning form for students with reading difficulties

Teachers can use or adapt this sheet when planning guided reading for students with reading difficulties. A photocopyable form is provided on the next page.

What texts will you use each day?
Consider both new texts and familiar texts that will give the student confidence.

Which reading strategies will you reinforce this week?

What sounds, letters and words should be the focus of instruction for students this week? Which ones need to be revised?

Will you focus on literal or inferential meaning, or both? If the text is factual, what information strategy will you introduce or revisit?

What texts will students re-read?

**Guided reading planning form:
Students with reading difficulties**

Name: _____
Week: _____

Text					
Text reading					
Conventions of print	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"> What print conventions will you introduce or revisit? </div>				
Sounds, letters and words					
Meaning					
Writing, spelling	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"> What specific activity will students undertake? </div>				
Whole text					

This sheet can be used to plan guided reading for students who need extra support. The content of each day should be based on a careful assessment of the students' learning needs. Use this sheet in conjunction with "Guided reading for students with reading difficulties" on pages 45 to 49 of *Teaching Reading: A K-6 Framework*.



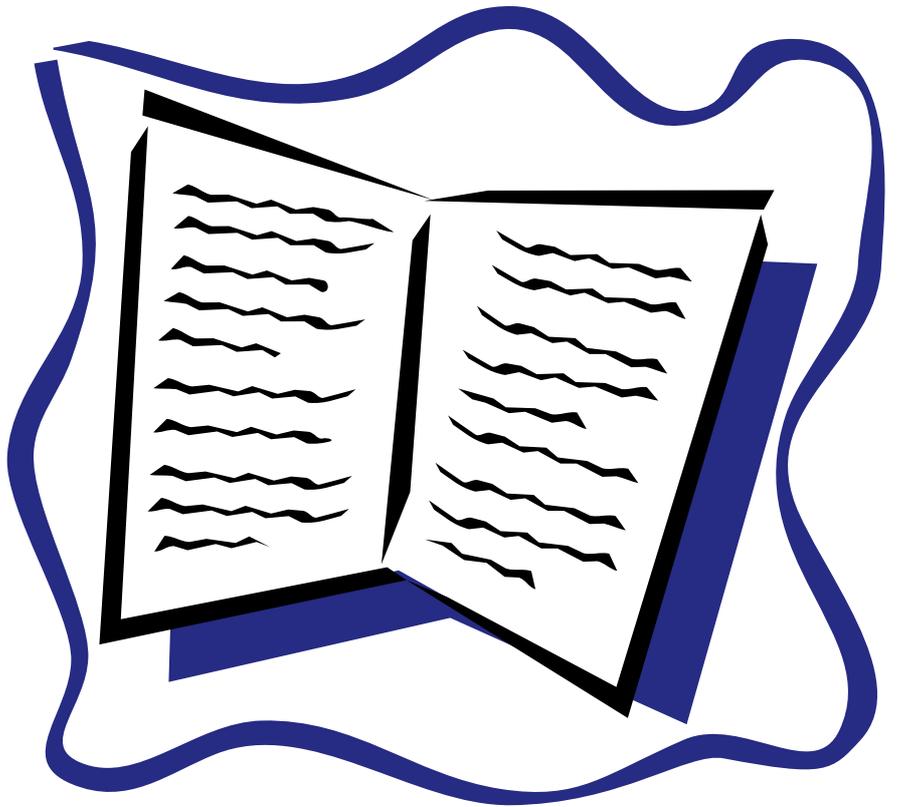
Guided reading planning form: Students with reading difficulties

Name: _____

Week: _____

	Day 1	Day 2	Day 3	Day 4	Day 5
Text					
Text reading					
Conventions of print					
Sounds, letters and words					
Meaning					
Writing, spelling					
Whole text					

The five-day plan of work



**K-6 multi-age
class**



About this unit

This unit of work focuses on the environment. Over four- to five-weeks students in a K-6 multi-age class will:

- investigate what others have done when creating a garden at their school
- make decisions about the type of garden which would best suit their school
- design and make a garden at their school and use it as a “learnscape” (see definition of learnscape on page 32).

The unit consists of three main sections.

Section 1: What have others done?

- Read *The Permaculture Courtyard*, which shows students at Wilcannia Central School creating a courtyard garden.
- Investigate the processes involved in creating gardens.

Section 2: What could we do?

- Assess the school’s grounds to identify suitable places for a new or revitalised garden, which could be used as a learnscape.
- Research various types of gardens, e.g. organic, vegetable, native, herb, flower, decorative, cottage, formal, cactus, permaculture, hydroponic.
- Utilise the expertise of parents, local community members, local Field Studies Centres, Landcare, Greening Australia and National Parks and Wildlife officers for information about plants and gardening.

Section 3: What will we do?

- Decide upon the location of the new or revitalised garden.
- Organise equipment and seeds.
- Prepare and plant the garden.

About the literacy sessions in the five-day plan of work

Detailed literacy sessions for five days are provided, and relate specifically to **Sections 1 and 2 of the unit**. It will be up to teachers to plan additional literacy sessions and specific activities for the rest of this unit. Teachers may choose to relate these activities to the *Science and Technology*, *Human Society and its Environment* and *Mathematics* Syllabuses.

The **literacy sessions** during the next five-day teaching plan will assist students to:

- read and write recounts
- interpret information in written, graphic and everyday texts
- compare information from a variety of written and visual sources.

The **English outcomes** which may be assessed as a result of the five-day plan include:

Talking and Listening outcomes

Early Stage 1	TES1.3	Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.
Stage 1	TS1.3	Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.
Stage 2	TS2.3	Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.
Stage 3	TS3.3	Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.

Reading outcomes

Early Stage 1	RES1.7	Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.
Stage 1	RS1.7	Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.
Stage 2	RS2.7	Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.
Stage 3	RS 3.7	Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.

Writing outcomes

Early Stage 1	WES1.14	Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.
Stage 1	WS1.14	Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.
Stage 2	WS2.14	Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.
Stage 3	WS3.14	Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of text.

The main **texts** used in the literacy sessions during this five day plan are:

- ***The Permaculture Courtyard*** from the kit ***BIG MOB BOOKS for little fullas***. This kit is the result of a collaboration between the NSW Department of Education and Training and the NSW Board of Studies. It was delivered to every government school with primary students in 1997. Additional kits are available through the NSW Board of Studies.
- ***The Gardening Australia Book***. This book is available from ABC Bookshops and is distributed to bookshops throughout Australia by Allen and Unwin Australia.
- ***The Vegetable Garden***. See *Preparing for the literacy sessions during this five-day plan of work*, on page 34.
- ***Eco Schools Program–1998 Update***. This document, which was delivered to all schools in 1998, provides information on learnscapes. A definition of learnscapes is found on page 7 of this text:

Learnsapes are places where a learning program is designed to permit students to interact with an environment. Learnsapes may be natural or built, interior or exterior. They may be in schools, near schools or beyond schools and may relate to any one or a number of learning areas. Learnsapes are better if they are designed, although they can just happen... (but) a place does not become a learnscape until learning experiences are designed for it.

Refer also to the video, *Hands on Learnsapes*. This video is currently available from Department of Education and Training Sales. A CD-ROM related to learnscapes was distributed to all Departmental schools in Term 4, 1998.

Organisation of the five-day plan

The literacy sessions for this five-day plan follow that outlined in *Teaching Reading: A K-6 Framework*, pages 50-59. However, modifications to this plan have been made to accommodate the unique and varied situations which meet teachers of multi-age classes. For example, in this five-day plan there is a second, more focused modelled reading session, which is held each day. Guided reading is incorporated into this second modelled reading session for students in groups 3, 4 and 5, i.e. students who are becoming fluent readers. Because the two sessions are amalgamated for these groups, there is a definite link between the text used in guided reading and with those used during the modelled reading sessions.

Students are to engage in reading activities and independent reading while you work with students in the extra modelled reading session and the guided reading groups. They can also complete additional reading activities available in your classroom (refer pages 12 and 13). Students need to be set up for all activities before you begin working with small groups. Refer to the pages headed *Day... at a glance* for a summary of the organisational routine planned for each day.

Remember, no matter what the spread of students in your class, to group students for guided reading according to reading ability. Work with all students every week and ensure you work more frequently with students needing most help.

Preparing for the literacy sessions during this five-day plan of work

Organise:

- a plan for teaching the four-to five-week unit of work, outlined on page 31.
- texts for guided and independent reading. See *Selecting texts for the reading program* on page 60 of *Teaching Reading: A K-6 Framework*. Ensure the texts chosen for the second, more focused modelled and guided reading sessions are matched to the students' guided reading levels.
- groups for guided reading. See *Forming groups for guided reading* on the following page.
- students to be paired with another, for buddy reading
- support personnel, if they are available.

Collect:

- *The Permaculture Courtyard*, in *BIG MOB BOOKS for little fullas*. NSW Department of Education and Training and the NSW Board of Studies (large and small text versions)
- *Blackline masters*, *BIG MOB BOOKS for little fullas*, NSW Department of Education and Training and the NSW Board of Studies
- *The Gardening Australia Book*, ABC books
- *The Vegetable Garden*, Melvin Berger, Newbridge Educational Publishing (large text version)
- *Patch from Scratch with Peter Cundall*, ABC video
- *Private Life of Plants*, with David Attenborough, BBC video
- further examples of factual, narrative and everyday texts on the topic of the environment and gardening. These texts are available from school and local libraries, local councils (composting and recycling information), environmental associations and Field Studies Centres listed in *Eco Schools Program–1998 Update* (produced by the NSW Department of Education and Training and delivered to all schools in 1998). Additional texts are available from bookshops and newsagents (e.g. gardening magazines, videos) and local gardening centres (e.g. seed packets, information sheets).
- additional texts including:
 - Plants We Eat*, Big Science, Scholastic
 - Seeds and Flowers and Fruit*, Sunshine Books, Science series, Rigby Heinemann
 - Growing Radishes and Carrots*, Faye Bolton and Diane Snowball, Bookshelf, Scholastic
 - The Paddock*, Lilith Norman, Random House
 - Mrs Millie's Painting*, Matt Ottley, Hodder Children's Books
 - Oliver's Vegetables*, Vivian French, Hodder Children's Books
 - Too Bad*, Pascoe and Herriman, ERA
 - Anthology for the Earth*, Ed & Judy Allen, Random House
 - Beans on toast*, Dowling Paul, Random House
 - Garden*, Julie Lacome, Random House
 - Watch them Grow*, Linda Martin, Penguin

Prepare:

- a well stocked and inviting class library
- class reading activities (see pages 12 and 13 in this book)
- a blank book for each student to use as a learning journal
- a seedling or plant which you and the class will repot, potting mix and a bigger pot.



Grouping students for reading

Forming groups

Students in your K-6 multi-age class will demonstrate a wide range of reading abilities. Group together students who are reading at approximately the same level for guided reading and group activities.

For the purpose of this unit, form students into five groups. Students in group 1 will be the least competent readers and those in group 5 will be the most competent. Your groups may be different sizes and may change over time.

In your K-6 multi-age classroom you may find a 10-year-old student reading at a similar level to a 6-year-old. You will need to decide whether to place all these students in the same guided group (e.g. group 2), **or** to work with the older student individually or as part of another small group (e.g. group A). For the purpose of this unit, students in group A are older students who are experiencing difficulties learning to read. Students in group B are younger students who are experiencing difficulties learning to read. Students in groups A and B may also be a member of group 1, 2 or 3. Group A and B may consist of one student only.

Managing groups

A key focus of this book is to assist you in managing the class for small group work and to enable you to provide guided reading to each student.

While students are completing reading activities and independent reading, you will have approximately 20-25 minutes each day to work with groups 1-5 for a more focused modelled and guided reading session. Work with each group once each week. Then spend 10-15 minutes with group A or B, as these students, who are experiencing difficulties with reading, will benefit from frequent assistance.

Below is the timetable which was followed during this five-day plan of work.

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 modelled & guided reading	Group 2 modelled & guided reading	Group 3 modelled & guided reading	Group 4 modelled & guided reading	Group 5 modelled & guided reading
Group A guided reading	Group B guided reading	Group A guided reading	Group B guided reading	Group A guided reading

Use the guided reading record sheet (see page 16) as you work with students. As students develop as readers, continue to review your guided reading groups and the texts students are using. As a result, your guided reading groups will be fluid and will change as students grow and develop as readers.

What to include in the guided reading session

Guided reading for each group each day will follow the sequence outlined for guided reading in *Teaching Reading: A K-6 Framework*, pages 33-38 and pages 45-49. That is:

- orientation to the text
- reading the text
- working with the text
- after the guided reading.

In addition, students experiencing reading difficulties will also need to spend time in closer focus on:

- text reading
- conventions of print
- sounds, letters and words
- text meaning
- writing and spelling.

In planning guided reading experiences for students, you may wish to use the photocopiable pages:

- Guided reading planning form: whole class (page 25)
- Guided reading planning form: students with reading difficulties (page 27).

The content of each guided reading session during this unit should be taken from *What to include in the reading program* on pages 19-21 of *Teaching Reading: A K-6 Framework* and from the Content Overview for Early Stage 1 to Stage 3, on pages 50-65 of the *English K-6 Syllabus*, and will be dependent on your assessment of your students' reading development.

Texts for guided reading

- Texts for guided reading need to be matched to students' instructional level. Refer to *Texts for guided reading*, pages 62-64 in *Teaching Reading: A K-6 Framework*. Ensure you include a range of texts. If possible, select factual texts for guided reading groups while doing this five-day plan of work; this will allow you to make explicit links between modelled and guided reading for each group.

Gathering and recording assessment information

As you work through this unit, collect information about students' reading using a variety of strategies, multiple opportunities and varying contexts, for example:

- observing reading behaviours in modelled, guided and independent reading situations
- using oral and written retellings of texts read
- taking running records
- keeping records of students' progress in guided reading (page 16)
- using oral comprehension responses during and after reading
- analysing the reading strategies which the student uses in guided reading
- using work samples, such as a student's incorrect responses to a cloze procedure, to determine the type of error the student is making
- analysing students' Basic Skills Test results.

Record information using, for example:

- the photocopiable forms in this book
- a dated, cumulative collection of individual work samples
- other useful and manageable devices currently in use.

It is important to develop a consistent whole-school approach to collecting and recording assessment information.

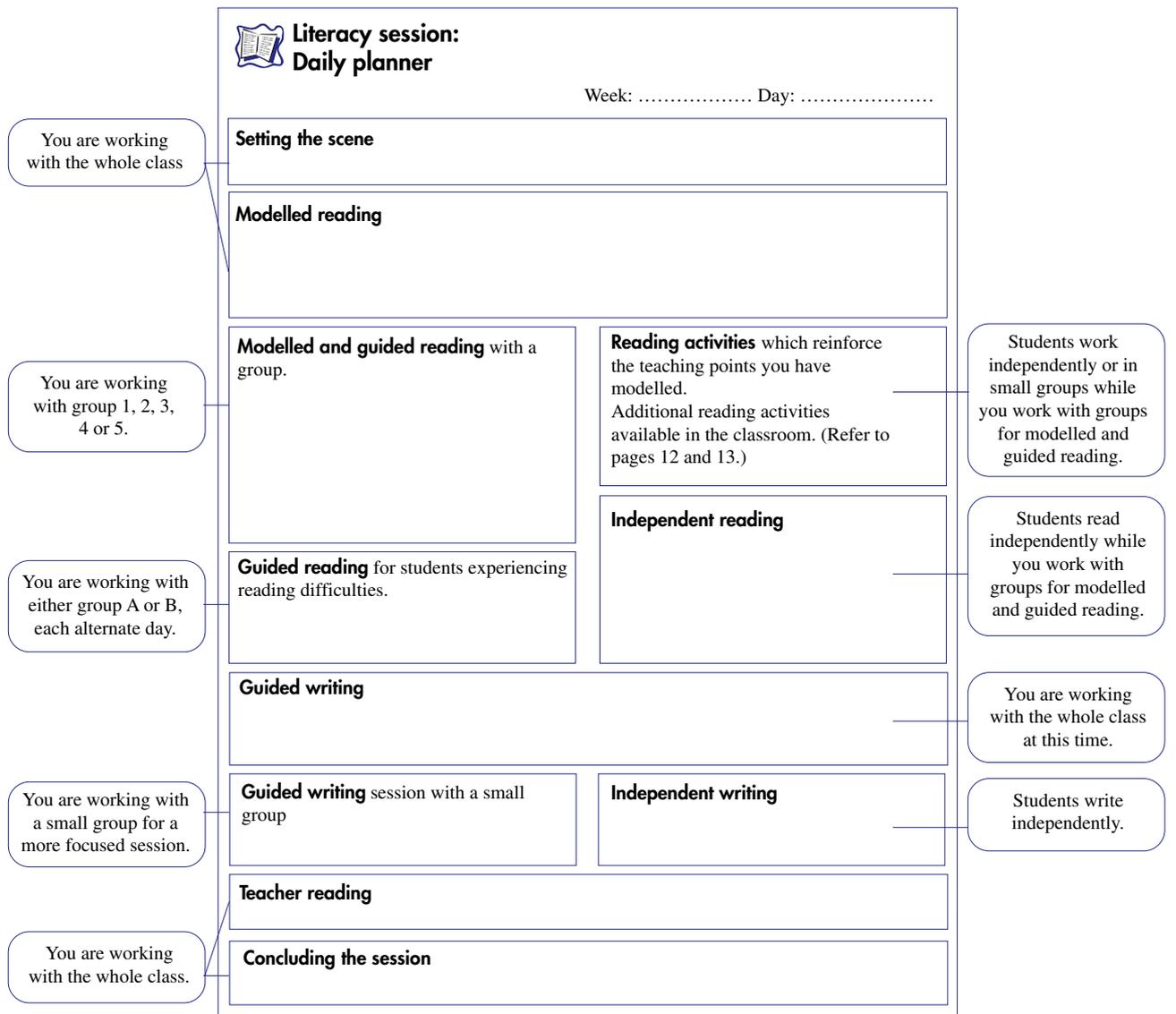


Overview of the five-day teaching plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Setting the scene	Teacher and students report a plant, share gardening experiences and discuss the future development of a school garden, as a learnscape.	Students in Stage 3 describe how they mapped the school and explain the areas on the map.	Teacher reads sections from <i>The Vegetable Garden</i> to focus students' attention on where vegetables grow.	Teacher and students list different types of gardens, focusing on organic gardens.	Students re-read the list of possible types of gardens and focus on the meaning of organic.
Modelled reading	Teacher introduces students to <i>The Permaculture Courtyard</i> , assisting them to focus on the purpose of the text and to infer information from the text. Teacher works additionally with group 1, focusing on reading information in a visual text.	Teacher and students brainstorm and label the areas in the school grounds, identifying the purpose of each area. Teacher works additionally with group 2, comparing texts.	Teacher and students read a number of texts to find and compare information about the needs of growing plants. Teacher works additionally with group 3, using visual information texts.	Teacher and students read texts which focus specifically on organic gardens. Teacher works additionally with group 4, focusing on the author's purpose.	Teacher and students read various texts on hydroponics and discuss this gardening process. Teacher works additionally with group 5, focusing on procedural texts.
Reading activities	Students sequence information about growing vegetables.	Students identify areas of the school grounds on a map and students in groups 3, 4 and 5 classify areas as possible garden sites.	Students search for specific information in texts.	Students find specific information on organic gardens.	Students draw and label a hydroponically grown lettuce and students in groups 3 and 4 differentiate between gardening techniques.
Guided reading	Teacher works with group 1 and group A.	Teacher works with group 2 and group B.	Teacher works with group 3 for an amalgamated modelled and guided reading session and then with group A.	Teacher works with group 4 for an amalgamated modelled and guided reading session and then with group B.	Teacher works with group 5 for an amalgamated modelled and guided reading session and then with group A.
Independent reading	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.
Guided writing	Teacher and students jointly construct a recount, and then teacher works additionally with group 1.	Teacher and students jointly construct a chart which describes the structure of recount, and then teacher works additionally with group 1.	Teacher and students discuss students' recounts and then teacher works additionally with group 5.	Teacher and students plan their investigation recount and the teacher works additionally with group 2.	Teacher and students highlight successful writing strategies.
Independent writing	Students draft individual recounts.	Students begin to draft a recount individually.	Students draft and publish their recounts independently.	Students commence writing another recount independently.	Students continue publishing their recounts.
Teacher reading	<i>The Vegetable Garden</i> , pages 1-5	Gardening magazines.	<i>Starting Gardening</i>	<i>The Backyard Organic Garden</i> .	<i>The Gardening Australia Book</i> , p.124, which suggests types of hydroponic systems.
Concluding the session	Students discuss the possibilities of creating a school garden as a learnscape. After the session: Students in Stage 3 make a map of the school and all students read with a buddy.	Students read their recounts to the class and discuss the suitability of different sites for a school garden.	Students read and comment on effectiveness of recounts.	Students in group 5 summarise a text and teacher and students discuss the gardening process used in <i>The Permaculture Courtyard</i> .	Students retell information about hydroponic gardens and discuss the pros and cons of different gardening styles for their school.



Organisation for the five-day teaching plan in a K-6 multi-age class



Refer to *Using the literacy session daily planner* on pages 22 and 23.

Remember, boxes which go across the page indicate that you and the whole class are working at the same activity. Boxes on the left-hand side indicate you are working with groups of students on tasks which are designed specifically for them. Boxes on the right-hand side indicate that students are working at tasks which they can complete independently.



Day 1 at a glance

Setting the scene	Repot a plant.	
Modelled reading	Introduce <i>The Permaculture Courtyard</i> .	
Modelled reading group 1 Read visual information in the text.	Reading activities Group 2 (and later Group 1) <ul style="list-style-type: none"> Blackline master from <i>Big Mob Books for little fullas</i>. Groups 3, 4 and 5 <ul style="list-style-type: none"> Worksheet 1.1. Additional reading activities available in the classroom (refer to pages 12 and 13).	Guided reading group 1 Read the text and focus on initial letters.
Guided reading: Group A Read the text and focus on letter clusters.		Independent reading Students read and complete independent reading records.
Guided writing	Jointly construct a recount.	
Guided writing Group 1 Focus on sound/letter correspondence.	Independent writing Students write recounts independently.	
Concluding the session	Discuss the development of a school garden.	
Teacher reading	Read <i>The Vegetable Garden</i> , pages 1-5.	
Later in the day	Map making.	

Preparing for day 1

- A seedling or plant ready for repotting.
- An empty pot, potting mix, a small shovel.
- The large text versions of *The Vegetable Garden* and *The Permaculture Courtyard* and multiple text versions of *The Permaculture Courtyard*.
- Butchers paper attached to the easel or board and felt tip pens.
- Worksheet 1.1 for groups 2, 3, 4 and 5.
- Sheets of art paper, scissors and glue.
- Strips of paper with text written on it for group 1, including:
*Students at Wilcannia prepared the courtyard.
 They filled huge tyres with red soil.
 The students watered the tyre gardens and the seeds sprouted and then began to grow shoots.
 Once the flowers died off, the vegetables grew.*
- Guided reading texts for group A.
- Blank exercise books for each student's learning journal.
- A copy of *The Gardening Australia Book*.

DAY 1

Setting the scene



- Show students the seedling or plant and discuss reasons why you feel it needs to be repotted (e.g. it needs to be put in a pot of its own; it has outgrown its current pot). Invite students to help you.
- Display the equipment needed for repotting (see *Preparing for day 1*). Ask students to describe it, identify its purpose and suggest how it could be used.
- As you repot the plant together ask students to share any gardening experiences they may have had.
- Tell students that they will be investigating gardening over the next few weeks, with the aim of establishing a garden of their own at school.
- Tell students that they will then be able to use their garden as a learnscape, and explain what this means. (Refer to *Eco Schools Program – 1998 Update*, page 7, for a definition of a learnscape.)

Modelled reading



- Display the cover of the large text version of *The Permaculture Courtyard*. Ask students to tell you what they think this text might be about. Invite one student in Stage 3 to record these predictions on the board.
- Ask students to infer what *permaculture* might be (i.e. a system which allows people to become self-sufficient; one where food is grown without the use of chemicals).
- Ask a student in Stage 3 to read *The Permaculture Courtyard* to the class. Ask questions about the text, e.g.
 - Were our predictions about the text correct?*
 - Who wrote this text?*
 - What was their purpose?*
 - What did you learn from this text?*
 - Were our definitions of permaculture correct?*
 - What did students at Wilcannia do to create their gardens?*
- Distribute the multiple copies of *The Permaculture Courtyard* amongst groups of students. Try to have at least one senior student in each group who can act as recorder.
- Tell students to re-read *The Permaculture Courtyard* in small groups. Ask them to infer what students at Wilcannia knew about plants, e.g. what plants need as they grow; the life cycle of plants.
- Tell students to record this information on butchers paper.
- Ask groups to share the inferences they made with the class, encouraging them to refer to their notes as speaking prompts. Encourage students to identify where in the text they found this information.

Students act as text-participants as they search for literal meanings in the text, and as text analysts as they consider who wrote the text and why.

Take this opportunity to assess the oral language development of students in small group situations and in front of a group.

Students take on the role of text-participant as they understand inferential meanings implied in a text.

DAY 1 (continued)

Modelled reading



continued...

- Ask students to identify the type of text, i.e. recount, and to describe it as a sequence of events written in the past tense.
- Explain to students they are to complete reading activities and independent reading while you work with students in group 1 and later with group A.

Students are to engage in reading activities and independent reading while you work with students in the extra modelled reading session and the guided reading groups. Students need to be set up for all activities before you begin working with group 1.

Reading activities



Group 2 (and later for group 1)

- Ask students in group 2 to complete the blackline master, found on page 93 of *Blackline Masters, BIG MOB BOOKS for little fullas* (see *Preparing for day 1*). Tell students to read, cut out and paste sentences from the text in the correct order and then to check using a copy of the book. Tell students in group 1 they may also complete this reading activity, after their guided reading.

Groups 3, 4, 5

- Tell students in groups 3, 4 and 5 they will be creating a flow chart which documents the process which students at Wilcannia followed as they made their permaculture courtyard.
- Distribute Worksheet 1.1 to groups 3, 4 and 5.
- Ask students to read the statement in the first box, i.e. *Place red soil in wheelbarrows and fill the tyres with it*. Invite students to identify where in *The Permaculture Courtyard* information about red soil in wheelbarrows is found. Ask students to describe the difference between the wording in the text and the wording on the worksheet.
- Explain to students they are to:
 - read the text in each box
 - cut out the boxes
 - order the text in the correct sequence
 - check their work by matching their ordered sentences with text in *The Permaculture Courtyard*
 - paste these sentences onto sheets of art paper, ensuring the title is at the beginning
 - join the boxes with arrows.
- Encourage students in Stage 2 to refer to *The Permaculture Courtyard* throughout this sequencing activity. Encourage students in Stage 3 to sequence Worksheet 1 independently before referring back to *The Permaculture Courtyard* for comparison.

Students may identify that the sentences on Worksheet 1.1 have modified the text in The Permaculture Courtyard, including: the verb used is different, the verb is in the present tense and the verb commences each sentence. Discussions about verbs focus students' attention on grammatical features of the text.

Independent reading

See *Independent reading* in *Teaching Reading: A K-6 Framework, pages 39-42* and *Choosing Literacy Strategies that Work, Stage 2, page 92*.



- Make sure that students have access to a range of quality texts suitable for independent reading.
- Ensure that each student is matched to an independent reading level.
- Establish with students that independent reading is a time for them to engage in an extended period of sustained silent, uninterrupted private reading.
- Ensure that your students know how to select an independent reading text.
- Provide an independent reading record sheet for each student. Demonstrate to students how they are to complete their independent reading record. If necessary arrange for older students to assist younger students with the reading record.
- Explain all classroom procedures for maintenance, storage and retrieval of independent reading records.

Modelled reading

Group 1



- Show students the enlarged copy of *The Permaculture Courtyard*. Tell students you are going to read the text together.
- Turn to the inside front cover and the title page. Ask students to comment on the people in the picture. Help students identify these people by reading the text and by looking at the pictures. Discuss why they look happy and what they might have done.
- Focus students' attention on the words on the title page which are in the white shape. Read these words together and identify this shape as a speech bubble.
- Tell students to look at the map.
 - Point to the word Wilcannia on the title page and ask students to find Wilcannia on the map.
 - Discuss why there is a big white dot on the map at Wilcannia.
 - Identify the ocean, the land, some rivers and towns on the map.
 - Find Dubbo Zoo and Canberra and discuss how the illustrations help you find the places on the map.
 - Find the pictures of the tall buildings. Discuss why the illustrator drew them, i.e. to indicate a city.
 - Find the pictures of fish. Similarly discuss why the illustrator drew them, i.e. to show there are fish in the river.
 - Infer why the map changes colour from left to right
 - Explain what purpose the symbol at the top left-hand side of the map holds. Ask students if they have seen it anywhere else.
- Tell group 1 to stay with you for guided reading.

Students act as text-participants as they learn how illustrations such as maps contribute to the meaning of a text.

DAY 1 (continued)

Guided reading



Group 1 Orientation to the text

It is not necessary for the guided reading text for students in group 1 to be on the same topic as that of the modelled reading text. However, it is essential that this text be matched to group 1's instructional reading level.

- Re-read a known text.
- Show students the front cover of the new text. Talk about the illustrations on the cover. Read the title, pointing to the words as you read.

- Encourage students to share their own knowledge of the topic.
- “Walk” students through the text, talking together about the illustrations and what might be happening. Focus on new or difficult words in the text. Use the language of the text as you talk.

Students take on the role of text-participants as they use illustrations to assist them gain meaning from the text.

Reading the text

- Read the text, asking students to read along with you in their own copy.
- Encourage students to refer to the illustrations on each page, to support their understanding of the text.
- Ask students to re-read sections of the text individually, prompting them when necessary. Say:

Read that part again.

What word makes sense here?

What word would sound right in this sentence?

What does the word start with? What other letters do you know?

Students act as code-breakers when they try to self-correct when reading.

Working with the text

- Ask students to retell the text. Demonstrate how the illustrations on each page may be used as a prompt.
- Focus on the title, write it on the board and ask students to read it with you and to point to it in their own copy.
- Ask students to identify any letters in the title which appear in their own name.
- Focus on one word in the title. Ask students to find this word in the text. Ask them to tell you other words which begin with the same letter. List these on chart paper, small whiteboard or chalkboard. Read these words together.

After the guided reading

- Ask students to make three of the words on the list in plastic letters and to read them to a friend.
- Once they have completed this task, tell students to complete the blackline master, from *BIG MOB BOOKS for little fullas* (refer to reading activities) and then to read independently.
- Spend a few moments observing the rest of the class. Check they are completing reading activities and independent reading tasks, before asking group A to join you for guided reading.

Guided reading



Design an instructional program which will meet this group's specific needs. Use a running record to gather detailed information about their reading. Use the guided reading planning form for students with reading difficulties, on page 27. Ensure the content of the guided reading session is appropriate to this group's reading development. (Refer to Teaching Reading: A K-6 Framework, pages 45-49.)

Group A Focus on text reading

- Re-read a familiar text.
- Introduce a new text and discuss the cover, title, illustration and author.
- Talk about the topic to build background knowledge.
- Ask students to begin reading the text in turn. Read with each student for a sentence or two, if you feel this support is needed.

This is a focused guided reading for your older students who are experiencing difficulties. You will be working with these students three times this week. Use each lesson to revise and reinforce known skills as well as introducing new ones. You have three days this week to cover the steps in the guided reading sequence indicated in Teaching Reading: A K-6 Framework, page 49.

Focus on conventions of print

- Revise a known and introduce a new aspect of print, e.g. full stop, quotation mark, exclamation mark.

Focus on sounds, letters and words

- Focus on a particular word and ask students to find it in the text. Isolate a letter cluster from the word and write it on a board e.g. *br/ight*.
- Ask students to suggest other words which contain this letter cluster and list them on a the board.

Focus on writing/spelling

- Ask students to read this list with you.
- Remove the list and give students another piece of paper.
- Ask students to write the words on the list as you say them. Encourage them to listen carefully to the sounds in the words and recall the letter pattern in the list.
- Show students the list and ask them to check their spelling.

Refocus on whole text

- Read a previously read guided reading text together then search for other words which contain this letter cluster. Add them to the list.

Guided writing



- Ask the class to join you in front of the board or easel.
- Open *The Permaculture Courtyard* to page 1. Remind students they identified this text type as a recount (during modelled reading). Ask students to identify the structure of the recount (orientation, sequence of events, personal comment, reorientation) and to identify it in *The Permaculture Courtyard*. Refer to *English K-6 Modules* for information on recounts.
- Remind students of the pot plant you repotted this morning. Tell students that you will be jointly constructing a recount of this event.

Refer to the pages on recounts in the English K-6 Modules.

DAY 1 (continued)

Guided writing



continued...

- Ask students to brainstorm all that you did during the repotting and list these events on the board.
- Jointly construct an orientation about the repotting which includes information on who, what, when and where.
- Refer to the points on the board and choose the most appropriate to commence the sequence of events. Together decide on and write this sentence on the board.
- Continue the joint construction until you have completed the recount.

Independent writing



- Invite students to write a recount independently, describing an event which occurred the previous weekend.
- Ask students to use the jointly constructed text as a model, to record their events in chronological order and to add a personal comment and a reorientation.

While students are writing independently, invite group 1 to join you for a more focused guided writing session.

Guided writing

Group 1



- Ask students in group 1 to stay with you by the board or easel.
- Ask students to re-read the recount which they helped construct during guided writing.
- Invite students to suggest an event about which they could write. Together think of a sentence which would orient people to the recount. Tell students to help you as you write this sentence. Remind them to:
 - say the first word slowly and to listen to its initial sound
 - write the letter which best matches this sound on the board (demonstrate how to refer to authorities e.g. the sound chart, a name card, a book in the library etc.)
 - say the word again slowly once the initial letter is written down and listen for and record other sounds in the word
 - repeat this process for each word
 - re-read the sentence from the beginning to maintain meaning.
- Tell students to think of their own recount.
- Ask them to write an orientation for their recount independently in their writing books. Encourage them to begin to write additional sentences which sequence the events of their recount.
- Once students in group 1 are writing independently, work with others in the class for a few moments. Ask them to read to you the recounts which they have written so far. Talk with them and guide them with their writing as they work.

Students are developing phonological and graphological understandings as they identify sound/letter correspondence and thus are developing phonological spelling knowledge.

This is a good time to assess students' writing and to record information about their strengths and to note areas which need further attention.

Concluding the session



- Encourage students to suggest things which will need to be considered before they plant their own garden. List these on the board.

Teacher reading



- Show students the front cover of *The Vegetable Garden*. Ask students to describe its cover and to infer what it might be about.
- Read pages 1-5 in *The Vegetable Garden*.

Later in the day

- Ask students in Stage 3 to go into the playground with large sheets of paper, to draw a map of the school grounds. Alternatively, enlarge a map of the school grounds, which may already be available in the school office. This map will be used on day 2.

Thinking about day 1: Reflection

- Were students confident as they spoke with and to others in the class? (Refer to *Choosing Literacy Strategies That Work, Stage 2*, for ideas which promote talking and listening.)
- Was the class able to work independently or cooperatively while you were working with small groups?



Day 2 at a glance

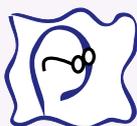
Setting the scene	Discuss map of the school.
Modelled reading	Label areas in the school.
Modelled reading group 2 Compare texts. Guided reading group 2 Read the text and focus on letter patterns.	Reading activities Group 1 <ul style="list-style-type: none"> Label areas on school maps. Groups 3, 4 and 5 <ul style="list-style-type: none"> School map and Worksheet 1.2 Additional reading activities available in the classroom (refer to pages 12 and 13).
Guided reading: Group B Read the text and focus on letter clusters.	Independent reading Students read.
Science and Technology activity	Students design and make a 3-D map of the school.
Guided writing	Focus on structure of a recount.
Guided writing Group 1 Focus on structure of a recount and sound/letter correspondence.	Independent writing Students begin recounts.
Teacher reading	Read a gardening magazine.
Concluding the session	Display and discuss 3-D maps.
Later in the day	Science and Technology design and make activity.

Preparing for day 2

- The large map students in Stage 3 completed after the literacy session on day 1.
- Cardboard strips labelled with areas of the school grounds, e.g. playground, wet weather area, cement footpath.
- A second set of these labels.
- Labels which describe the purposes of the areas in the school playground, e.g. *areas where we play at playtime, a place where we eat when it rains, solid ground to make walking easier*, attached to the board.
- Additional cardboard strips and adhesives.
- Copies of Worksheet 1.2 for students in groups 3, 4 and 5.
- Small copies of maps of the school grounds for students in groups 3, 4 and 5.
- The large text versions of *The Vegetable Garden* and *The Permaculture Courtyard*.
- Text from pages 1-5 of *The Vegetable Garden* written onto separate cardboard strips.
- Text from pages 2-7 of *The Permaculture Courtyard* written onto separate cardboard strips.
- Guided reading texts for group 2 and group B.
- Writing books or folders for each student.
- Junk material and adhesives for the Science and Technology task.
- Gardening magazines from bookshops or newsagents.

DAY 2

Setting the scene



- Invite students in Stage 3 to describe how they mapped the school or enlarged the map from the office, referring to the large map they created in the afternoon of day 1. As students describe the school grounds, briefly evaluate each area as a possible garden site.

Modelled reading



- Tell students they are going to help you label the map. Show them the pile of labels you have already made (see *Preparing for day 2*).
- Ask students to find a particular area of the school grounds on the map, e.g. *wet weather area*, encouraging them to explain how they found this spot on the map.
- Ask one student to find the appropriate label and then attach the label to the map in the appropriate spot.
- Ask students to describe how this area of the school is used, identifying its purpose. Ask students to read with you the purposes which are attached to the board (see *Preparing for day 2*). Together, choose the purpose which best describes this area and attach this label to the map.
- Repeat this process until many areas on the map are labelled and their purposes identified.
- It may be necessary to write additional labels and purposes as students suggest them. Add these labels to the map.

Reading activities



Group 1

- Give students the enlarged, labelled map of the school and the additional set of labels (see *Preparing for day 2*). Ask them to match labels to those already stuck onto the map by reading the words and taking turns to place them onto the map. Once all the labels are matched, tell students to play a game. Choose one student to be the leader. Tell the others to close their eyes while the leader takes *one* of the labels from the map and hides it. The group then is to open their eyes, as a student is picked to read the labels which are left and identify which is missing. If this student chooses correctly, the leader places the label back on the map in the appropriate spot. All students in group 1 take turns being the leader.

This game is similar to concentration, and encourages students to look closely at the map and the labels.

Groups 3, 4 and 5

- Distribute the map of the school and Worksheet 1.2 to students in groups 3, 4 and 5. Tell students they are to label the areas in the school grounds on their own maps.
- Ask groups 3, 4 and 5 to complete Worksheet 1.2. This requires students to classify the areas in the school grounds into *Possible garden sites* and those which are *Not suitable as a garden site*. Tell students to refer to the areas labelled on their map of the school. Ask students then to work in mixed ability pairs to classify the areas under the two headings on the worksheet and to give reasons for their choice.

DAY 2 (continued)

Independent reading



- Recall classroom rules for independent reading.
- Ask students to read independently and to complete their independent reading record sheet.

Modelled reading



Group 2

- Re-read *The Vegetable Garden*, pages 1-5. Show students the text from these pages which is written onto cardboard strips. (See *Preparing for day 2*.) Ask students to read these cardboard strips and to match the text on the strips with that in *The Vegetable Garden*. Once the strips are matched and ordered, put them carefully to one side.
- Re-read *The Permaculture Courtyard*, pages 2-7. Show students the text from these pages which is also written onto cardboard strips. (See *Preparing for day 2*.) Ask students to read these cardboard strips and to match the text on these strips with that in *The Permaculture Courtyard*.
- Place the text on the two sets of cardboard strips next to one another.
- Ask students to compare the process which was followed as the garden was created in each text. Ask students:
 - What did students do first in *The Vegetable Garden*?
 - What did students do first in *The Permaculture Courtyard*?
 - What did students do to prepare the soil in *The Vegetable Garden*?
 - What did students do to prepare the soil in *The Permaculture Courtyard*?
 - Describe the garden beds in *The Vegetable Garden* and *The Permaculture Courtyard*.
 - Identify the similarities and differences between the two gardens.
 - How did students plant seeds in *The Vegetable Garden*?
 - How did students plant seeds in *The Permaculture Courtyard*? What was different? What was the same?
- Ask students to discuss both gardening processes and to decide which process would be better suited to their school grounds.

Students take on the role of text-user as they search for information in the text, and text-analyst as they compare two texts on the same topic.

Guided reading



Group 2

Orientation to the text

- Introduce students to the new text. Talk about the cover. Ask students to read the title to you.
- Write one or two words from the front cover onto a small whiteboard or chalkboard. Focus students' attention on any letter patterns or high frequency words they recognise.
- Talk about the topic to find out students' prior knowledge.
- "Walk" students through the text, talking about the illustration, and what each page might be about. Use the language of the text as you talk.

Guided reading



continued...

Reading the text

- Ask students to read the title page with you, focusing their attention on the same words or letter patterns as in the title.
- Ask individual students to read a page of the text in turn. If necessary, support particular students as they read by reading along with them.

Working with the text

- Write one letter pattern from the text onto the board, e.g. *thr, ee, ing*.
- Ask students to say the sound associated with this letter pattern and to suggest other words which contain this pattern.
- Write their suggestions on the board and read them together.
- Repeat this process with another letter pattern found in the text.
- Circle the words on the board which are found in the text.

After the guided reading

- Ask students to find the circled words in their text, with a partner.
- Tell each pair to choose one of the other words on the board and to write it in a sentence on a small chalkboard then begin independent reading.
- Spend a few moments observing the rest of the class. Check they are completing reading activities and independent reading tasks, before asking group B to join you for guided reading.

Group B

Focus on text reading

- Introduce a new text and discuss the cover, title, illustration and author. ○○○
- Talk about the topic to build background knowledge.
- Ask students to begin reading the text. Read with them for a sentence or two.
- Ask students to read alternate passages or pages with you.

This is a focused reading session for your younger students who are experiencing difficulties. You will be working with small group B twice this week. Use each lesson to revise and reinforce known skills as well as introducing new ones. You have two days this week to cover the steps in the guided reading sequence indicated in Teaching Reading: A K-6 Framework, page 49.

Focus on conventions of print

- Revise a known and introduce a new aspect of print, e.g. capital letters, one-to-one correspondence, full stops, question marks.

Focus on sounds, letters and words

- Match sounds in words with letters and letter clusters by focusing on a particular letter or letter cluster.
- Write the letter or letter cluster on chart paper, a whiteboard or small chalkboard, e.g. *m* or *ing*, and ask students to find it in the text.
- Ask students to suggest other words which start with this letter or contain this letter cluster and add them to the paper or board.
- Ask students to re-read this list with you.

Refocus on whole text

- Ask students to re-read the text, searching for the specific letters or letter clusters.

DAY 2 (continued)

Science and
Technology activity

- Suspend the literacy session at this point and ask the class to join you.
- Tell students they are to design and make a three-dimensional map of the school grounds out of junk material.
- Ask students to work in small, mixed ability groups, to negotiate and streamline the design proposal, to plan and begin to make the 3-D maps, and to think about how they will evaluate the success and accuracy of their 3-D maps.

Guided writing



- Re-read the jointly constructed recount which describes repotting the plant. (Refer to *Guided writing*, day 1.)
- Identify the orientation, series of events, personal comments and reorientation in this text.
- Invite students to help you create a chart which describes the structure of a recount using headings such as *who*, *where*, *when*, *why* and *what events in order*.
- Display this chart prominently in your room.
- Tell students that they are going to plan and begin to draft their own recount, which will describe what happened as they prepared for and made their 3-D maps of the school.

Refer to pages on the general features of recounts in the English K-6 Modules

Independent writing



- Tell students to spend a few moments talking with those in other design and make groups. Ask students to compare how they created their 3-D maps.
- Ask each student to commence writing a recount of their 3-D map-making experience. Remind students to refer to the chart which describes the structure of recounts.

Guided writing

Group 1



- Ask students in group 1 to work with you again today.
- Spend a few moments discussing how they helped their group make the 3-D map.
- Focus students' attention on the chart. Invite them to suggest a number of sentences which could be used in their own recounts. Choose one sentence which would make an interesting orientation and follow a similar process to that used with this group on day 1, to:
 - say the first word slowly and listen for its initial sound
 - write the letter which best matches this sound
 - write letters to match other sounds in the word
 - repeat this process with other words in the sentence
 - demonstrate how re-reading the text helps to maintain meaning.

While students are writing independently, invite group 1 to join you for a more focused guided writing session.

Guided writing



continued...

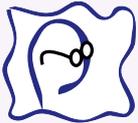
- Once students in group 1 are writing independently, work with others in the class (especially those in group 2) for a few moments. Ask them to read to you the recounts which they have written so far. Talk with them and guide them with their writing as they work. Encourage students to discuss the design and make process with others who worked on their 3-D map, to help them clarify their thoughts as they write.

Teacher reading



- Read a text on growing things or a text which uses maps or other graphic representations, such as those listed at the beginning of this five-day plan, e.g. a gardening magazine. Focus on reading the visual text or maps.

Concluding the session



- Ask one or two groups to show their maps to the class and invite one student from each group to describe it.
- Ask students if, while they were making their maps, they identified an area in the school grounds which would make a good site for a garden. Ask them to explain why they thought this. Encourage others to comment on and add to these responses.
- Tell students that over the next few days they will be looking closely at areas in the school which would make the best site for our garden.

Later in the day

Science and Technology activity.

- Tell students to continue to work on their 3-D maps.

Thinking about day 2: Reflection

- Were students able to use and interpret information in graphic texts?
- What information are you finding out about each student's development as a reader?



Day 3 at a glance

Setting the scene	Read sections of <i>The Vegetable Garden</i> .	
Modelled reading	Compare information from a number of texts.	
Modelled and guided reading group 3 Focus on written and graphic text on seed packets.	Reading activities Group 1	• Worksheet 1.3.
	Group 2	• Worksheet 1.4
Guided reading: Group A Re-read text from day 1. Focus on high frequency words and meaning.	Groups 4 and 5	• Cloze passage
	Additional reading activities available in the classroom (refer to pages 12 and 13) • Label 3-D maps.	
	Independent reading Students read.	
Guided writing	Discuss students' recounts. Focus on structure.	
Guided writing Group 5 Focus on descriptive language and time connectives.	Independent writing Students complete, proofread, edit and publish recounts.	
Concluding the session	Group 5 reads recount to the class.	
Teacher reading	Read <i>Starting Gardening</i> .	
Later in the day	Science and Technology investigation activity.	

Preparing for day 3

- The large text versions of *The Vegetable Garden* and *The Permaculture Courtyard*.
- An overhead projector and screen.
- Butchers paper attached to the easel or board and felt tip pens.
- Multiple copies of the small text version of *The Permaculture Courtyard*.
- The text from page 173, under the heading *The edible garden*, in *The Gardening Australia Book*, reproduced on an OHT.
- A cloze passage based on text from page 173, for groups 4 and 5.
- A number of small packets of seeds.
- Copies of Worksheet 1.3 for students in group 1.
- Copies of Worksheet 1.4 for students in group 2.
- Guided reading texts for group A.
- Small strips of cardboard.
- Writing books or folders for each student.
- *Starting Gardening*.

DAY 3

Setting the scene



- Turn to page 1 in *The Vegetable Garden*. Ask students to think about this questions: “Does your favourite vegetable grow under, on or above the soil?” Tell them to discuss their answer with a buddy.
- Read pages 6-7 and 10-13 and encourage students to compare their answers with the information in the text.

Students are drawing on their prior knowledge.

Modelled reading



- Ask students to suggest what plants need in order to grow. Record these suggestions on butchers paper.
- Open *The Vegetable Garden* to page 9 and ask a student in Stage 1 to read this page to the class. Ask them to identify what this text says plants need as they grow. Check that this information is listed on the butchers paper or add it to the list.
- Ask students to suggest who *The Vegetable Garden* is written for, i.e. young children. Ask them to tell you why they think this.
- Re-read *The Permaculture Courtyard*. Ask, *What does this text tell us that plants need?* List this information on the butchers paper.
- Ask students to suggest why there is more information in one text than another. Encourage students to discuss how the purpose of the text, as well as its intended audience, influences what is included in it.
- Display the OHT of text from page 173, *The Gardening Australia Book*, entitled *The edible garden* (see *Preparing for day 3*). Tell students that this text tells us even more things plants need as they grow. Ask students in Early Stage 1 to listen carefully for this information. Encourage the rest of the class to search for information in the text as you read.
- Ask students to tell you any additional information about the needs of plants, and add this to the list on the butchers paper.
- Ask students to suggest who the audience for *The Gardening Australia Book* might be, and if the purpose of this text is different from that of the other two texts read during modelled reading.
- Explain to students they are to complete reading activities and independent reading while you work with students in group 3 and later with group A.

Students are acting as text-participants as they search for meaning in a text and text analysts as they compare texts on the same topic.

Demonstrate how important it is to re-read a text as you write, in order to maintain meaning and to check that information is not repeated.

Reading activities



Group 1

- Ask students to complete Worksheet 1.3. Tell them to read the list at the bottom of the worksheet. Tell them to cut these words out, find the word/s in the large text version of *The Permaculture Courtyard*, paste the word in the appropriate box on the worksheet and draw a picture of the item next to each word.

DAY 3 (continued)

Reading activities



Group 2

- Ask students to work with a buddy to identify from *The Permaculture Courtyard* all the things that plants need as they grow. Ask students to list these on Worksheet 1.4 and to illustrate each answer. Tell students to add other things to the list by referring to the list on the butchers paper.

Groups 4 and 5

- Ask students to complete a cloze passage, from *The Gardening Australia Book*. (See *Preparing for day 3*.)
- Once these activities are completed, students are to write labels which identify areas in the school grounds and attach them to the 3-D map they made on day 2.

Independent reading



- Ask students to read independently and to complete their independent reading record sheets as appropriate.
- Ask the older students to help those in Early Stage 1 and Stage 1 to complete their independent reading record sheets during the session.

Modelled and guided reading

Group 3
Orientation to the text

- Ask students to look at the photo on page 4 of *The Vegetable Garden*. Ask them to describe what the children in the photo are doing. Ask them why these children would be doing this.
- Distribute multiple copies of the same seed packets to the group and ask them to spend a few moments skimming both the written and graphic text on the packets to find as much information as they can.
- Ask students to tell you what they found on the seed packets and infer the author's purpose in writing these texts.

When discussing the author's purpose students take on the role of text analyst.

Reading the text

- Read sections of the packet together. Ensure you read the text and illustrations on both sides of the packet.
- Prompt students when necessary, by telling them to re-read, to read ahead and to refer to the diagrams.
- Ask students to describe the labelled illustrations and maps and to try to interpret as much information as they can.

Modelled and guided reading



Working with the text

- Ask students which text type is used on these packages. Ask them to give examples of other procedural texts. Ask students to say how these procedural texts differ from the recount in *The Permaculture Courtyard*.



After the guided reading

- continued...**
- Compare the different texts and discuss the various purposes which each of the authors may have had.
 - Ask students to begin independent reading.
 - Spend a few moments observing the rest of the class. Check they are completing reading activities and independent reading tasks, before asking group A to join you for guided reading.

Group A

Focus on text reading

- Re-read the text from day 1, asking students to read with you.
- Briefly discuss the topic and what happens as the text proceeds.
- Ask students to re-read the text in turn, identifying the letters and letter clusters highlighted on day 1.
- Remind students to re-read and read ahead when they come to an unknown word.
- Monitor their inflection, fluency and phrasing and their ability to self-correct.

Support and reinforce students as they read, e.g. I like the way you made it make sense.

Prompt students when they encounter a difficult word, e.g.

What would make sense?,

Read it again and get your mouth ready for the first letter,

What would fit there? and/or

What does it start with?

Focus on sounds, letters and words

- Write 2 or 3 high frequency words from the text on a piece of paper.
- Ask students to re-read the text quietly and find the words on the paper in the text.

Focus on meaning

- Write a sentence from the text on the board, leaving out a word.
- Ask students to read with you to work out what the word might be.
- Remind them to think about what would make sense. Ask: *Could the word be _____? (a word that doesn't make sense). Why not?*
- Remind them that the word must fit the sentence. Ask: *Could the word be _____? (a word that is grammatically incorrect). Why not?*
- Write the initial letter of the correct word in the sentence. Ask: *Could the word be _____? (the correct word). Why do you think so?*
- Do the same with two or three more sentences from the text.

This is a useful activity which you can use every week with every group. It helps students develop the strategies needed to integrate semantic and grammatical information as they read.

Refocus on whole text

- Re-read the text together, emphasising fluency and phrasing.

DAY 3 (continued)

Guided writing



Refer to the pages on recounts, in English K-6, Modules.

- Read or display on the overhead transparency some examples of students' work that demonstrates a successfully written orientation (which provides information about "who", "where" and "when") and the beginnings of the sequence of events. Ask students to identify where the unfolding sequence of events can be found. Ask students to equate the sections of each recount with sections on the recount chart developed on day 2. Ask the authors to explain how they plan to continue their draft. Encourage them to refer to the chart as they do.
- Ask students to work in their design and make groups from day 2, to compare the information in their recounts.

Independent writing



Students should be encouraged to publish their writing using a computer.

- Ask all students to complete their recounts independently. Remind students to re-read their recounts to check that the whole text makes sense. Read it to a classmate. Students then proofread, edit, publish and illustrate their recounts.

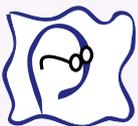
Guided writing



Group 5

- Ask one student to read their recount to the group.
- Ask students to suggest improvements which could be made to this recount. For example, ask students to insert descriptive language and time connectives.
- Comment on the effectiveness of the orientation and sequence of events now.
- Ask students to continue writing their recounts independently, adding descriptive language and time connectives to their own writing.
- Once students in group 5 are writing independently, work with others in the class for a few moments. Ask them to read their work to you. Praise their efforts and offer suggestions and assistance where necessary.

Concluding the session



- Invite students in group 5 to read their recounts to the class. Encourage students to comment on the effectiveness of the writing.

Teacher reading



- Read another of the texts on plants and gardening which are listed at the front of this unit or found in your school or local library, e.g. *Starting Gardening*.

Later in the day

Science and Technology activity

- Tell students they will be going outside to look closely at the areas in the school, to see which would make the best site for their garden. Re-read the chart compiled during modelled reading today, to remind students what plants need as they grow.
- Discuss how students will investigate:
 - the sunlight which falls on the proposed garden sites, including the hours of sunlight each day, where north is in relation to the site and the length of shadows over the site at different times of day
 - the quality of soil in the proposed garden sites, including its texture and colour
 - the access to water at each of the proposed garden sites.
- Before beginning the investigation refer to the large map of the school as you allocate tasks to groups of students.
- Tell students they will be adding to this information over the next few days.
- When investigations are complete, arrange for students to report their results to the class and tell students in Stage 3 to record this information in note form.
- Use this information to help you decide on the best spot for your garden.

Thinking about day 3: Reflection

- How else could you incorporate everyday texts into the classroom reading program?
- How are you recording each student's development as a reader and writer?
- What work samples are you planning to keep? Why?



Day 4 at a glance

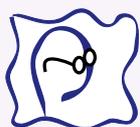
Setting the scene	Identify different types of gardens.
Modelled reading	Read Handouts 1.1 and 1.2.
Modelled and guided reading group 4 Focus on author's meaning, purpose and point of view.	Reading activities Group 1 • Worksheet 1.5. Group 2 • Worksheet 1.6 Group 3 • Worksheet 1.7 Groups 5 • Handout 1.3 Additional reading activities available in the classroom (refer to pages 12 and 13).
Guided reading: Group B Re-read text from day 2. Focus on high frequency words and meaning.	Independent reading Students read.
Guided writing	Prepare to write recounts.
Guided writing Group 2 Focus on text structure and spelling.	Independent writing Students commence recounts.
Concluding the session	Group 5 to discuss Handout 1.3 with the class.
Teacher reading	Read <i>The Backyard Organic Garden</i> .
Later in the day	Continue Science and Technology investigation activity.

Preparing for day 4

- The large text versions of *The Permaculture Courtyard* and *The Vegetable Garden*.
- Handouts 1.1 and 1.2, enlarged to A3 size or copied onto an OHT.
- The modelled reading text created on day 3, which identifies what plants need.
- Butchers paper and felt tip pens.
- Copies of Worksheet 1.5 for students in group 1.
- Copies of Worksheet 1.6 for students in group 2.
- Copies of Worksheet 1.7 for students in group 3.
- Copies of Handout 1.3 for students in groups 4 and 5.
- *The Gardening Australia Book*.
- Guided reading texts for group B.
- Writing books or folders for each student.
- *The Backyard Organic Garden*.

DAY 4

Setting the scene



- Ask students to describe briefly the two vegetable gardens found in *The Permaculture Courtyard* and *The Vegetable Garden*.
- Ask students to suggest other types of gardens with which they are familiar, e.g. flower, herb, fragrant, native, cactus etc. and to describe them to the class. Record this list on butchers paper.
- Tell students they will be investigating organic gardens today.
- Invite students to suggest a definition for organic gardens and record this definition on the board.

Modelled reading



Encourage students to refer to any words in the text which are italicised.

- Display Handout 1.1. Ask students to skim this text and to predict what it may be about.
- Invite students to follow the text as you or a student in Stage 3 reads the first paragraph to the class. As students follow the text ask them to identify the two things which Grandpa does *not* use in his garden. Also ask students to name this type of garden (i.e. vegetable and/or organic).
- Read the rest of the text on Handout 1.1 with the class. Assist students to identify what Grandpa *adds* to his garden, i.e. compost and water.
- Assist students in their roles as text-analysts by asking them to identify the point of view which the author holds about organic gardening.
- Display the text created on day 3, which identifies what plants need as they grow. (See *Preparing for day 4*.) Ask students to match what Grandpa adds to his garden with items listed on the chart from day 3.
- By referring to Handout 1.1, ask students to suggest a definition for organic gardening. Write this on butchers paper.
- Display Handout 1.2 and read it to the class.
- Ask students to identify if compost is an organic fertiliser. Encourage them to refer back to the text on Handout 1.1.
- Ask students in Early Stage 1 to recall things which make good plant food and go well in compost heaps. Ask a student in Stage 3 to find these on Handout 1.2, as they're suggested.
- Ask students to identify the text type on Handout 1.2, i.e. procedural, and to say why they think this.
- Explain to students they are to complete reading activities and independent reading while you work with students in group 4 and later with group B.

Students in Early Stage 1 will be able to find the answers to these questions by listening carefully as the text is read. Ensure the text is read with appropriate emphasis and intonation, to assist all students to gain meaning.

Reading activities



Group 1

- Ask students to complete Worksheet 1.5. Remind them to refer to Handout 1.2 and to compare their work with others in group 1, as they work.

DAY 4 (continued)

Reading activities

**Group 2**

- Ask students to complete Worksheet 1.6, which is a cloze passage based on the text on Handouts 1.1 and 1.2.

continued...

Group 3

- Ask students to complete Worksheet 1.7, which is the same cloze passage as that on Worksheet 1.6, without the initial letter clues.

Group 5

- Ask students to read Handout 1.3 individually. They are then to discuss the questions at the bottom of the handout with others in group 5 and decide, cooperatively, on the most appropriate answers. Tell group 5 they will be reporting their findings to the class at the conclusion of today's literacy session.

Independent reading



- Ask students to read independently.
- Monitor their independent reading and record keeping.
- Commend students on the positive ways in which they carry out independent reading.

Modelled and guided reading

**Group 4**

- Distribute copies of Handout 1.3 to students.

Orientation to the text

- Ask them to skim the text to get a quick idea of what the text is about.
- Invite students to tell you what they found.

Reading the text

- Ask each student to read a section of the text aloud.
- Prompt if necessary. When students come to an unknown word tell them to read that part of the text again.
- Monitor their reading for phrasing, fluency and self-corrections.
- Ask students to identify the author of this text. Ask them to infer the author's purpose for writing this text.
- Ask students to suggest who the intended audience for this text would be.
- Ask students if they feel the author is trying to persuade as well as inform his audience about organic gardens. If so, what do students perceive the author's point of view to be?

Remind students to refer to the heading, the text in bold type, the topic sentences in each paragraph, topic words, etc. Further information on skimming and scanning techniques can be found in Choosing Literacy Strategies That Work, Stage 2, pages 152-153.

Say:

*Read that part again.
What word makes sense here?
What word would sound right in this sentence?
What does the word start with?
What other letters or letter patterns can you see?*

Students act as text-analysts as they discuss the author's purpose.

Modelled and guided reading



- Show students the *Contents* page in *The Gardening Australia Book*. Ask them to scan the contents, to find where they could find more information on organic gardening. Encourage students to identify the chapter on “Organic gardening” and to turn to it on page 13. Tell students to identify the author of this chapter and to read the expanded chapter heading (i.e. Organic growing = healthy soil = healthy people).

Working with the text

- Ask students if the text in the heading on page 13, which is written by the same author as the text on Handout 1.3, helps them form a clearer understanding of the author’s purpose and point of view. Ask them to summarise what they think is the author’s point of view.

After the guided reading

- Tell students that group 5 will be reporting to the class about this text, at the end of the session. Tell them they are to listen to group 5’s opinions carefully and add to or question them if possible.
- Spend a few moments observing the rest of the class. Check they are completing reading activities and independent reading tasks, before asking group B to join you for guided reading.

Guided reading



Group B Focus on text reading

- Read the text introduced on day 2, asking students to read with you.
- Briefly discuss the topic and what happens as the text proceeds.
- Ask students to re-read the text, identifying the letters and letter clusters highlighted on day 2.
- Remind students to re-read and read ahead when they come to an unknown word.
- Monitor their inflection, fluency and phrasing and their ability to self-correct.

Focus on sounds, letters and words

- Write 2 or 3 high frequency words and words which are specific to the topic on a piece of paper.
- Ask students to re-read the text quietly and find the words on the paper in the text.

Support and reinforce students as they read, e.g. I like the way you made it make sense. Prompt students when they encounter a difficult word, e.g. What would make sense? Read it again and get your mouth ready for the first letter. What would fit there? or What does it start with?

DAY 4 (continued)

Guided reading



continued...

Focus on meaning

- Ask questions which focus on meaning, e.g. talk about events, characters and information in the text and compare this text with others they have read.
- Write a sentence from the text on the board, leaving out a word.
- Ask students to read with you to work out what the word might be.
- Remind them to think about what would make sense. Ask: *Could the word be _____? (a word that doesn't make sense). Why not?*
- Remind them that the word must fit the sentence. Ask: *Could the word be _____? (a word that is grammatically incorrect). Why not?*
- Write the initial letter of the correct word in the sentence. Ask: *Could the word be _____? (the correct word). Why do you think so?*
- Do the same with two or three more sentences from the text.

This is a useful activity which you can use every week with every group. It helps students develop the strategies needed to integrate semantic and grammatical information as they read.



Refocus on whole text

- Re-read the text together, emphasising fluency and phrasing.

Guided writing



- Tell students that over the next two days they will have the opportunity to write another recount to put into place the understandings and ideas that they have gained about recounts this week.
- Tell students that they are to write recounts about the Science and Technology task commenced on day 3, when they decided how they would investigate the proposed garden sites and find the best spot for their garden.
- Briefly revisit the chart created on day 2, which describes the structure of a recount.
- Invite students to suggest text which could form part of their recount.

Independent writing



- Ask students to begin writing their recount independently. Direct them to classroom charts and models developed during the week. Tell students they will have two days to complete their recount.

Guided writing



Group 2

- Ask students to describe the process they followed during the Science and Technology activity. Record this process on a form containing the headings on the recount chart or on a timeline.
- Invite students to suggest sentences which could be used in their recount. Together, decide on the sentence which best orientates readers to this recount and record it on a large sheet of paper. As you write, focus students' attention on letter patterns and high frequency words in the text and encourage them to refer to authorities such as charts, books or dictionaries.
- Tell group 2 to think of another sentence to add to their recount and to write it independently.
- Once students in group 2 are writing independently, work with others in the class for a few moments. Ask them to read their work to you. Praise their efforts and offer suggestions and assistance where necessary.

Concluding the session



- Ask students in group 5 to summarise their findings about the text they read during reading activities (Handout 1.3). Invite group 4 to add to or comment about group 5's interpretation.
- Remind students of *The Permaculture Courtyard*. Ask students if the garden described in this text is organic and why they think this.

Teacher reading



- Read another factual text, e.g. *The Backyard Organic Garden*.

Later in the day

- Continue investigations of possible garden sites around the school.

Thinking about day 4: Reflection

- Are students beginning to read critically?
- Are the reading activities offering enough variation to cater for the wide range of reading abilities found in your K-6 multi-age class?
- How could support personnel and parent helpers be incorporated into this literacy session?



Day 5 at a glance

Setting the scene	Define organic gardening.
Modelled reading	Read text on hydroponic gardens.
Modelled and guided reading group 5 Read procedural text. Focus on structural and grammatical patterns.	Reading activities Groups 1 and 2 • Create labelled diagrams. Groups 3 and 4 • Create labelled diagrams. • Differentiate between hydroponic and organic gardening. Additional reading activities available in the classroom (refer to pages 12 and 13).
Guided reading: Group A Re-read text from days 1 and 3. Focus on nouns and letter patterns.	Independent reading Students read.
Guided writing	Highlight components of successful recounts.
Independent writing	Students complete, proofread, edit and publish their recounts.
Concluding the session	Group 5 retells information about hydroponics. Students make initial decisions about the gardening site.
Teacher reading	Read from <i>The Gardening Australia Book</i> .

Preparing for day 5

- Text created on day 4, during *Setting the scene*, which lists types of gardens.
- The large text versions of *The Vegetable Garden* and *The Permaculture Courtyard* and a copy of *The Gardening Australia Book*.
- An OHT of the contents page of *The Gardening Australia Book*.
- An OHT of the first three paragraphs on page 123 in *The Gardening Australia Book*.
- A hydroponically grown lettuce, available from greengrocers and supermarkets, with the roots and gravel still attached. Stand its roots in a small bowl of water.
- Art paper.
- Copies of Handout 1.4 for group 5.
- Writing books or folders for each student.
- Guided reading texts for group A.

DAY 5

Setting the scene



- Ask one student to read the list, which you and the class created on day 4, of different types of gardens. (See *Preparing for day 5*.)
- Ask a student to find the word *organic* on this list.
- Invite students to define what they understand an organic garden to be.

Modelled reading



- Ask students to watch in silence as you write the word *hydroponics* on the board.
- Invite students to try pronouncing this word. Then point to the letter clusters, if necessary, as you demonstrate how to say the word.
- Ask students if they know what this word means.
- Ask a student in Stage 3 to find *hydroponics* in the dictionary to confirm its meaning.
- Display the OHT of the contents page in *The Gardening Australia Book* (see *Preparing for day 5*).
- Ask students to find the word *Hydroponics* in the contents, and to identify which page in the text they should turn to.
- Display the OHT of page 123 from *The Gardening Australia Book* (see *Preparing for day 5*).
- Read the text on the OHT together. Ensure you read with expression, using appropriate intonation and pausing, to assist all students as they gain meaning from the text.
- Ask questions about this text, such as:
 - How do plants, which are grown hydroponically, get their nutrients?*
 - How does this method of growing vegetables differ from the method described in The Permaculture Courtyard and The Vegetable Garden?*
 - How would farmers get the nutrients into the water?*
 - What would be the benefits of being able to buy vegetables which are still growing when you buy them?*
- Display the hydroponically grown lettuce (see *Preparing for day 5*) to students. Ask them to tell you anything about this lettuce, e.g. *It has the roots attached. The roots are covered in pebbles. The roots are dripping with water.*
- Ask students to infer whether this lettuce was grown in soil or grown hydroponically. Encourage them to give reasons for their decisions.
- Ask students to tell you the parts of the lettuce. Ask a student in Stage 3 to write these words on the board. Include words such as *leaves, roots, stem*. Add *pebbles, water*.
- Explain to students they are to complete reading activities and independent reading while you work with students in group 5 and later with group A.

Students are acting as text-participants as they relate a text to their own growing knowledge and experiences and as text-users as they use the text to add to their own knowledge.

DAY 5 (continued)

Reading activities



Groups 1 and 2

- Give students a large sheet of art paper. Ask them to draw a detailed picture of the hydroponically grown lettuce and to label its parts. Remind students to refer to the labels written on the board. Encourage group 2 to write sentences.

Groups 3 and 4

- Give students a large sheet of art paper as well. Ask them to draw a labelled, hydroponically grown lettuce on one side of the art paper. Tell them to use the right-hand side to list two or three things which differentiate the hydroponic and organic growing processes. Encourage students to re-read the OHT of page 123 from *The Gardening Australia Book*.

Independent reading



- Ask students to read independently.
- Monitor their independent reading and record keeping.

Modelled and guided reading



Group 5

- Refer students again to the word *hydroponics*, written on the board.
- Focus students' attention on the first two syllables, i.e. *hydro*, and ask them if they know other words which incorporate or begin with it. List them on the board. Refer students to the dictionary to search for additional words. List these on the board as well. The list could include: *hydrofoil*, *hydrogen*, *hydro-electricity*
- Ask students to suggest definitions for *hydro* and *ponic*. Discuss these suggestions.
- Distribute Handout 1.4 to each student in group 5.
- Read with the group the text which contains the definitions. (This text explains what the word *hydroponics* means.) Ask students to compare their definitions with that on the handout.

Orientation to the text

- Ask students to skim the rest of the text to get a quick idea of what it will be about. Discuss students' initial impressions.

Reading the text

- Ask students to read sections of the text in turn.
- Monitor their reading for fluency and pronunciation.
- Prompt them if necessary by saying, for example: *Read that part again. What would make sense? What would fit here?*

Modelled and guided reading



continued...

- Ask students to name this type of text, i.e. procedural. Assist them to identify the structure of the procedure in this text, i.e. goal, materials, steps to accomplish the goal.
- Ask students to search for grammatical patterns in the text, i.e. commands (e.g. *fray*, *place*, *fill*), precise vocabulary (e.g. *hydroponic fertiliser*, *wick*, *vermiculite*), adverbials (e.g. *both ends of the rope*, *to about 2/3rds*, *approximately 1 cm deep*).

For details about the general features of procedures refer to English K-6 Modules, Stage 3.

This activity equates with Working with the text, which is described in Teaching Reading: A K-6 Framework, pages 33-38, within the suggested procedure for guided reading.

- Remind group 5 of the reading activities which the other groups are completing. (That is, labelling a hydroponically grown lettuce and differentiating between hydroponically and organically grown plants.)
- Tell group 5 that the rest of the text on Handout 1.4 describes how students can create an actual hydroponic garden. Explain that they are to describe this process to the class at the end of the literacy session. Tell them that they have to *retell* this gardening process to the class, not read it. Explain also that everyone in group 5 is to have a role in the retelling.
- Tell the group to re-read the text silently. Then, help students to choose different sections of the text to retell to the class. Remind students to make a few notes about the text, to help focus their thoughts as they speak.
- Ask the group to practise their retellings and to coordinate their presentation.
- Spend a few moments observing the rest of the class. Check they are completing reading activities and independent reading tasks, before asking group A to join you for guided reading.

This activity equates with After the guided reading, which is described in Teaching Reading: A K-6 Framework, pages 33-38, within the suggested procedure for guided reading.

Guided reading

Group A Focus on text reading



- Re-read this week's text together.
- Support and reinforce all students as each one reads, and prompt them when they encounter a difficult word. It is important to recognise that students in this group will have very different needs, and the support and prompts they require will need to reflect this.

Focus on sounds, letters and words

- Write on the board four or five nouns from the text.
- Ask students to identify what type of words these are.
- Remind students that nouns are words used to represent people, places, ideas and things.
- Look at each word individually, identifying any letter patterns.

DAY 5 (continued)

Guided reading



Focus on writing/spelling

continued...

- Rub these words off the board.
- Ask students to write on a piece of paper each word as you describe it (e.g. a noun which is an animal). Check together and refine spellings if necessary.

Refocus on whole text

- Ask students to find each word in the text.
- Tell them to check their spelling of these words with the words in the text.
- Ask each student to read a section of the text to a partner.

Guided writing



- Ask one or two students to read their recounts of the Science and Technology investigation recounts so far.
- Ask the class to highlight what is successful about these texts, and to suggest improvements. Encourage them to refer to the chart from day 2.
- Encourage students to incorporate into their own recounts one of the successful strategies which was highlighted.

Independent writing



- As students complete their recounts, ask them to edit their own texts for text structure and language conventions.
- Ask students to carefully re-read their own recounts and the recount of one other student, offering each other ideas and suggestions.
- Conference with students about their texts.
- Assist students who have completed the editing process to begin publishing their recounts.

This is a good time to work with students who you feel would benefit from individual assistance.

Students should be encouraged to publish their writing using the computer.

Concluding the session



- Invite group 5 to retell the process, explained on Handout 1.4. Encourage group 5 to refer to the text or their notes as they speak.
- Ask students in small groups to make initial decisions about which site has all the basic ingredients to be a successful gardening site and to justify their choice.
- Ask students which type of garden, out of those they have been introduced to so far, holds the most appeal for them. Remind them they will be investigating other types of gardens next week.

Teacher reading



- *Types of systems*, in *The Gardening Australia Book*, page 124, which describes alternative methods for setting up hydroponic gardens.

This text could be difficult for students in Early Stage 1. Arrange for these students to read in the class library or for a parent helper or a reading buddy to read to them from one of the other texts listed at the beginning of the unit.

Later in the day

- Refer to the outcomes listed at the front of this unit. What development has each student shown?
- What learning has occurred in other English outcomes? How are you going to document this?

Thinking about day 5: Reflection

- As a result of your assessment what aspects of reading will you focus on next week?
- Plan for literacy sessions next week using the *Literacy session: Planning overview* and the *Literacy session: Daily planner*, on pages 21 and 23. During modelled reading sessions focus on developing research skills.



Place red soil in wheelbarrows and fill the tyres with it.

Observe the bees as they pollinate the flowers.

Clean the old courtyard.

Harvest the vegetables which grew once the flowers died.

Cover the soil with straw and sprinkle seeds onto the straw.
Water the seeds and wait.

Collect tyres from the dump and pile them on top of each other.

Watch as seeds grow roots, shoots, leaves and flowers.

Prepare compost by sifting it to get rid of sticks, rocks and glass.

Add chicken manure to the soil.

The Permaculture Courtyard

Worksheet 1.2



Possible garden sites	Not suitable as a garden site
<ul style="list-style-type: none">••••	<p>For example:</p> <ul style="list-style-type: none">• the cemented pathways – because plants need rich soil and will not grow in cement.•••



My name is _____

Cut out the words at the bottom of the page and paste them in the correct box. Draw a picture for each word. Draw a healthy plant in the last box.

What do some plants need?

red soil



chook poo



sifted compost



straw



water



sun



bees



red soil | chook poo | sifted compost | straw | water | sun | bees

Worksheet 1.4



My name is _____

Plants need lots of things to grow. Plants in *The Permaculture Courtyard* needed:

Illustrate each answer.

What else do plants need to grow?



My Grandpa's Garden

My grandfather grows lots of vegetables. He grows corn, peas, tomatoes, radishes and sunflowers. He never uses fertilisers (plant food) or pesticides (insect poison) that have chemicals in them. His garden is **organic**.

Each year in spring, I help grandpa make neat rows in the soil. We plant seeds in each row. Grandpa helps the seeds to grow by covering them with compost, a fertilising mixture. Grandpa lets me water the plants when I'm there and I help him to pull out the weeds. (Grandpa says the weeds rob the plants of nutrients.)

Finally in the autumn the plants are ripe and ready to eat.

Handout 1.2



How to make compost

Materials

vegetable scraps and peelings, fruit skins, apple cores, nuts, shells, tea leaves (including tea bags), coffee grounds, weeds, grass, prunings, hair, leaves, flowers, straw, seaweed, lawn clippings, soil, a crate or box, water, spade.

Directions

1. Shovel a layer of soil into the box or crate.
2. Put a layer of lawn clippings and food scraps on top of the soil.
3. Cover all this with another layer of soil.
4. Mix all these layers together.
5. Add some water.
6. Continue adding layers of scraps and soil.
7. Add water, whenever necessary, to keep it all damp.
8. Mix the compost each week with your spade.
9. Repeat this process for about nine weeks.
10. Put it on your garden.



Compost makes great food for plants in organic gardens.

Draw things that go well in compost.

food scraps

soil

grass

water

leaves

flowers

Choose one thing to put in your compost.

I will put in the compost.

Worksheet 1.6



My name is.....

Grandpa's Garden

Grandpa has an organic garden. He gives his p.....

plenty of food, but he uses no chemicals. He f.....

his plants with compost. Compost is made up of soil, grass,

leaves, v..... peelings and other food scraps. He

gives his plants lots of w..... and pulls out the

w..... . He does not even use c.....

to kill the insects which try to eat his plants. His

o..... garden is very healthy.

feeds

plants

weeds

water

vegetable

chemicals

organic



My name is.....

Grandpa's Garden

Grandpa has an organic garden. He gives his
 plenty of food, but he uses no chemicals. He
 his plants with compost. Compost is made up of soil, grass,
 leaves, peelings and other food scraps. He
 gives his plants lots of and pulls out the
 He does not even use
 to kill the insects which try to eat his plants. His
 garden is very healthy.

feeds	plants	weeds	water
vegetable	chemicals	organic	

Handout 1.3

Starting an organic vegetable garden



by Peter Cundall

You can start an organic vegetable garden at any time of the year. However, spring or early summer is often more satisfactory because the results are in many cases available within a matter of weeks or months. Organic growing is nothing more than old-fashioned, traditional gardening, before poisons were used or harsh, volatile chemical fertilisers. The difference these days is that we now more fully understand how things work and many of the methods used are aimed at constantly increasing the natural balance of living things within the soil.

This is what organic growing is all about: a balance of minerals and other nutrients, of insects and all other living things, such as the natural moulds, fungi and bacteria which must exist within healthy soils. Organic growers believe that unnatural chemical additives disrupt this essential balance and poisons kill the living things within the soil.

That's why the first act of anyone wishing to begin an organic garden is to get rid of all poisons and never use them again.

From The Gardening Australia Book, page 27.

Think about and discuss these questions with others in group 5. Be prepared to briefly discuss your decisions at the end of the literacy session today.

1. What is organic gardening?
2. Why do organic gardeners believe "natural is better"?
3. What's the first thing organic gardeners need to do?
4. What do you think about this type of gardening?

Hydroponics



Hydro is the Greek word for water.

Ponos is the Greek word for work.

In hydroponic gardens the water does the work of soil.

To grow your own plants hydroponically, follow this procedure.

Materials

a jar filled 2/3rds of the way with water (ensure it has a wide mouth)

a little, empty pot, which will sit inside the jar

10 cm of cotton rope

bean seeds

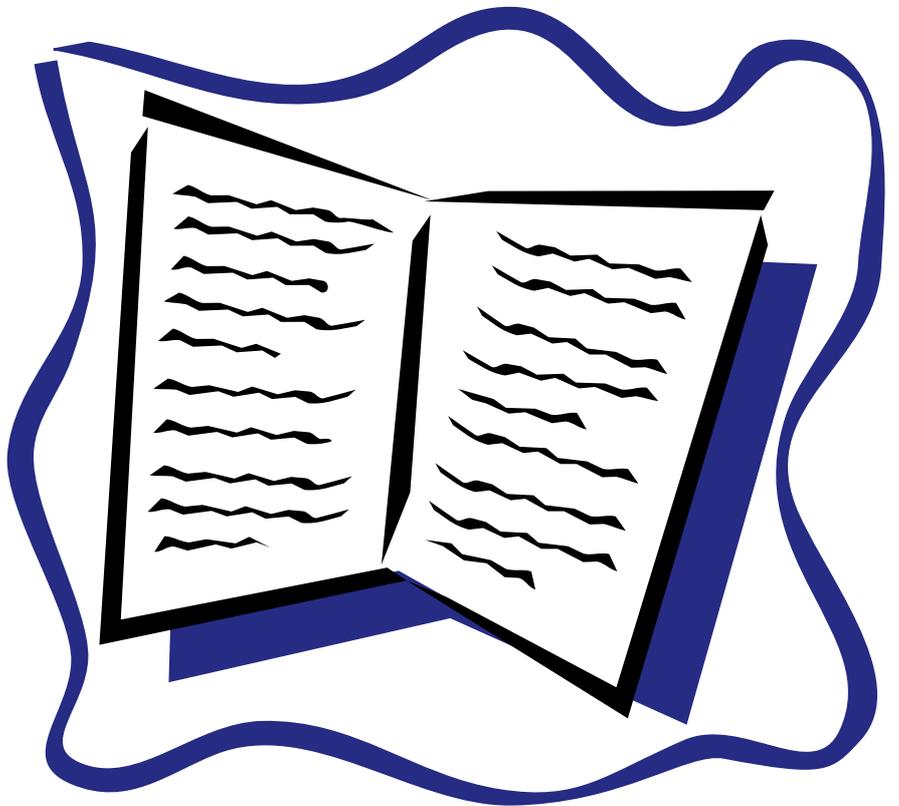
vermiculite or perlite (a special kind of gravel) or coarse sand

hydroponic fertiliser

Method

1. Fray both ends of the rope.
2. Place the rope in the hole at the bottom of the pot. (It acts like a wick.)
3. Fill the pot to about 2/3rds with the vermiculite (or one of the other materials listed).
4. Put a few drops of hydroponic fertiliser into the water. (Remember to read and follow the instructions on the package.)
5. Place the pot, with its wick hanging in the water, on top of the jar.
6. Plant 2 or 3 seeds in the vermiculite, about 1 cm deep.
7. Place the pot in a sunny spot.
8. Refill the jar from time to time with more hydroponic fertiliser.
9. Keep an eye out for sprouts after about 2 to 3 weeks.

The five-day plan of work



**K-2 multi-age
class**



About this unit

This unit of work focuses on the environment. Over three-to four-weeks students in a K-2 multi-age class will:

- identify the parts of a plant
- investigate how to cultivate and care for plants
- find out how plants change as they grow.

This unit consists of two main sections.

Section 1: How do plants grow?

- Investigate what students already know about plants.
- Identify what students want/need to find out about plants.
- Read about parts of plants.
- Describe, identify, draw and label the parts of plants.
- Observe seeds and plants as they grow.
- Read *The Permaculture Courtyard* which shows students at Wilcannia Central School growing plants from seeds.
- Read other texts and view videos about how plants grow.

Section 2: Growing our own plants

- Grow a range of seeds in different mediums, e.g. soil, cotton wool, water, and experiment with different conditions.
- Record information about plants as they grow and change.
- Care for our own plants, either those in pots or those in the school gardens.
- Investigate the life cycle of plants as they grow and change.

About the literacy sessions in the five-day plan of work

Detailed literacy sessions for five days are provided, and relate specifically to **Section 1 of the unit**. It will be up to teachers to plan additional literacy sessions and specific activities for the rest of the unit. Teachers may choose to relate these activities to the *Science and Technology* and *Human Society and its Environment* and *Mathematics* Syllabuses.

The **literacy sessions** during the next five-day teaching plan will assist students to:

- read and write recounts
- read and follow procedures
- order and sequence texts
- read graphic texts
- read for specific information.

The **English outcomes** which may be assessed as a result of the five-day plan include:

Talking and Listening outcomes

- | | | |
|---------------|--------|---|
| Early Stage 1 | TES1.3 | Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language. |
| Stage 1 | TS1.3 | Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations. |

Reading outcomes

- | | | |
|---------------|--------|---|
| Early Stage 1 | RES1.7 | Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes. |
| Stage 1 | RS1.7 | Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter. |

Writing outcomes

- | | | |
|---------------|---------|---|
| Early Stage 1 | WES1.14 | Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language. |
| Stage 1 | WS1.14 | Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language. |

The main **texts** used in the literacy sessions during this five-day plan are:

- *The Permaculture Courtyard* from the kit *BIG MOB BOOKS for little fullas*. This kit is the result of a collaboration between the NSW Department of Education and Training and the NSW Board of Studies. It was delivered to every government school with primary students in 1997. Additional kits are available through the NSW Board of Studies.
- *The Vegetable Garden*. See *Preparing for the literacy sessions during this five-day plan of work*, on page 87.

Organisation of the five-day plan

The literacy sessions for this five-day plan follow that outlined in *Teaching Reading: A K-6 Framework*, pages 50-59. However, modifications to this plan have been made to accommodate the unique and varied situations which meet teachers of multi-age classes. For example, in this five-day plan there are two short, additional, more focused modelled reading sessions, which are held each day. There are also two guided reading sessions daily.

Students engage in reading activities and independent reading while you work with students in the extra modelled reading session and the guided reading groups. They can also complete additional reading activities available in your classroom (refer pages 12 and 13). Students need to be set up for all activities before you begin working with small groups. Refer to the pages headed *Day... at a glance* for a summary of the organisational routine planned for each day.

Remember, no matter what the spread of students in your class, to group students according to reading ability. Work with all students every week and ensure you work more frequently with students needing the most help.

Preparing for the literacy sessions during this five-day plan of work

Organise:

- a plan for teaching the three-to four-week unit of work, outlined on page 85.
- texts for guided and independent reading. See *Selecting texts for the reading program* on page 60 of *Teaching Reading: A K-6 Framework*. It is not essential for these texts to be on the topic of gardening or conservation. Rather, the texts chosen for guided reading must be matched to the students' guided reading levels.
- groups for guided reading. See *Forming groups for guided reading* on the following page.
- the role of support personnel, if they are available to you.

Collect:

- *The Permaculture Courtyard*, in *BIG MOB BOOKS for little fullas*. NSW Department of Education and Training and the NSW Board of Studies (enlarged text and smaller versions)
- *Blackline masters*, *BIG MOB BOOKS for little fullas*, NSW Department of Education and Training and the NSW Board of Studies
- *The Gardening Australia Book*, ABC books
- *The Vegetable Garden*, Melvin Berger, Newbridge Educational Publishing
- *Patch from Scratch with Peter Cundall*, ABC video
- *Private Life of Plants*, with David Attenborough, BBC video

- further examples of factual, narrative and everyday texts on the topic of the environment and gardening. These texts are available from school and local libraries, local councils (composting and recycling information), environmental associations and Field Studies Centres listed in *Eco Schools Program – 1998 Update* (produced by the NSW Department of Education and Training and delivered to all schools in 1998). Additional texts are available from bookshops and newsagents (e.g. gardening magazines, videos) and local gardening centres (e.g. seed packets, information sheets).
- additional texts including:
 - Seeds and Flowers and Fruit*, Sunshine Books, Science series, Rigby Heinemann
 - Growing Radishes and Carrots*, Faye Bolton and Diane Snowball, Bookshelf, Scholastic
 - Plants We Eat*, Big Science, Scholastic
 - Tops and Bottoms*, Janet Stevens, Koala Books
 - The Paddock*, Lilith Norman, Random House
 - Mrs Millie's Painting*, Matt Ottley, Hodder Children's Books
 - Oliver's Vegetables*, Vivian French, Hodder Children's Books
 - Oliver's Fruit Salad*, Vivian French, Hodder Children's Books
 - Too Bad*, Pascoe and Herriman, ERA
 - Anthology for the Earth*, Ed & Judy Allen, Random House
 - Beans on toast*, Dowling Paul, Random House
 - Garden*, Julie Lacome, Random House
 - Watch them Grow*, Linda Martin, Penguin

Prepare:

- a pot plant to show the class
- a well stocked and inviting class library
- class reading activities (see pages 12 and 13 in this book).
- daily personal journals for each student.



Grouping students for reading

Forming groups

Students in your K-2 multi-age class will demonstrate a wide range of reading abilities. Group together students who are reading at approximately the same level during guided reading and group activities.

For the purpose of this unit, form students into five groups. Students in group 1 will be the least competent readers and those in group 5 will be the most competent. Your groups may be of different sizes and may change over time.

Managing groups

A key focus of this book is to assist you in managing the class for small group work and to enable you to provide guided reading to each student.

While students are completing reading activities and independent reading, you will have approximately 40 minutes each day to work with two groups for more focused modelled and guided reading sessions. Work with each group at least once each week and more frequently with those students who are experiencing difficulties with reading.

Below is a timetable which was followed during this five-day plan of work.

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 modelled and guided reading	Groups 4&5 modelled and guided reading			
Group 2 modelled and guided reading	Group 3 modelled and guided reading	Group 2 modelled and guided reading	Group 3 modelled and guided reading	Group 4 guided reading
				Group 5 guided reading

Use the guided record sheet (see page 16) as you work with students. As students develop as readers, continue to review your guided reading groups and the texts students are using. As a result, your guided reading groups will be fluid and will change as students grow and develop as readers.

What to include in the guided reading session

Guided reading for each group each day will follow the sequence outlined for guided reading in *Teaching Reading: A K-6 Framework*, pages 33-38 and pages 45-49. That is:

- orientation to the text
- reading the text
- working with the text
- after the guided reading.

In addition, students experiencing reading difficulties will also need to spend time in closer focus on:

- text reading
- conventions of print
- sounds, letters and words
- text meaning
- writing and spelling.

In planning guided reading experiences for students, you may wish to use the photocopiable pages:

- Guided reading planning form: whole class (page 25)
- Guided reading planning form: students with reading difficulties (page 27).

The content of each guided reading session during this unit should be taken from *What to include in the reading program* on pages 19-21 of *Teaching Reading: A K-6 Framework* and from the Content overview for Early Stage 1 and Stage 1, on pages 50-59 of the *English K-6 Syllabus*, and will be dependent on your assessment of your students' reading development.

Texts for guided reading

- Texts for guided reading need to be matched to students' instructional level. Refer to *Texts for guided reading*, pages 62-64 in *Teaching Reading: A K-6 Framework*. Ensure you include a range of texts. If possible, select factual texts for guided reading groups while doing this five-day plan of work; this will allow you to make explicit links between modelled and guided reading for each group.

Gathering and recording assessment information

As you work through this unit, collect information about students' reading using a variety of strategies, multiple opportunities and varying contexts, for example:

- observing reading behaviours in modelled, guided and independent reading situations
- using oral and written retellings of text read
- taking running records
- keeping records of students' progress in guided reading
- using oral comprehension responses during and after reading
- analysing the reading strategies which the student uses in guided reading
- using work samples, such as a student's incorrect responses to a cloze procedure to determine the type of error the student is making.

Record information using, for example:

- the photocopiable forms in this book
- a dated, cumulative collection of individual work samples
- other useful and manageable devices currently in use.

It is important to develop a consistent whole-school approach to collecting and recording assessment information.

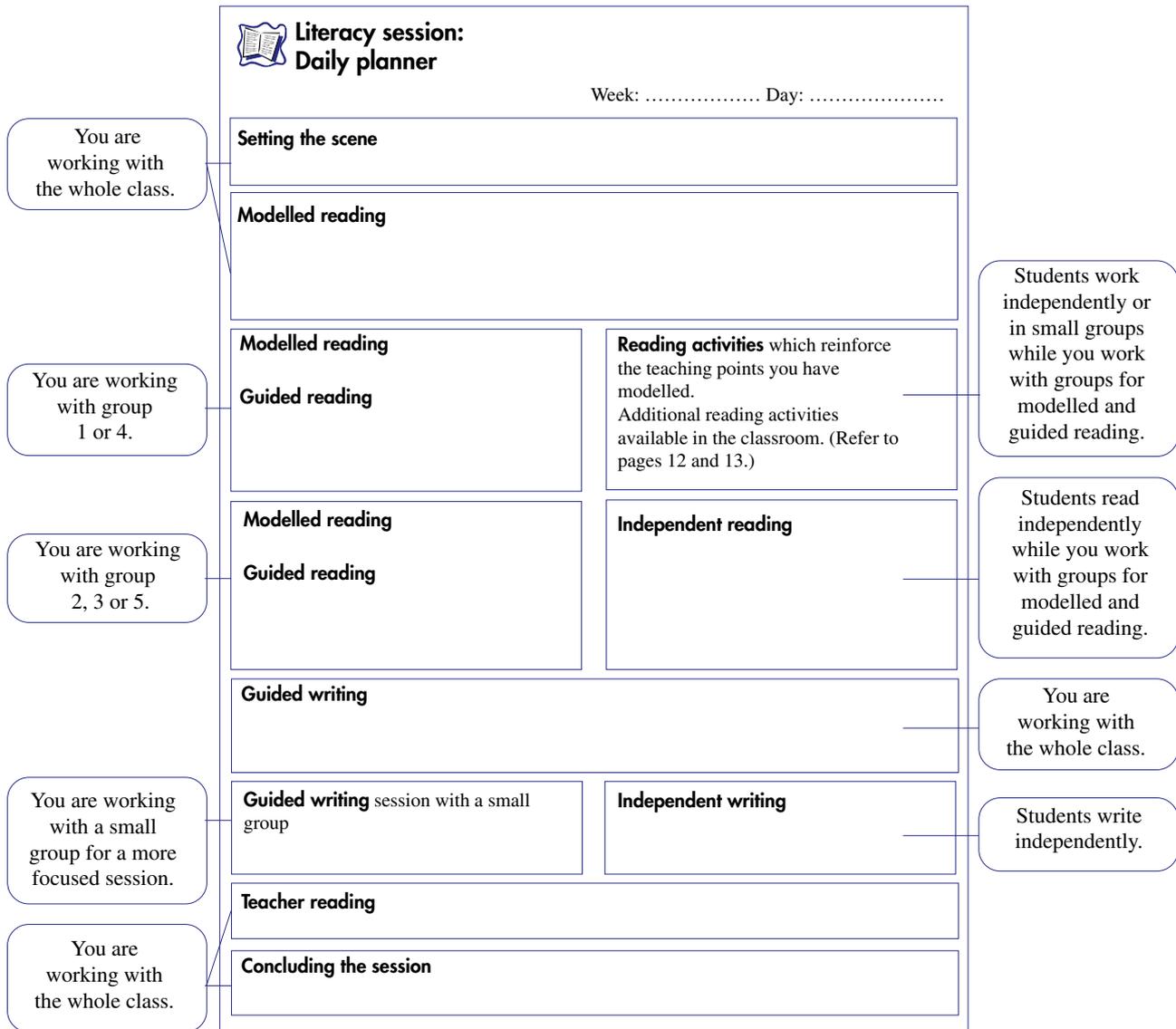


Overview of the five-day teaching plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Setting the scene	Teacher and students discuss growing plants and the cover of <i>The Vegetable Garden</i> .	Students identify the parts of a plant.	Students recount and record their seed-planting experiences.	Students share gardening knowledge and identify areas about which they want to know more.	Students discuss the instructions on a packet of seeds.
Modelled reading	Teacher reads <i>The Vegetable Garden</i> , focusing on the contents page and nouns, and compares information in this text with what students already know about plants. Teacher works additionally with groups 1 and 2.	Teacher and students read how plants change as they grow, using graphic and written texts. Teacher works additionally with groups 1 and 3.	Teacher and students read <i>The Permaculture Courtyard</i> . Teacher works additionally with groups 1 and 2.	Teacher and students re-read <i>The Permaculture Courtyard</i> , focusing on the authors' purpose. Teacher works additionally with groups 1 and 3.	Teacher and students discuss a procedural text and compare it with a recount. Teacher works additionally with groups 4 and 5.
Reading activities	Students complete a cloze passage or focus on nouns and noun groups.	Students create their own graphic text of a plant and label its parts.	Students listen to a tape of <i>The Permaculture Courtyard</i> , practise reading topic words and create labelled diagrams.	Students identify words in <i>word families</i> and complete a cloze passage.	Students order a procedural text.
Guided reading	Teacher works with groups 1 and 2.	Teacher works with groups 1 and 3.	Teacher works with groups 1 and 2.	Teacher works with groups 1 and 3.	Teacher works with groups 4 and 5.
Independent reading	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.
Guided writing	Teacher and students jointly construct a recount. Teacher works additionally with group 1.	Teacher and students discuss one student's recount. Teacher works additionally with group 1.	Teacher and students jointly construct a recount on sprouting seeds. Teacher works additionally with group 1.	Teacher and students discuss successful recounts. Teacher works additionally with groups 4 and 5.	Teacher and students change a recount into a procedural text.
Independent writing	Students write recounts independently.	Students continue to write their recounts independently.	Students begin to write their own recounts independently.	Students continue drafting, editing and publishing their recounts.	Students work in pairs to create a procedural text.
Teacher reading	<i>Tops and Bottoms</i> .	<i>Oliver's Vegetables</i> .	<i>Oliver's Fruit Salad</i> .	<i>A Kid's First Book of Gardening</i> .	<i>A Kid's First Book of Gardening</i> .
Concluding the session	Students read their completed cloze passage to the class to check it makes sense.	Students read their recounts to others in small groups.	Students observe and care for their sprouting seeds.	Students read to each other from their independent reading texts.	Students share and discuss their procedural texts.



Organisation for the five-day teaching plan in a K-2 multi-age class



Refer to *Using the literacy session daily planner* on pages 22 and 23.

Remember, boxes which go right across the page indicate that you and the whole class are working at the same activity. Boxes on the left-hand side indicate you are working with groups of students, on tasks which are designed specifically for them. Boxes on the right-hand side indicate that students are working at tasks which they can complete independently.



Day 1 at a glance

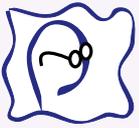
Setting the scene	Show a pot plant and <i>The Vegetable Garden</i> .
Modelled reading	Read <i>The Vegetable Garden</i> .
Modelled reading group 1 Read the text and focus on topic words and initial letters. Guided reading group 1 Read the text and focus on initial letters.	Reading activities Groups 4 and 5 <ul style="list-style-type: none"> • Worksheet 2.1 Groups 2 and 3 <ul style="list-style-type: none"> • Worksheet 2.2 Group 1 <ul style="list-style-type: none"> • Blackline master for <i>BIG MOB BOOKS for little fullas</i> Additional reading activities available in the classroom (refer to pages 12 and 13)
Modelled reading group 2 Read the text and focus on nouns and noun groups. Guided reading group 2 Read the text and focus on high frequency words and nouns.	
Guided writing	Jointly construct a recount.
Guided writing group 1 Focus on sound/letter correspondence.	Independent writing Students begin writing recounts
Concluding the session	Students in groups 4 and 5 share their work.
Teacher reading	<i>Tops and Bottoms</i> .

Preparing for day 1

- A pot plant.
- The large text version of *The Vegetable Garden*.
- Butchers paper attached to the board or easel, with the heading *What we know about plants...*
- Words written on strips of cardboard, including: *seed packets, rusty wheelbarrow, long rake, watering can, leaves, carrots, potatoes, my favourite vegetable*, for use during modelled reading.
- Copies of Worksheet 2.1 for groups 4 and 5.
- Copies of Worksheet 2.2 for groups 2 and 3.
- Copies of stencil on page 96 in *Blackline masters, BIG MOB BOOKS for little fullas*, for group 1.
- Texts for each student matched to their independent reading level.
- An inviting class library.
- A bulk loan from the school library on plants and gardening.
- Words from the text written on cardboard strips: *flower, sun, leaf, leaves, bee, seed, seeds, wheelbarrow, watering can*, for use with group 1.
- Guided reading texts for groups 1 and 2.
- Writing books or folders for each student.
- *Tops and Bottoms*.

DAY 1

Setting the scene



- Show students the pot plant you brought from home. Tell them you grew it yourself and would like to grow some more plants at school, with their help.
- Show students the front cover of *The Vegetable Garden*, and tell them this book might be helpful. Ask them to suggest reasons why you think this may be the case.

Modelled reading



- Ask students to help you compile a chart of gardening information. Refer them to the butchers paper (see *Preparing for day 1*) attached to the board or easel and ask them to read the heading with you.

Students are building contextual understandings as they link their own experiences and knowledge to the text.

- Invite students to offer suggestions and to discuss what they know about plants and gardening. Record this information in point form on the butchers paper.
- Praise students for the interesting information they already know about plants. Ask them to suggest where they could find more. (They may suggest reading *The Vegetable Garden*, visiting the school library, asking their parents and grandparents, watching gardening shows on television, going outside and observing plants, etc.)
- Look again at *The Vegetable Garden*. Ask students to tell you who wrote the book and which vegetables may be discussed in the text.
- Open the book. Focus students on the *Table of Contents*. Read the table together and demonstrate how questions such as these may be answered:

What does this list tell us?

What do the numbers mean?

On what page would you find information about planting seeds?

What would we find on page 11?

What do you think this book is about, now that we've read the Table of Contents?

Students act as text-users as they use the text to find information.

- Show students the words on cardboard strips (see *Preparing for day 1*). Ask students to read these words with you. Ask students in groups 3, 4 or 5 if they can identify what type of words these are, i.e. nouns and noun groups.
- Distribute these words to students in groups 2 and 3, ensuring each student can read his/her own word.
- Tell these students to search in the text for their word or a picture of their word, as you read *The Vegetable Garden* to the class.
- Read the book to the class, briefly discussing the photographs in the text as you read.
- Ask students in groups 2 and 3 to show you where in the text they found their word, or a picture to represent their word.
- Compare the information in the text with the gardening experiences students have had. Re-read the points on the butchers paper.
- Explain to students they are to complete reading activities and independent reading while you work with students in group 1 and then with those in group 2.

Reading activities



Students are to engage in reading activities and independent reading while you work with students in the focused modelled reading sessions and the guided reading groups. Students need to be set up for all activities before you begin working with group 1.

Groups 4 and 5

- Ask students to complete Worksheet 2.1 (a cloze passage summarising the text in *The Vegetable Garden*). Tell students the answers are at the bottom of the worksheet.

Place the first letter of the missing word in each space, if you feel students in group 4 need additional support. Also ensure students know the last answer is not at the bottom of the worksheet. Tell students they are to write their favourite vegetable here.

Groups 2 and 3

- Ask students to complete Worksheet 2.2 (a reading activity focusing on nouns and noun groups).

Remind students of the reading activities available to them in the classroom (refer to pages 12 and 13 in this text). Tell them they may choose to complete one of these activities when they've completed the reading activities and independent reading listed here, if time permits.

Independent reading



- Make sure that students have access to a range of quality texts suitable for independent reading.
- Ensure that each student is matched to an independent reading level.
- Establish with students that independent reading is a time to engage in an extended period of sustained, silent, uninterrupted private reading.
- Ask students to spend at least 10 minutes reading texts matched to their independent reading level, and if they wish, further time exploring the texts available in the class library or the bulk loan from the library.
- Provide an independent reading record sheet for each student. Demonstrate to students how they are to complete this sheet. If necessary arrange for older students to assist younger students with their reading record.

Modelled reading



Group 1

- Show students the word cards you have made. (See *Preparing for day 1*.) Ask them to read them with you.
- Ask students to identify the initial letter in each word and suggest others which begin with the same sound.
- Divide these cards among students in group 1. Ensure they can all read the word on their word card and identify the initial sounds. (All words start with *f, s, l, b* or *w*.) Explain they are to search in the text for these words or pictures of these words, as you read.

DAY 1 (continued)

Modelled reading



continued...

- Read *The Vegetable Garden* as students follow, searching for words or pictures which match their card/s.
- The word *bee* cannot be found in *The Vegetable Garden*, nor its photograph. Attach the word to the easel or board, and tell group 1 to try to find it when they read independently, or in books you'll read together, over the next few days.
- Tell group 1 to stay with you for guided reading.

Guided reading



You will be working with this group four times this week. Use each lesson to revise and reinforce known skills as well as introducing new ones. You have four days this week to cover the steps in the Guided reading sequence, in Teaching Reading: A K-6 Framework, pages 33-38 and Guided reading at a glance for students with reading difficulties, page 49.

Group 1

Orientation to the text

- Re-read a known text.
- Show students the front cover of the new text. Talk about the illustrations on the cover. Read the title, pointing to the words as you read.
- “Walk” students through the text, talking about the illustrations and what might be happening. Use the language of the text as you talk.
- Focus on the words, letters and letter clusters in the title.

It is not necessary for the guided reading text for students in group 1 to be on the same topic as that of the modelled reading text. However, it is essential that this text be matched to group 1's instructional reading level.

Reading the text

- Turn to the title page. Read the title page together, focusing on the same words, letters or letter clusters found in the title on the cover.
- Ask each student to read one page, giving prompts and support as needed.
- Remind students to re-read and read ahead when they come to an unknown word.
- Monitor how students use inflection and phrasing to read fluently. Also monitor students' self-corrections.
- Ask questions which focus on meaning, e.g. talk about events, characters and information in the text and compare this text with others they have read.

Say:

- Read that part again. What do you think that word might be?
- What would make sense here?
- What word would sound right in this sentence?
- What does the word start with?
- What other letters can you see?

Working with the text

- Ask students to retell the text by turning to each page and describing what is happening.
- Focus on the title, write it on the board and ask students to read it with you and point to it in their own copy.
- Ask students to identify any letters in the title which appear in their own name.
- Ask students if *f*, *s*, *l*, *b* or *w* appear in the title. Remind students that the words on the cardboard strips all began with these letters.

Guided reading



continued...

After the guided reading

- Ask students to re-read their choice of a known guided reading text to a partner.
- Give students a copy of blackline master, page 96, from *BIG MOB BOOKS for little fullas* (see *Preparing for day 1*), and explain they are to match each picture to the appropriate letter.
- Tell students they are then to start independent reading. Remind them they should be choosing texts from their book boxes for this task. If time permits, they can also complete one of the additional class reading activities (refer to pages 12 and 13).
- Spend a few moments observing the rest of the class. Check they are completing reading activities and independent reading tasks, before asking group 2 to join you for their focused modelled reading session. Tell group 2 to bring their copy of Worksheet 2 with them.

Modelled reading



Group 2

- Ask students to read the words on Worksheet 2.2 together. Discuss their illustrations and the little books they've made (if any are completed).
- Ask students if they can tell you what this type of word is called. If not, tell them they are called *nouns* or *noun groups*.
- Ask students to read pages 1-5 in *The Vegetable Garden* with you, identifying these nouns or noun groups, and any others.
- List these words on the board or butchers paper.
- Separate these words into nouns and noun groups, e.g.

<i>nouns</i>	<i>noun groups</i>
garden	vegetable garden
soil	plenty of sun
	tiny seed

Students are developing grammatical understandings as they identify specific types of words in texts.

- Ask students to look around the classroom at the print on display and to identify a noun or noun group, e.g. *chairs, Ms Smith's tidy desk*, etc. Add these words to the appropriate column on the list.
- Tell students to stay with you for guided reading.

Guided reading



Group 2 Orientation to the text

- Ask each student to re-read a previously read text.
- Show students the cover of the new guided reading text.
- Encourage students to predict what it may be about.
- "Walk" students through the text and discuss the illustrations.

It is not necessary for the guided reading text for students in group 2 to be on the same topic as that of the modelled reading text. However, it is essential that this text be matched to group 2's instructional reading level.

DAY 1 (continued)

Guided reading



Reading the text

- Ask students to open their text to the first page and to follow along with the text as you read the first page.

continued...

- Ask students to read subsequent pages in turn. Prompt them as necessary.
- Talk with students about the content of the text. Ask students to talk about personal experiences they may have had which are similar to that in the text.

Working with the text

- Write one of the high frequency words from the text on the chalkboard.
- Ask students to find it on a number of pages in the text.
- Read together the sentences in which these words appear.
- Repeat this procedure with one or two other high frequency words from the text.
- Read together the high frequency words on the chalkboard.
- Ask students to each identify one noun in their text. Ask them to say the word and to read the sentence in which it appears.

After the guided reading

- Ask students to make these high frequency words and *their* noun, in letter tiles.
- Tell students to complete Worksheet 2.2 and to then continue independent reading as you conference with students individually.

Guided writing



- Tell students they are to write entries in their journals today and tomorrow.
- Remind students that their journal entries will be in the form of a recount. Remind them of the structure of this text type. (It has an orientation, a sequence of events, personal comments and a reorientation to round off the events.)
- Ask students to spend one minute thinking of an event which they'd like to write about, and to think of answering questions about: *who*, *where*, *when*, *why* and *what* events in order concerning this event. Ask them to share this information with a partner. Remind partners to listen carefully for information on *who*, *what*, *where*, *why* and *when*.
- Invite one student (preferably a confident writer) to tell his or her recount to the class, incorporating the answers to these questions.
- Ask students to help you and this student to jointly construct this recount. Record it on the board. Talk about the text structure as you write.

Independent writing



- Ask students to begin to write their recount independently.

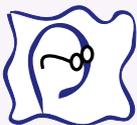
Guided writing

Group 1



- Ask students in group 1 to join you for a few moments.
- Invite one student to retell his or her recount to the group. Together, decide on one sentence to write on the board.
- Jointly construct this sentence, asking students to follow some simple steps:
 - Say the first word slowly and listen to its initial sound.
 - Write the letter which best matches this sound. (Refer to the sound chart, students' name cards, library books to help, if necessary.)
 - Say the word again slowly, listening for any other sounds and write them down too.
 - Repeat this process for each word.
 - Re-read the sentence from the beginning frequently, to maintain meaning.
- Ask group 1 to write their own sentences independently. Spend time talking with students as they write independently, praising and offering support as necessary.

Concluding the session



- Ask students in groups 4 and 5 to explain their reading activity and ask one of them to read a completed worksheet to the class.
- Ask the class if the passage which this student read sounds correct and makes sense.

Teacher reading



- *Tops and Bottoms.*

Thinking about day 1: Reflection

- Are students working quietly and cooperatively while they complete reading activities?
- What additional classroom reading activities have you made available to students, for them to complete while you work with small groups?
- How are you incorporating parents and support staff into the daily literacy session?



Day 2 at a glance

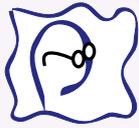
Setting the scene	Identify the parts of plants.
Modelled reading	Search for information in <i>The Vegetable Garden</i> .
Modelled reading group 1 Read the text and focus on high frequency words. Guided reading group 1 Read the text and focus on letter patterns and high frequency words.	Reading activities Group 2 (and later group 1) <ul style="list-style-type: none"> • Blackline master for <i>BIG MOB BOOKS for little fullas</i>. Groups 3, 4 and 5 <ul style="list-style-type: none"> • Blackline master for <i>BIG MOB BOOKS for little fullas</i>. Additional reading activities available in the classroom (refer to pages 12 and 13).
Modelled reading group 3 Read the text and focus on high frequency words. Guided reading group 3 Read the text and focus on finding information in the text.	
Guided writing	Review the structure of a recount.
Guided writing group 1 Focus on text structure.	Independent writing Students continue journal writing.
Concluding the session	Students read and talk about their journals with a partner.
Teacher reading	Read <i>Oliver's Vegetables</i> .
Later in the day	Plant seeds.

Preparing for day 2

- A plant in a pot.
- Names of parts of plants written on the board or butchers paper, e.g. *seed, roots, stem, leaves, flowers*.
- The large text version of *The Vegetable Garden*.
- Sheets of art paper, scissors, highlighter pens, glue and coloured felt tip pens.
- Copies of page 94, of *Blackline Masters, BIG MOB BOOKS for little fullas* for groups 1 and 2.
- Copies of page 92, of *Blackline Masters, BIG MOB BOOKS for little fullas* for groups 3, 4 and 5.
- A copy of *Beans on Toast*
- A variety of seeds (e.g. cabbage, leek, watermelon, radish and sunflower).
- Copies of Handout 2.1 for group 3.
- Guided reading texts for groups 1 and 3.
- Writing books or folders for each student.
- A copy of *Oliver's Vegetables*.

DAY 2

Setting the scene



- Tell students to look at the names of the parts of plants, which are written on the board. (See *Preparing for day 2*.) Ask them to read this list with you.
- Show students the pot plant you have brought into the classroom. Ask them to identify its various parts. Invite one student to point to the appropriate word on the board, as each part is named.
- Tell students they will be investigating aspects of plants today.

Students are building contextual knowledge about the topic.

Modelled reading



- Turn to page 4 in *The Vegetable Garden*. Focus students' attention on the photograph of the tiny seed which already has a baby plant growing from it.
- Discuss this photograph. Ask students to infer what the brown coating on the seed could be.
- Turn to the *Index* at the back of the book. Show students to scan the text to find entries which could describe this seed and its brown coating in more detail. Discuss each possibility, leading them to find the entry *seed coat*, 6. Discuss why this could be the best entry to turn to. Ask them to tell you which page to turn to.
- Then turn to page 6.
- Read the text together. (It explains how the plant breaks through its seed coat and begins to grow.)
- Ask students to identify the parts of the plant (refer to the labels on the board used during *Setting the scene*) in the photographs on pages 6 and 7.
- Ask students to look closely at the photographs on pages 6 and 7 and to compare what students can see in the photograph with what is visible when looking at a pot plant. Show students the plant (see *Preparing for day 2*).
- Discuss how the photograph is a type of cross-section, and that this *view* allows us to see the whole plant.
- Ask students to suggest reasons why the author included these photographs in the text.
- Turn to page 10 in *The Vegetable Garden*. Read this page and continue reading to page 13. Focus students' attention on how plants continue to grow and change over time.

Students are acting as text-participants as they infer information from pictures and photographs in the text.

Students are taking on the role of text-participant by gaining information from written and visual elements in the text and are taking on the role of text-analyst by thinking about the authors' purpose.

Reading activities

**Group 2 (and later group 1)**

- Ask students to complete the task on page 94 of *Blackline Masters, BIG MOB BOOKS for little fullas*. Tell group 1 they will also be joining this group after their focused session with you.

DAY 2 (continued)

Reading activities



Groups 3, 4 and 5

- Ask students to use the blackline master on page 92 of *Blackline Masters, BIG MOB BOOKS for little fullas*. Ask students to cut out the four pictures and to paste them in order down the left hand side of a piece of art paper. Ask students to write about the plant's development in each picture. Tell them to use the following words to start each descriptive passage:

First....

Next....

Then....

Finally....

Independent reading



- Ask students to read their independent texts without interruption for at least 10 minutes.
- Recall classroom procedures for independent reading.
- Ask students to read independently and to complete their independent reading record sheet.

Modelled reading



Group 1

- Show students *Beans on toast* (see *Preparing for day 2*).
- Ask students to look at the front cover and to predict what the text will be about.
- Read the text, asking students to follow the text as you read and to begin to read along.
- Write the high frequency words *on* and *the* on a small whiteboard or chalkboard. Ask students to read these words with you.
- Re-read the text. Ask students to read along with you, and to search for these words in the text.
- Give each student a small whiteboard or chalkboard. Tell them to look again at the word *on*. Hide the word from the students and ask them to write it. Reveal the word again and ask students to check they spelt it correctly. Repeat this process quickly two or three times.
- Ask each student to find *on* in the text.
- Repeat this process with the word *the*.
- Tell group 1 to stay with you for guided reading.

Students are developing graphological understandings as they develop sight vocabulary. Refer to Teaching Reading: A K-6 Framework.

Guided reading



Group 1 Focus on text reading

- Distribute the text introduced during guided reading on day 1.
- Ask each student to read one page, giving prompts and support as necessary.

It is not necessary for the guided reading text for students in group 1 to be on the same topic as that of the modelled reading text. However, it is essential that this text be matched to group 1's instructional reading level.

Focus on sounds, letters and words

- Identify an initial sound, sound blend or letter pattern in a word in the text.
- Write this word on the board and ask students to suggest other words with the same sound or letter pattern, e.g. *big, dig, fig*. Write these words on the board as well.
- Write a high frequency word from the text on the board.
- Ask students to find this high frequency word in the text. Tell them to write this word with their finger in the air, on the carpet, on their leg, etc.

Refocus on whole text

- Ask students to re-read the text with you, and to search for this high frequency word.

After the guided reading

- Ask group 1 to complete the reading activity for group 2 (see *Reading activities*).
- Remind students to commence independent reading when they have completed this task, and to choose one of the other activities available in the classroom (refer to pages 12 and 13).
- Spend a few moments observing the rest of the class. Check they are completing reading activities and independent reading tasks, before asking group 3 to join you for their focused modelled reading session.

Modelled reading



Group 3

- Show students the assortment of seeds. Ask them to describe them. Highlight the diversity of colours, shapes and sizes. Tell students that different types of seeds will grow into different types of plants.
- Ask students to tell you what plants need as they grow and list these on the board (include water, sunlight, air).
- Distribute Handout 2.1.
- Read the text together and compare the information in the text with that on the board.
- Tell each student to choose a highlighter pen or coloured pencil.
- Write one word from the text on the board, i.e. *They*. Ask students to highlight or underline this word in the text every time it appears. Ask them to tell you something special about this word, e.g. "*They*" begins with "*th*".
- Repeat with a number of words, including: *in, There, types, seeds*, etc. Highlight something special about each word as you go.
- Ask students to re-read their copy of the text with you.
- Tell students to stay with you for guided reading.

Students are developing phonological and graphological awareness as they act as code-breakers.

DAY 2 (continued)

Guided reading



Group 3 Orientation to the text.

- Distribute copies of the guided reading texts to students.
- Ask them to look at the front cover, to read the title and to skim through the pages of the text, to find one interesting thing they'd like to know more about.
- Invite each student to share this with the group.

Reading the text

- Ask individual students to take turns reading aloud from the text.
- Monitor their reading for fluency and self-corrections.
- Prompt students as they read, to encourage the use of all the sources of information.

Working with the text

- Ask students to comment on their discoveries, regarding the interesting information they were searching for. Tell each student to identify the part of the text which contained this information, and to read it again to the group.
- Ask the group to commend each other for their careful reading of the text.
- Invite students to comment on other interesting things they discovered in the text, the illustrations or the layout.
- Remind students they can also incorporate interesting information and techniques in texts which *they* write.

Encourage students to make links between the reading and writing processes.

After the guided reading

- Ask students to draw labelled diagrams of seeds and to show what seeds need as they grow.
- Remind students to refer to Handout 1.
- Tell students to display their labelled diagrams when they're completed.
- Spend a few moments talking with other students as they complete reading activities and independent reading.

Guided writing



- Re-read the text which you and the class jointly constructed on day 1. Assist students to identify the orientation and the sequence of events in this recount. Point out that the sequence of events is in chronological order and this makes it clear to understand.
- Invite one student (preferably a confident writer) to read their journal entry to the class and tell students to listen carefully for information which tells *who*, *where*, *when*, *why* and *what* events in order. Use this student's journal entry to review the structure of a recount.

Independent writing



- Tell students they will all be sharing their journal entries with others in small groups at the end of the writing session.
- Ask students to continue writing their recounts independently.

Guided writing

Group 1



- Invite students in group 1 to join you again today, with their writing from day 1.
- Ask students to read their recounts to the group, and to talk about their writing if they wish. Discuss students' use of illustrations if they were used.
- Ask one student to tell you another piece of information about his or her journal entry which was begun on day 1. Ask students to jointly construct this sentence, using the same procedure as that explained during guided writing on day 1.
- Help students to think of another sentence which they could add to their own recount. Ask group 1 to write their own sentences independently.
- Spend time conferencing with students in group 1 and the rest of the class, as they write.

Concluding the session



- Ask students to read their recounts to each other in small groups.
- Ask students to take on the role of teacher as they listen to each other's writing. Ask them to listen carefully for how each author has structured their recount. Ask them to also listen carefully for exciting techniques which each author may have used, to create interesting texts.
- Tell students to share their discoveries.

Teacher reading



- *Oliver's Vegetables.*

Later that day

- Ask students to investigate seeds as they sprout, by:
 - planting seeds in potting mix, ready for day 3's reading and writing tasks, and by
 - watching seeds sprout by placing them on wet cotton wool.

Thinking about day 2: Reflection

- Are students able to gain meaning from the illustrations and diagrams in the text?
- Are students gaining confidence and skills as readers? How do you know?
- How are you teaching students about spelling and writing during the modelled and guided reading sessions?



Day 3 at a glance

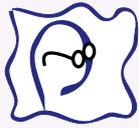
Setting the scene	Create diagrams about planting seeds.
Modelled reading	Introduce <i>The Permaculture Courtyard</i> .
Modelled reading group 1 Read the text and focus on nouns in the text. Guided reading group 1 Read the text and focus on CVC words.	Reading activities Groups 1, 2, 3, 4 and 5 <ul style="list-style-type: none"> • Listening post. • Snap or Concentration. Groups 4 and 5 <ul style="list-style-type: none"> • Labelled diagram. Additional reading activities available in the classroom (refer to pages 12 and 13).
Modelled reading group 2 Focus on text matching and sequencing. Guided reading group 2 Read the text and focus on reading strategies and letter patterns.	
Guided writing	Jointly construct a recount.
Guided writing group 1 Focus on text structure, letter-sound correspondence and high frequency words.	Independent writing Students write recount.
Teacher reading	Read <i>Oliver's Fruit Salad</i> ..
Concluding the session	Students care for sprouting seeds.

Preparing for day 3

- The seeds on wet cotton wool and those planted in potting mix, from day 2.
- Butchers paper attached to the board or easel.
- The large text version of *The Permaculture Courtyard*.
- The listening post, a tape recorder and the tape of *The Permaculture Courtyard*.
- Copies of page 95 in *Blackline Masters, BIG MOB BOOKS for little fullas*, to use with the tape.
- Coloured pencils.
- The *Memory Game*, on page 98, *Blackline Masters, BIG MOB BOOKS for little fullas*. Photocopy and cut up, as per instructions in the blackline masters book.
- Art paper and felt tipped pens for groups 4 and 5.
- Words on word cards: *tyres, red soil, chook poo, compost, straw, seeds*.
- Text written on a long, cardboard strip: *We put _____ in the courtyard*. Leave a space large enough to fit each of the word cards (see dot-point above).
- One enlarged copy of page 93, *Blackline Masters, BIG MOB BOOKS for little fullas*.
- Guided reading texts for groups 1 and 2.
- Writing books or folders for each student.
- *Oliver's Fruit Salad*.

DAY 3

Setting the scene



- Ask students to recount their seed-planting and seed-sprouting experiences from day 2. (See *Preparing for day 3*.)
- Ask a number of students to record this recount in numbered diagrams, on butchers paper.
- Together, label these diagrams.
- Show students *The Permaculture Courtyard*. Ask them to look at both the front and back covers and to read the title. Ask students to predict what this text may be about.

Modelled reading



- Open to the first page and read the speech bubble and the text at the bottom of the page. Ask students to look closely at the plants in this photograph and to add to their predictions of the text, if they can.
- Ask students to find Wilcannia on the map, on the inside front cover.
- Read the text with the class, discussing the illustrations as you read.
- Ask students questions about the text to ensure they understand what the students at Wilcannia did as they created their permaculture courtyard. For example:
 - Why did the children write this text?
 - What did you learn from this text?
 - What did the children do to create their courtyard garden?
 - What did the children need to know about plants to be able to create their own garden?
 - Could we create a garden like this?
 - Why do you think they called this type of gardening “permaculture”?
 - Has anyone in the class created a permaculture garden?
- Ask students if they know what this type of text is called. Help them to identify the structure of a recount, i.e. orientation, sequence of events, personal comment and reorientation.

Students took on the role of text-participant as they searched for literal meanings in texts and text-analyst as they discussed the authors’ purpose.

Reading activities



Groups 1, 2, 3, 4 and 5

- Tell students that the tape of *The Permaculture Courtyard* is in the tape recorder and the listening post is ready. This will be available all week, and all students are invited to listen to it and to complete the blackline master on page 95. (See *Preparing for day 3*.)
- Show students the cards the *Memory Game*, made from page 98, *Blackline Masters*, *BIG MOB BOOKS for little fullas*. Explain to students they can form small groups to play memory, snap or concentration games. Remind all students that they must read the labels and help each other, as they play.

DAY 3 (continued)

Reading activities



Groups 4 and 5

- Ask students to create their own labelled diagrams of the seed-planting and seed-sprouting tasks, which they did on day 2 and which was discussed today during *Setting the scene*. Remind students to refer to the diagrams already on the butchers paper, to help them as they work. Tell them to choose either the cotton wool or soil process to write about and draw. Tell students to complete this task in pairs, and that the labelled diagrams which they create will be used by the class during guided writing today.

Independent reading



- Ask students to read independently, from texts matched to their independent reading level.
- Ask students to add to their independent reading record sheet during the session.

Modelled reading



Group 1

- Ask students to retell *The Permaculture Courtyard*, using the illustrations as a prompt.
- Ask students to read with you the words on the word cards, (See *Preparing for day 3*.) As you read each word, draw  students' attention to the initial sounds and letters of each word.

These words are either nouns or noun groups.

- Give each student a small copy of *The Permaculture Courtyard*, and one or two word cards. Ask them to search for this word in their own copy of the text. Invite them to show each other where they found their word in the text.
- Show students the sentence strip, *We put _____ in the courtyard.* and read it together. (See *Preparing for day 3*.)
- Place all the word cards on the floor, next to the sentence strip. Say a sentence slowly, using one of the words on the word cards to complete the sentence. Choose one student to search for the appropriate word card and to put it in the space in the sentence strip. Ask students to read the completed sentence together.
- Repeat this process each time using different words to fill the gap in the sentence.

Guided reading



- Tell group 1 to stay with you for guided reading.

Group 1
Focus on text reading

- Ask students to re-read a known text together with you.
- Introduce a new text and discuss the cover, title, illustration and author. Talk about the topic to build background knowledge. "Walk" students through text, talking about the illustrations and what might be happening. Use the language of the text as you talk.

Guided reading



- Ask each student to read sections of the text in turn.

Focus on meaning

continued...

- Monitor their reading for inflection, fluency and phrasing and their ability to self-correct.
- Talk about the topic to support students' understanding of the text.

- Ask *who*, *what*, *when* and *where* questions about the text.

Focus on sounds, letters and words

- Write a CVC word from the text on the board, e.g. *big*.
- Write the first two letters of this word on the board, adding a different consonant at the end, e.g. *bit*.
- Ask students to blend the letters together to read the new word.
- Repeat, substituting other final consonants, e.g. *bin*, *bib*.
- Read the words together.

Refocus on whole text

- Together re-read the whole text.

After the guided reading

- Ask students to commence reading activities or independent reading tasks.
- Spend a few moments observing the rest of the class. Check they are completing reading activities and independent reading tasks, before asking group 2 to join you for their focused modelled reading session.

Modelled reading



Group 2

- Ask students to re-read *The Permaculture Courtyard* with you, using the large text version.
- Show students the text at the bottom of the enlarged copy of page 93, *Blackline Masters, BIG MOB BOOKS for little fullas*, which has been cut into strips. (See *Preparing for day 3*.)
- Ask students to take turns matching the sentences on these sentence strips with the text in the large version of *The Permaculture Courtyard*.
- Show students the top of the enlarged copy of page 93. Ask students to work together as they place the sentence strips in the correct order on this section of the stencil. Encourage students to constantly re-read the text to maintain the meaning. Also, encourage them to refer back to the text to confirm the order of their sentences.
- As students talk about and re-read the text, focus students on initial letters, and letter patterns in the text, e.g. *oo*, *ee*, *st*.
- Tell group 2 to stay with you for guided reading.

Students act as code-breaker and text-participant as they discuss reordering the text.

DAY 3 (continued)

Guided reading



Group 2 Orientation to the text

- Distribute the guided reading text used on day 1.
- Ask students to retell the text read during guided reading on day 1. Invite them to refer to the text as they read.

Reading the text

- Ask each student to read from the text in turn.
- Monitor students as they read. Listen for self-corrections that tell you whether the students are reading for meaning and monitoring their own reading strategies.
- Highlight particular reading strategies and demonstrate how to use these when reading, e.g. ask students to re-read and read ahead when they come to a word they don't know.
- Pause frequently to discuss the text, comment on the illustrations and together predict what might come next.

Working with the text

- Search for a particular sound, sound blend or letter pattern in the text, e.g. *ee, sh, ch, oo*.
- Write the word with this pattern on the board.
- Ask students to suggest other words which contain this pattern, and write these on the board.
- Read this list together.

After the guided reading

- Ask students to re-read today's text to a partner.

Guided writing



- Remind students that *The Permaculture Courtyard* is a recount, telling what students at Wilcannia did to create their garden. Say that we are going to write a recount of our own.
- Remind students of the seeds which they planted or prepared for sprouting on day 2, by

asking students in groups 4 and 5 to discuss the labelled diagrams they created during reading activities. Tell students to form pairs. Ask them to take turns to recount what they did with their seeds.

- Ask students to help you jointly construct a recount about preparing seeds to sprout on cotton wool. Remind students that a recount should answer the questions of *who, why, when, where* and *what* events in order.
- Record the recount on butcher's paper.

Independent writing



- Ask students to begin to write recounts explaining how they planted their seeds in potting mix.
- Suggest to students that they refer to the diagrams which groups 4 and 5 showed the class. This may help order their thoughts and assist them as they write.
- Confer individually with students, as they write.

Guided writing



Group 1

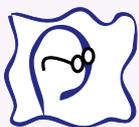
- After five or ten minutes, ask students in group 1 to join you with their writing.
- Ask each student to read and talk about their recount. Praise them for their efforts, pointing out successful strategies each may have used. For example, some students may have copied the structure of the jointly constructed recount from the board, some may have drawn diagrams, some may have labelled diagrams.
- Ask students to suggest the next sentence to add to one of their recounts.
- Ask the group to help you write this text, identifying letters to match the initial and final sounds, and to identify how to write high frequency words, e.g. *and*, *a*, *the*.
- Ask group 1 to continue writing their recounts.

Teacher reading



- Read *Oliver's Fruit Salad*, and ask students to talk about how Oliver felt about his grandparents' garden.

Concluding the session



- Ask students to spend a few moments observing their seeds, watering them or moving them into the sun, if necessary.
- Ask students to infer how students at Wilcannia must have felt as *they* waited for *their* seeds to shoot in their courtyard.
- Ask students to question their parents about any vegetables, fruit or flowers they may have grown. Tell students to ask their parents to recount their gardening experiences to them.

Thinking about day 3: Reflection

- Are students transferring knowledge about initial sound blends and letter patterns to their writing? Are they able to identify them when they read? How could you facilitate this transfer of knowledge?
- Are students reading texts matched to their reading abilities during independent reading?



Day 4 at a glance

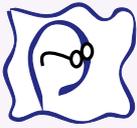
Setting the scene	Review students' knowledge about gardening.
Modelled reading	Re-read <i>The Permaculture Courtyard</i> .
Modelled reading group 1 Read the text and focus on initial sounds. Guided reading group 1 Read the text and focus on meaning.	Reading activities Groups 3, 4 and 5 <ul style="list-style-type: none"> • Word families/base words. Groups 1, 2, 3, 4 and 5 <ul style="list-style-type: none"> • Listening post. • Snap or Concentration.
Modelled reading group 3 Read the text and focus on word families. Guided reading group 3 Read the text and focus on integrating the sources of information.	Groups 2, 3, 4 and 5 <ul style="list-style-type: none"> • Worksheet 2.3. Additional reading activities available in the classroom (refer to pages 12 and 13).
Guided writing	Discuss recounts.
Guided writing groups 4 and 5 Focus on conjunctions and time connectives.	Independent writing Students draft, edit and publish recounts.
Concluding the session	Students read and talk about their independent reading texts with a partner.
Teacher reading	Read <i>A Kid's First Book of Gardening</i> .

Preparing for day 4

- The large text version and multiple small copies of *The Permaculture Courtyard*.
- Butchers paper or scrap paper for reading activities.
- Copies of page 98 in *Blackline Masters, BIG MOB BOOKS for little fullas*, for group 1.
- Listening post, tape recorder, tape and copies of page 95 in *Blackline Masters, BIG MOB BOOKS for little fullas*.
- Copies of Worksheet 2.3 for students in groups 1, 2, 4 and 5, enlarged onto A3 paper.
- Three cardboard cards with the letter *s*, *w*, or *p*, written clearly on each one.
- A whiteboard, chalkboard or butchers paper, and writing implement.
- Guided reading texts for groups 1 and 3.
- Writing books or folders for each student.
- *A Kid's First Book of Gardening*.

DAY 4

Setting the scene



- Invite students to recount gardening experiences which they know their parents or grandparents may have had. Encourage students to share information which *they* now know about gardening.
- Ask students what they still want to know about gardening.
- Record on the board any questions which students may still have about gardening.
- Tell students that over the next week or so they will search for the answers to these questions.

Modelled reading



- Display the large text version of *The Permaculture Courtyard*.
- Ask students to read along, as you re-read the text. Tell students to pay particular attention to the word *We*. Ask students to try to discover who the *We* in the text is.
- Once students have suggested who *We* is, ask them to tell you why they thought this. They may say they found the answer on the first page, where the text states who the authors are. They may say that the speech bubble held the answer. They may say the answer was in the illustrations.
- Ask students to suggest who were the authors' intended *audience* and why they might have written this text.
- Tell students that this recount told us what students at Wilcannia did. Remind them that *they* are writing recounts which describe what *they* did (i.e. planting seeds).

Students act as text-analysts as they discuss the author's purpose.

Reading activities



Groups 3, 4 and 5

- Focus students on the verb *cleaned* on page 2 of the text. Tell students that this word belongs to a word family, and that other words in the family are very similar, but that all differ in some way. Ask students to suggest some examples and record these on the board, e.g. *cleans, clean, cleaner, cleaning, unclean, cleanliness*.
- Ask students to work with a partner to find other members of the word families for the verbs *sifted, waited, pollinated, died*, which are all found in *The Permaculture Courtyard*. Tell students to record these word families in lists on large sheets of butchers paper.

Groups 1, 2, 3, 4 and 5

- Remind all students that the listening post and snap activities from day 3 are still available.

DAY 4 (continued)

Reading activities



continued...

Groups 2, 4 and 5

- Ask students to complete Worksheet 2.3, using small copies of *The Permaculture Courtyard* as a reference. Ask students to help each other with this task.

Independent reading



- Ask students to read independently, from texts matched to their independent reading level.
- Remind students in groups 1 and 2 they can browse through books in the class library *after* they have read from texts matched to their independent reading level.
- Praise students who are reading for a sustained period.
- Tell students they will have the opportunity to share information about the texts they read during independent reading with a friend, at the conclusion of the session today. Encourage them to plan what they will tell their partner about their text.

Modelled reading



Group 1

- Hold up the sound cards *w*, *s* and *p* one at a time. (See *Preparing for day 4*.) Ask students to name these letters, say the sound they often make, or suggest words which begin with this letter.
- Ask students to go on a letter hunt. Distribute a small copy of *The Permaculture Courtyard* to each student. Ask them to focus on one letter at a time, e.g. *s*, and tell them to identify the words in the text which start with *s*, as you read the text together.
- Write these words on the whiteboard, the chalkboard or the butchers paper.
- Repeat this process with the other two letters.
- Read these lists together.
- Ask students to stay with you for guided reading.

Students are developing graphological knowledge.

Guided reading



Group 1

Focus on text reading

- Introduce a new text by talking about the title, author and the illustrations on the cover.
- Briefly discuss the topic of the text and what might happen in the text. Refer to the illustrations as you talk about the text.
- Ask students if the letters *s*, *w* or *p* are in the title.
- Read the first page to the group.
- Ask each student to read one page, giving prompts and support as needed.
- Remind students to re-read and read ahead when they come to an unknown word.

Say:

- Read that part again. What do you think that word might be?
- What would make sense here?
- What word would sound right in this sentence?
- What does the word start with?
- What other letters can you see?

Guided reading



continued...

Focus on meaning

- Ask students questions which focus on meaning, e.g. talk about events, characters and information in the text and compare this text with others that they have read on the topic.
- Ask students to say what they liked most about this text.
- Ask them to suggest how the illustrations help them to gain meaning from the text.

Refocus on whole text

- Ask students to re-read the text, looking closely at punctuation to assist them to read fluently. Encourage them to use appropriate inflection and phrasing as they read.

After the guided reading

- Distribute copies of page 98 from *Blackline Masters, BIG MOB BOOKS for little fullas*.
- Ask students to look at the pictures and to read the words with you.
- Tell them to colour only those words which begin with *w*, *s* or *p*.
- Remind students they can also complete Worksheet 3 if they wish.
- Spend a few moments observing the rest of the class. Check they are completing reading activities and independent reading tasks, before asking group 3 to join you for their focused modelled reading session.

Modelled reading



Group 3

- Ask students to bring the list of words and their word families (on which they worked during reading activities) to the floor.
- Ask students to compare their list of words in each word family with others in the group.
- Ask each student to choose one word from their list. Tell them to think of a sentence, share it with another student in the group, and then write this sentence at the bottom of their list.
- Ask students to take turns reading their sentence to the group.
- Ask students to choose another version of their word from the family list. (That is, if students chose *waited* for their first sentence, they could choose *waiting* for the next task.)
- Ask students to look closely at their first sentence. Tell them to change their sentence to incorporate their new word. (For example, if their first sentence was *I waited for the seeds to sprout*, their second sentence could be *I was waiting for the seeds to sprout*.)
- Ask students to identify what happened to these sentences, as each student reads the modified sentence to the group. Discuss how the meaning of the sentence changed.
- Tell group 3 to stay with you for guided reading.

You are helping students focus on grammatical features of the text.

DAY 4 (continued)

Guided reading



Group 3 Orientation to the text

- Distribute the guided reading text used on day 2.
- Ask students to retell the text, looking at the illustrations as a prompt.

Reading the text

- Ask individual students to take turns reading aloud from the text; prompt if necessary, e.g. *What would make sense? What would look right? Read it again and get your mouth ready for the first letter. What would fit there? What does it start with?*

Working with the text

- Write a sentence from the text on the board, leaving out a word.
- Ask students to read with you to work out what the word might be.
- Remind them to think about what would make sense. Ask: *Could the word be _____? (a word that doesn't make sense). Why not?*
- Remind them that the word must fit the sentence. Ask: *Could the word be _____? (a word that is grammatically incorrect). Why not?*
- Write the initial letter of the correct word in the sentence. Ask: *Could the word be _____? (the correct word). Why do you think so?*
- Do the same with two or three more sentences from the text.

After the guided reading

- Ask students to continue working on their reading activities for a few moments while you confer with students as they complete their reading activities.

Guided writing



- Ask students to join you with the recounts they began writing on day 3.
- Tell students to read their recount to a partner. Ask them to listen for a clear structure in their partner's recount and to compare it with their own.
- Tell students to identify the successful aspects of their partner's recounts and to praise their partner for their efforts. Invite a few students to share these with the class.
- Encourage students to incorporate these successful strategies as they edit.
- Discuss how students could use illustrations as they publish their recounts, ready for their parents.

Independent writing



- Ask students to continue to draft, edit and publish their recounts independently.

Guided writing



Groups 4 and 5

- Ask groups 4 and 5 to join you.
- Demonstrate for students how conjunctions and time connectives may be used to connect and sequence ideas in their recounts. Use conjunctions such as *and* or *when*, and time connectives such as *meanwhile*.
- Ask groups 4 and 5 to incorporate conjunctions and time connectives in their recounts and to continue independent writing.
- Spend time conferring with students as they edit and publish their recounts.
- Invite students to share their published (or nearly completed recounts) with a buddy.

Refer to the Glossary
in the English K-6
Syllabus.

Concluding the session



- Invite students to get their independent reading text and to find a partner or small group of friends. Ask students to take it in turns to read their text. Encourage students to talk about the texts, explaining what they are about and saying what they enjoyed about them.

Teacher reading



- *A Kid's First Book of Gardening*.

Thinking about day 4 Reflection

- Are students in correct groups for guided reading?
- Have you chosen appropriate texts for each guided reading group?
- Are you able to incorporate support staff into your daily routine?



Day 5 at a glance

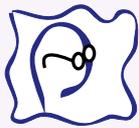
Setting the scene	Discuss instructions on seed packets.
Modelled reading	Read a procedural text.
Modelled reading groups 4 and 5 Read and discuss procedural texts.	Reading activities Groups 1, 2, 3, 4 and 5: <ul style="list-style-type: none"> • Worksheets 2.4a and 2.4b. • Work in pairs. Additional reading activities available in the classroom (refer to pages 12 and 13).
Guided reading group 4 Read the text and focus on punctuation, reading with expression and finding specific information in texts.	
Guided reading group 5 Read the text and focus on integrating the sources of information.	
Guided writing	Change a recount into a procedure. Construct a chart outlining the structure of a procedure.
Independent writing	Students write procedural texts in pairs. Confer with students as they write.
Concluding the session	Students read their procedures to each other.
Teacher reading	Read <i>A Kid's First Book of Gardening</i> .

Preparing for day 5

- The large text versions of *The Permaculture Courtyard* and *The Vegetable Garden*.
- A variety of seed packets, available from supermarkets and nurseries.
- Copies of Worksheets 2.4a and 2.4b for each pair of students, enlarged onto A3 paper.
- Copies of page 119 from *English K-6 Student Work Samples* (which is a copy of a procedural text, entitled *How to plant bean seeds*), for each pair of students. Also, one enlarged copy to use during guided writing.
- The jointly constructed text from guided writing, day 4.
- Guided reading texts for groups 4 and 5.
- Writing books or folders for each student.
- *A Kid's First Book of Gardening*.

DAY 5

Setting the scene



- Hold up a seed packet and ask students what they think it is. Help them to identify it as a packet of seeds with instructions written on the back.
- Tell students they are going to read some more instructions today.

Modelled reading



- Show students the enlarged text version of page 119 from *English K-6 Student Work Samples* (see *Preparing for day 5*). Ask students to tell you about this text.
- Ask students to infer why the author wrote this text and who they thought their audience would be.
- Ask students to identify any structures and features of this text. For example, help students to identify the goal, the materials and the steps. Also help them identify the numbered points, the headings, the use of verbs, the listed materials, the lack of diagrams, etc.
- Hold up the enlarged text of *The Permaculture Courtyard*. Ask students to summarise the structure of this text (and that of the recounts they have been writing each day during independent writing), that is, the structure of a recount.
- Ask students to briefly summarise the differences between the two texts (i.e. the differences between a recount and a procedure).
- Explain to students they are to complete reading activities and independent reading while you work with students in groups 4 and 5.

Students act as text-analyst as they discuss the author's response.

Refer to Procedures, English K-6 Modules, for more information on this text type.

Reading activities

**Groups 1, 2, 3, 4 and 5**

- Distribute copies of the text on page 119, from *English K-6 Student Work Samples*.
- Explain to students that this text was written by a student in Stage 2. Tell them they are to read this text with a partner. Then they are to complete Worksheets 2.4a and 2.4b. This task asks students to place text from page 119 in the correct order.
- Distribute enlarged copies of Worksheets 2.4a and 2.4b to each pair of students.
- Encourage students in groups 1, 2 and 3 to work cooperatively and help each other with this matching and ordering task.

Students are text-users as they interact with others around the text.

- Tell students in groups 4 and 5 that they will be completing this task after they have spent time in their additional modelled reading and guided reading groups.
- Remind students to read independently and then choose from the additional reading activities available in the classroom, when they have completed their task. (Refer to pages 12 and 13.)

DAY 5 (continued)

Independent reading



- Ask students to read independently, from texts matched to their independent reading level.
- Remind students that they can browse through books *after* they have read books matched to their independent reading level.
- Praise students who are reading for a sustained period.

Modelled reading



Groups 4 and 5

- Ask students in groups 4 and 5 to join you for a more focused modelled reading session.
 - Ask students to look at the photo on page 4 of *The Vegetable Garden*. Ask them to describe what the children in the photograph are doing. Ask them why these children would be doing this.
- Students in the photograph are reading text on the front and back covers of small seed packets.*
- Distribute a variety of seed packets to the group and ask them to spend a few moments skimming the text on the package to find as much information as they can.
 - Ask each student to tell you what was found on his or her seed packet.
 - Invite individual students to read sections of their packet to the group and to show students the packet. Ensure that students read the text and illustrations on both sides of the packet. Encourage students to see the use-by dates, the price codes, the bar codes, etc.
 - Ask students to describe the labelled illustrations and maps and to try to interpret as much information as they can. Ask them to infer the purpose of this text and if this text-type is appropriate for this purpose.
 - Ask students which text type is used on these packages. Ask them to give examples of other procedural texts. Talk about how these procedural texts differ from the recount in *The Permaculture Courtyard*.
 - Tell students you will be working first with group 4 for guided reading, and afterwards with group 5.
 - Tell group 5 to complete Worksheets 2.4a and 2.4b, before commencing independent reading.

Guided reading

Group 4
Orientation to the text

- Ask students to re-read previously read guided reading texts.
- Distribute individual copies of a new text and ask students to look through it.
- Discuss the cover, title and author.
- Talk about the topic and ask students to share any background knowledge they may have.

Guided reading



continued...

Reading the text

- Have each student take turns reading from the text.
- Prompt students when necessary, highlighting particular reading strategies, e.g. re-read the sentence, read ahead, refer to the illustrations, look at the letters and letter patterns in the word.
- Add information about each student's reading development to the guided reading record, page 16.
- Pause to discuss events, characters, information and illustrations.

Working with the text

- Demonstrate how to read two or three sentences in a phrased and fluent way.
- Ask students to look closely at the punctuation in the text and explain how it assists readers to read fluently and to maintain the meaning.
- Ask students to read a section of the text to a partner, concentrating on reading with expression.
- Ask questions which require students to find specific information in the text.
- Ask questions which require students to make inferences about the information or events in the text. Ask them to justify their answers by referring to the text.

After the guided reading

- Ask students to re-read the text in pairs before commencing Worksheets 2.4a and 2.4b.
- Spend a few moments observing the rest of the class. Check that they are completing reading activities and independent reading tasks, before asking group 5 to join you.

Group 5

Orientation to the text

- Show students the new text. Discuss the title, cover and author.
- "Walk" through the text page by page, discussing the illustrations and any new words. Ask students to make predictions about characters and events in the text.
- Identify new words and list them on the board. Read these words together.

Reading the text

- Read the text, asking students to read with you; model reading a phrase or sentence fluently and ask students to repeat it with you.
- Ask each student to take turns reading sections of the text to the group.
- Monitor and record each student's use of inflection, phrasing and fluency, on the guided reading record on page 16.

DAY 5 (continued)

Guided reading



Working with the text

- Choose a letter pattern from the text, e.g. *ea, tion*.
- Write on the board the sentence in which it appears, leaving out this word.

continued... Ask students to predict the missing word.

- Give prompts, e.g. *What would make sense?* (meaning), *What would look right?* (grammar).
- List students' suggestions on the board. Write on the board the letter pattern found and the missing word. Ask students to choose which of their predictions contain the letter pattern.
- Decide upon the correct word and add it to the sentence. Read the sentence together.

*Letter/sound
correspondence is
being reinforced.*

After the guided reading

- Ask students to find and record other words which contain this letter pattern, in previously read guided reading texts or in their independent reading texts.

Guided writing



- Display the enlarged copy of page 119 from *English K-6 Work Samples*, which is a copy of a procedural text, entitled *How to plant bean seeds*. (See *Preparing for day 5*.)
- Re-read this text together. Point out the structure of the text.

Refer to the writing samples for procedural texts, in English K-6 Student Work Samples, pages 113-119.

- Invite one pair of students to display their completed version of Worksheet 2.4a. Compare their text with that on page 119 in the *English K-6 Student Work Samples*.
- Display the jointly constructed text which you and the class wrote during guided writing, day 3 (see *Preparing for day 5*). Tell students that they are going to rewrite this recount as a procedure.
- Together, talk about how this recount can be changed into a procedure by, for example, discussing the title, finding the materials within the recount, and identifying the procedure which you used to plant your seeds.
- Ask students if diagrams would bring further meaning to the text.
- Jointly construct a chart outlining the structure of a procedure, including: goal, materials, steps.

Independent writing



- Tell students to work in pairs to create a procedural text about how to plant seeds. Remind students to refer to their seed planting recounts as they work, and to incorporate diagrams, headings, numbered points etc if they wish.

- Confer with students individually with the class as they write, praising and sharing with the class examples of well written procedural texts.
- Tell students you will be reproducing one of their texts to use during the modelled reading next week.

Concluding the session



- Ask students to share their procedures with the class. Highlight the successful strategies which make certain pieces of writing easier to follow.
- Ask students to suggest other topics, about which they could write procedural text, in the future. List these on butchers paper and return to them at a later date.

Teacher reading



- Read additional sections from *A Kid's First Book of Gardening*.

Thinking about day 5: Reflection

- What activity or activities gave you the most valuable information about each student's developing understandings of the reading process?
- Refer to the outcomes listed at the front of the unit. What development has each student shown?
- What learning has occurred in other English outcomes? How are you going to document this?
- Plan for literacy sessions next week using the *Literacy session: Planning overview* and the *Literacy session: Daily planner*, on pages 21 and 23. During modelled reading sessions focus on reading graphic texts and reading for specific information.

My name is.....



Choose words at the bottom of the worksheet to fill the gaps in the text.

Write the name of your favourite vegetable in the space at the bottom of the page.

The Vegetable Garden

Children have planted a vegetable garden. First, they had to get Then they picked a spot for their

It needed soil, and water. They raked the and planted the seeds in straight rows. Then they them using a watering can.

The seeds grew into baby

The plants grew and then vegetables. When the vegetables were ripe they them.

I like to eat.....

seeds plants sun garden watered soil flowers picked

Worksheet 2.2



My name is.....

seed packets

rusty wheelbarrow

long rake

watering can

leaves

carrots

potatoes

my favourite vegetable

Draw pictures in each box.

Cut around each box.

Staple the boxes together to make a tiny vegetable book.



Seeds grow and change

There are many different types of seeds.

They differ in colour.

They differ in size.

They differ in shape.

They differ in mass.

They differ in texture.

They'll grow into different types of plants.

But they all have something in common.

All seeds need water,
they all need warmth from the sun
and they all need air to help them grow.

They also need a little time.

And before long, they'll begin to grow.

Worksheet 2.3



1. Read the sentences and fill in the missing words.
2. Draw a picture in each box.
3. Cut out the boxes and put them in the correct order.
4. Staple them together to make a book.
5. Read them to a friend, then take them home to read to someone special.

The Permaculture Courtyard,
by students at Wilcannia Central School.

We p_____ in chook poo to
help the seeds grow.

We cleaned the old courtyard.

We sifted compost a_____ got rid of
sticks, rocks and glass.

We got t_____ from the dump.

We put st_____ on top of the soil,
then we put in heaps of s_____ and
put w_____ on them. We waited.

We put red s_____ in the
wheelbarrows and then put it in the tyres.

We are very proud of our permaculture
c_____



Name:

How to plant bean seeds

What you need:

*

*

*

*

*

*

What you do:

1.

2.

3.

4.

5.

6.

7.

Now you can grow bean seeds.

Worksheet 2.4b



Cut and paste these materials in the correct place in the procedure on Worksheet 4a and draw a picture to illustrate each one.

bean seeds

labels and paddle pop sticks

pot or punnet

waterproof pen

water

soil

Cut and paste these instructions in the correct place in the procedure.

Place one bean seed in each hole.

Cover the bean seeds with soil.

Fill the pot or punnet with soil.

Level the soil off neatly with your hand.

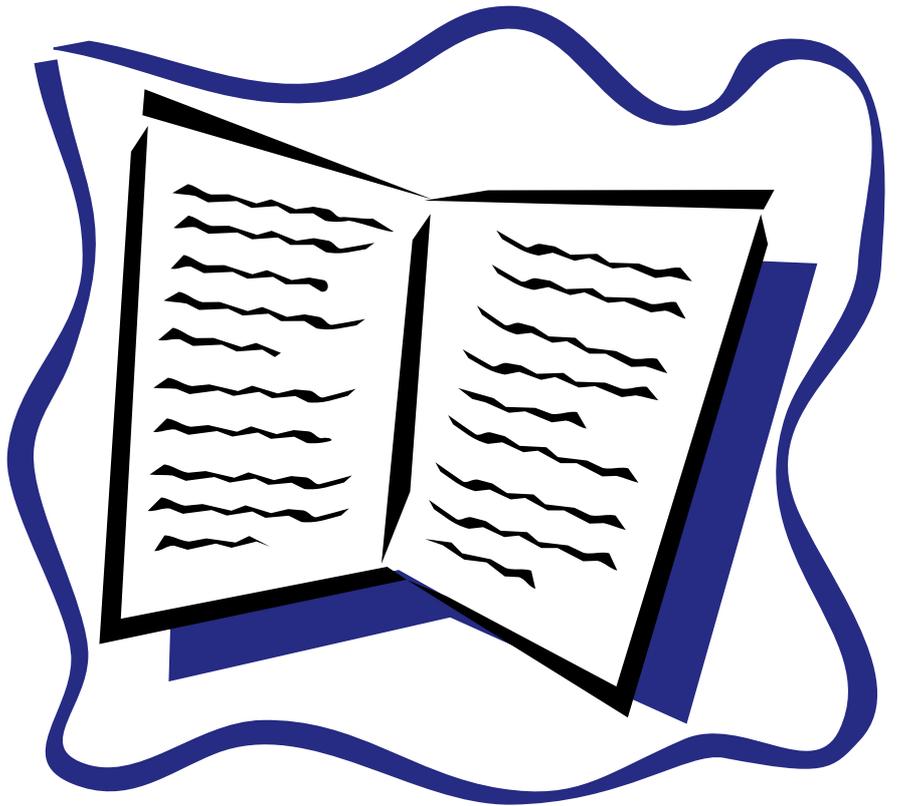
Put your name, date and "Green Beans" on the label with your waterproof pen.

Water the plant.

Make three holes with your finger in the middle of the soil.

Written by Veronica in *English K-6 Work Samples*, page 119

The five-day plan of work



**Years 3-6
multi-age class**



About this unit

This unit of work focuses on the environment. Over four-to five-weeks students in Years 3-6 multi-age class will:

- observe the changes which people have made to the environment over time, and
- investigate how we can care for the environment by improving soil quality and by using water responsibly.

This unit consists of three main sections.

Section 1: An historical perspective.

- Read *My Place*, written by Nadia Wheatley. Discuss people's changing attitudes and actions to land use over time from a critical point of view, highlighting what has been lost to us, e.g. less space for gardens, an increase in water and air pollution. Highlight these changes within an Aboriginal perspective by focusing on the lifestyles and homes of Barangaroo and Laura in particular.

Section 2: The present day.

- Read *The Permaculture Courtyard*, which shows students at Wilcannia Central School changing the use of the land in a section of their school. The students saw these changes as an improvement.
- Reflect on why students at Wilcannia created a permaculture garden.
- Make inferences about the gardening decisions which students at Wilcannia made and why, e.g. caring for their environment.
- Identify what students at Wilcannia did to be responsible gardeners.

Section 3: Our future.

- Identify what we will have to do to be *responsible gardeners*.
- Provide opportunities for students to improve and maintain the gardens and pot plants at the school by, for example:
 - putting mulch around plants
 - setting up a worm farm
 - creating an organic herb garden in pots
 - installing a water management system
 - planting groundcovers under trees to stop soil erosion.

About the literacy sessions in the five-day plan of work

Detailed literacy sessions for five days are provided, and relate specifically to **Section 2 of the unit**. It will be up to teachers to plan additional literacy sessions and specific activities for the rest of this unit. Teachers may choose to relate these activities to the *Science and Technology, Human Society and its Environment* and *Mathematics* Syllabuses.

The **literacy sessions** during the next five-day teaching plan will assist students to:

- interpret information in written texts
- read recounts and exposition critically
- jointly construct an exposition
- reflect on their own learning.

The **English outcomes** which may be assessed as a result of the five-day plan include:

Talking and Listening outcomes

Stage 2	TS2.3	Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.
Stage 3	TS3.3	Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.

Reading outcomes

Stage 2	RS2.7	Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.
Stage 3	RS 3.7	Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.

Writing outcomes

Stage 2	WS2.14	Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.
Stage 3	WS3.14	Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of text.

The main **texts** used in the literacy sessions during this five-day plan are:

- *The Permaculture Courtyard* from the kit *BIG MOB BOOKS for little fullas*. This kit is the result of a collaboration between the NSW Department of Education and Training and the NSW Board of Studies. It was delivered to every government school with primary students in 1997. Additional kits are available through the NSW Board of Studies.
- *The Gardening Australia Book*. This book is available from ABC Bookshops and is distributed to bookshops throughout Australia by Allen and Unwin Australia.
- *Teaching literacy in science in Year 7* and *Teaching literacy in design and technology in Year 7* have expositions on mulching and composting. These two books were written and distributed to high schools in 1997 as part of the Literacy Strategy materials, and the expositions on mulching and composting are reproduced on overhead transparencies in this unit.

Organisation of the five-day plan

The literacy sessions for this five-day plan follow that outlined in *Teaching Reading: A K-6 Framework*, pages 50-59. However, modifications to this plan have been made to accommodate the unique and varied situations which meet teachers of multi-age classes. For example, in this five-day plan there is a second, more focused modelled reading session, which is held each day and incorporates guided reading for this group. Because the two sessions are amalgamated, there is a definite link between the text used in guided reading and that used during modelled reading. (This has not necessarily been the case in units in the other books in the series *Teaching Reading in Stages...*)

Students are to engage in reading activities and independent reading while you work with students in amalgamated modelled and guided reading sessions and the guided reading groups. They can also complete additional reading activities available in your classroom (refer to pages 12 and 13) and independent writing tasks (as appropriate). Students need to be set up for all activities before you begin working with small groups. Refer to the pages headed *Day... at a glance* for a summary of the organisational routine planned for each day.

Remember, to group students according to reading ability no matter what the spread of students in your class. Work with all students every week and ensure you work more frequently with students needing the most help.

Preparing for the literacy sessions during this five-day plan of work

Organise:

- a plan for teaching the four-to five-week unit of work outlined on page 133
- activities in Section 1 of the integrated unit. These activities are to be based on *My Place* by Nadia Wheatley and should focus discussion on people's changing attitudes and actions to land use over time.
- texts for guided and independent reading. See *Selecting texts for the reading program* on page 60 of *Teaching Reading: A K-6 Framework*. Remember, the texts chosen for the second more focused modelled and guided reading sessions must be matched to the students' guided reading levels.
- groups for guided reading. See *Forming groups for guided reading* on the following page.

Collect:

- *The Permaculture Courtyard*, in *BIG MOB BOOKS for little fullas*. NSW Department of Education and Training and the NSW Board of Studies, 1997 (large and small text versions)
- *The Gardening Australia Book*, ABC Books
- *Patch from Scratch with Peter Cundall*, ABC video
- *Private Life of Plants with David Attenborough*, BBC video
- further examples of factual, narrative and everyday texts on the topic of the environment and gardening. These texts are available from school and local libraries, local councils (composting and recycling information), environmental associations and Field Studies Centres listed in *Eco Schools Program – 1998 Update* (produced by the Department of Education and Training and delivered to all schools in 1998). Additional texts are available from bookshops and newsagents (e.g. gardening magazines, videos) and local gardening centres (e.g. seed packets, information sheets).

- additional texts including:

Seeds and Flowers and Fruit, Sunshine Books, Science series, Rigby Heinemann

Growing Radishes and Carrots, Faye Bolton and Diane Snowball, Bookshelf, Scholastic

The Paddock, Lilith Norman, Random House

Mrs Millie's Painting, Matt Ottley, Hodder Children's Books

Oliver's Vegetables, Vivian French, Hodder Children's Books

Oliver's Fruit Salad, Vivian French, Hodder Children's Books

Too Bad, Pascoe and Herriman, ERA

Anthology for the Earth, Ed & Judy Allen, Random House

Dear Greenpeace, Simon James, Random House

Garden, Julie Lacome, Random House

Watch them Grow, Linda Martin, Penguin

One Child, Christopher Cheng, ERA

The Backyard, John Collier, Penguin

A Kid's First Book of Gardening, Roger Mann, Murdoch Books

Starting Gardening, Sue Johnson and Cheryl Evans, Usborne Publishing Ltd

The Backyard Organic Garden, Keith Smith, Lothian

Companion Gardening in Australia, Judith Collins, Lothian

Tops and Bottoms, Janet Stevens, Koala Books

Beans on toast, Paul Dowling, Walker Books

Prepare:

- a blank book for each student to use as a learning journal
- a well stocked and inviting class library
- class reading activities (see pages 12 and 13).



Grouping students for reading

Forming groups

Students in your Years 3-6 multi-age class will demonstrate a wide range of reading abilities. Group together students who are reading at approximately the same level during guided reading and group activities.

For the purpose of this unit, form students into five groups. Students in group 1 will be the least competent readers and those in group 5 will be the most competent. Your groups may be of different sizes and may change over time.

In your Years 3-6 multi-age classroom you may find a 12-year-old student reading at a similar level to that of the 8-year-olds. You will need to decide whether to place all these students in the same guided reading group (e.g. group 2), **or** to work with the older student individually or as part of another small group (e.g. small group A). For the purpose of this unit, students in group A are older students who are experiencing difficulties learning to read. Students in group B are younger students who are experiencing difficulties learning to read. Students in groups A and B may also be members of group 1, 2 or 3. Group A and B may consist of one student only.

Managing groups

A key focus of this book is to assist you in managing the class for small group work and to enable you to provide guided reading to each student.

While students are completing reading activities and independent reading, you will have approximately 20 minutes each day for a more focused modelled reading session. Work with each group once each week. Then spend 15 minutes with group A or B, as these students, who are experiencing difficulties with reading, will benefit from frequent assistance. If you have access to additional teacher support from, for example, an ESL teacher or Support Teacher Learning Difficulties, arrange your groups so that two guided reading groups operate concurrently. This will enable extra time to be devoted to the students who need most support.

Below is the timetable which was followed during this five-day plan of work.

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 modelled and guided reading	Group 2 modelled and guided reading	Group 3 modelled and guided reading	Group 4 modelled and guided reading	Group 5 modelled and guided reading
Group A guided reading	Group B guided reading	Group A guided reading	Group B guided reading	Group A guided reading

Use the guided reading record sheet (see page 16) as you work with students. As students develop as readers, continue to review your guided reading groups and the texts which students in groups A and B are using. As a result, your guided reading groups will be fluid and will change as students grow and develop as readers.

What to include in the guided reading session

Guided reading for each group each day will follow the sequence outlined for guided reading in *Teaching Reading: A K-6 Framework*, pages 33-38 and pages 45-49. That is:

- orientation to the text
- reading the text
- working with the text
- after the guided reading.

In addition, students experiencing reading difficulties will also need to spend time in closer focus on:

- text reading
- conventions of print
- sounds, letters and words
- text meaning
- writing and spelling.

In planning guided reading experiences for students, you may wish to use the photocopiable pages:

- Guided reading planning form: whole class (page 25)
- Guided reading planning form: students with reading difficulties (page 27).

The content of each guided reading session during this unit should be taken from *What to include in the reading program* on pages 19-21 of *Teaching Reading: A K-6 Framework* and from the Content Overview for Stages 2-3, on pages 56-65 of the *English K-6 Syllabus*, and will be dependent on your assessment of your students' reading development.

Texts for guided reading

Texts for guided reading need to be matched to students' instructional level. Refer to *Texts for guided reading*, pages 62-64 in *Teaching Reading: A K-6 Framework*. Ensure you include a range of texts. If possible, select factual texts for guided reading groups while doing this five-day plan of work; this will allow you to make explicit links between modelled and guided reading for each group.

Gathering and recording assessment information

As you work through this unit, collect information about students' reading using a variety of strategies, multiple opportunities and varying contexts, for example:

- observing reading behaviours in modelled, guided and independent reading situations
- using oral and written retellings of text read
- taking running records
- keeping records of students' progress in guided reading
- using oral comprehension responses during and after reading
- analysing the reading strategies which the student uses in guided reading
- using work samples, such as a student's incorrect responses to a cloze procedure to determine the type of error the student is making
- analysing students' Basic Skills Test results.

Record information using, for example:

- the photocopiable forms in this book
- a dated, cumulative collection of individual work samples
- other useful and manageable devices currently in use.

It is important to develop a consistent whole-school approach to collecting and recording assessment information.



Overview of the five-day teaching plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Setting the scene	Students reflect on previous discussion about the environment and teacher previews the week's activities.	Students share their gardening knowledge and draw parallels with the gardening knowledge of students in <i>The Permaculture Courtyard</i> .	Students report on mulches found in their garden or seen on the way home.	Students discuss and define a specific text type, the exposition.	Students suggest possible definitions of compost.
Modelled reading	Teacher introduces students to <i>The Permaculture Courtyard</i> , assisting them to focus on the purpose of the text and to infer information from the text. Teacher works additionally with group 1, focusing on purpose and structure of text.	Teacher and students read and discuss texts on <i>mulching</i> and create a labelled cross-section. Teacher works additionally with group 2, highlighting topic words in the text.	Teacher and students discuss the importance of mulching gardens while referring to text from <i>The Gardening Australia Book</i> , and focus on the meaning and structure of expositions. Teacher works additionally with group 3, skimming and scanning the contents page to find information.	Teacher and students read an exposition on mulching, focusing on structure. Teacher works additionally with group 4, focusing on language features of expositions.	Teacher and students read about and differentiate between mulch and compost. Teacher works additionally with group 5, assessing expositions.
Reading activities	Students create a flow chart.	Students draw cross-sections of gardens, indicating where mulch is placed.	Students in groups 1 and 2 complete a cloze passage and those in groups 4 and 5 match sentences in the text with written interpretations of the text.	Students answer questions, in pairs or small groups, about an exposition on mulching.	Students reassemble an exposition.
Guided reading	Teacher works with group 1 for an amalgamated modelled and guided reading session and then with small group A.	Teacher works with group 2 for an amalgamated modelled and guided reading session and then with small group B.	Teacher works with group 3 for an amalgamated modelled and guided reading session and then with small group A.	Teacher works with group 4 for an amalgamated modelled and guided reading session and then with small group B.	Teacher works with group 5 for an amalgamated modelled and guided reading session and then with small group A.
Independent reading	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.	Students read texts matched to their independent reading level.
Guided writing	Teacher guides students in the process of keeping individual learning journals.	Teacher focuses students on successful examples of student journal entries from day 1.	Teacher and students evaluate the effectiveness of their learning journals.	Teacher and students jointly construct an exposition.	Teacher and students continue their joint construction of an exposition.
Independent writing	Students begin writing journals individually.	Students write their day 2 entry in their learning journal.	Students add to their learning journal.	Students add to their learning journal.	Students add to their learning journal.
Teacher reading	A section from <i>The Gardening Australia Book</i> .	A section from <i>The Gardening Australia Book</i> .	A section from <i>The Gardening Australia Book</i> .	A section from <i>The Gardening Australia Book</i> .	A section from <i>The Gardening Australia Book</i> .
Concluding the session	Students read from their learning journals.	Teacher and students discuss the homework task.	Students view a section of <i>Patch from Scratch</i> and record interesting information in note form.	Students view another section of <i>Patch from Scratch</i> and continue to take notes.	Teacher and students discuss how they could best care for their school's gardens.



Organisation for the five-day teaching plan in a Years 3-6 multi-age class

 Literacy session: Daily planner		Week: Day:		
You are working with the whole class.	Setting the scene			
	Modelled reading			
You are working with group 1, 2, 3, 4 or 5.	Modelled and guided reading with a group.	Reading activities		Students work independently or in small groups.
		Independent reading		Students read texts matched to their independent reading level.
You are working with either group A or B, each alternate day.	Guided reading for students experiencing reading difficulties	Independent writing		On some days students will be writing while you are working with small groups.
		Guided writing		
You are working with the whole class.	Independent writing			You are working with individuals as students write independently
On some days the whole class will be writing, leaving you free to conference with individuals.	Teacher reading			
You are working with the whole class.	Concluding the session			

Refer to *Using the literacy session daily planner* on pages 22 and 23.

Remember, boxes which go right across the page indicate that you and the whole class are working at the same activity. Boxes on the left-hand side indicate you are working with groups of students, on tasks which are designed specifically for them. Boxes on the right-hand side indicate that students are working at tasks which they can complete individually.



Day 1 at a glance

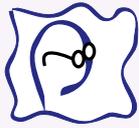
Setting the scene	Focus on the changes to the environment.
Modelled reading	Read <i>The Permaculture Courtyard</i> .
Modelled and guided reading group 1 Read <i>The Permaculture Courtyard</i> and sentence strips and focus on purpose and grammar.	Reading activities Group 2, 3, 4 and 5 • Worksheet 3.1
Guided reading group A Read the text and focus on meaning.	Additional reading activities available in the classroom (refer to pages 12 and 13).
	Independent reading Students read and complete the reading record sheet.
Guided writing	Jointly construct a learning journal.
Independent writing	Students write in their learning journals.
Concluding the session	Students read from and reflect upon their learning journals.
Teacher reading	Read from <i>The Gardening Australia Book</i> .

Preparing for day 1

- The completion of activities associated with *My Place* which focused students on people's changing attitudes and actions to land use over time. (See *Section 1*, on page 133)
- Butchers paper attached to the easel or board and felt tip pens.
- One large and multiple small text versions of *The Permaculture Courtyard*.
- Worksheet 3.1 for groups 2, 3, 4 and 5.
- Sheets of art paper, scissors and glue.
- Strips of paper with text written on it for group 1, including:
Students at Wilcannia prepared the courtyard.
They filled huge tyres with red soil.
The students watered the tyre gardens and the seeds sprouted and then began to grow shoots.
Once the flowers died off, the vegetables grew.
- Guided reading texts for group A.
- Blank exercise books for each student's learning journal.
- A copy of *The Gardening Australia Book*.

DAY 1

Setting the scene



- Ask students to reflect on changes to land use over time, using *My Place*. (See *Preparing for day 1*.)
- Explain that this week they will be discovering how one school changed its environment and investigating possible changes which could be made to their own.

Modelled reading



- Read the large version of *The Permaculture Courtyard*. Ask students to summarise the text orally.

Students in Stage 2 may retell the text, whereas those in Stage 3 should be able to summarise more succinctly, using more complex sentence structures.

Students are acting as text-participants as they focus on literal meanings in the text.

- Then ask students: *What is the purpose of this text? Who has written it? What structures or layout give you this impression? What is the viewpoint of the authors? and For whom would this text be written?*

Students are acting as text-analysts as they talk about the author's purpose in writing a text.

- Distribute the multiple copies of *The Permaculture Courtyard* amongst groups of students.
- Tell students to re-read *The Permaculture Courtyard* in small groups for a few minutes. Ask them to infer what students at Wilcannia knew about plants, e.g. what plants need as they grow; the life cycle of plants.
- Tell students to record this information on butchers paper.
- Ask groups to share the inferences they made with the class, encouraging them to refer to their notes as speaking prompts. Encourage students to identify where in the text they found this information.
- Explain to students they are to complete reading activities and independent reading while you work with group 1 and small group A.

Take this opportunity to assess the oral language development of students in small group situations and in front of a group.

Reading activities



Students are to engage in reading activities and independent reading while you work with group 1 and small group A. Students need to be set up for all activities before you begin working with group 1.

Groups 2, 3, 4 and 5

- Tell students they will be creating a flow chart which documents the process which the students at Wilcannia followed as they made their permaculture courtyard.
- Distribute Worksheet 3.1.

DAY 1 (continued)

Reading activities



*Students may identify that the sentences on Worksheet 3.1 have modified the text in *The Permaculture Courtyard*, including: the verb used is different, the verb is in the present tense and the verb commences each sentence. Discussions about verbs focus students' attention on grammatical features of the text.*

Groups 2, 3, 4 and 5 continued...

- Ask students to read the statement in the first box, i.e. *Place red soil in wheelbarrows and fill the tyres with it.* Invite students to identify where in *The Permaculture Courtyard* information about red soil in wheelbarrows is found. Ask students to describe the difference between the wording in the text and the wording on the worksheet.
- Explain to students they are to:
 - read the text in each box
 - cut out the boxes
 - order the text in the correct sequence
 - check their work by matching their ordered sentences with text in *The Permaculture Courtyard*
 - paste these sentences onto sheets of art paper, ensuring the title is at the beginning
 - join the boxes with arrows.
- Encourage students in Stage 2 to refer to *The Permaculture Courtyard* throughout this sequencing activity. Encourage students in Stage 3 to sequence Worksheet 3.1 independently before referring back to *The Permaculture Courtyard* for comparison.

Independent reading



- Make sure that students have access to a range of quality texts suitable for independent reading.
- Ensure that each student is matched to an independent reading level.

See Independent reading in Teaching Reading: A K-6 Framework, pages 39-42 and Choosing Literacy Strategies that Work, Stage 2, page 92.

- Establish with students that independent reading is a time for them to engage in an extended period of sustained silent, uninterrupted private reading.
- Ensure that your students know how to select an independent reading text. (Independent texts need to be easier for students than their guided reading texts, that is, texts that they can read unassisted with 95% accuracy.)
- Provide an independent reading record sheet for each student. Demonstrate to students how they are to complete their independent reading record.
- Explain all classroom procedures for the maintenance, storage and retrieval of independent reading records.

Modelled and guided reading



Group 1

- Display the enlarged copy of *The Permaculture Courtyard*.
 - Ask students to read the text together.
 - Show students the four sentence strips (see *Preparing for day 1*). Ask them to read the sentence strips one at a time.
 - Choose one sentence strip and re-read it together, e.g. *Students at Wilcannia prepared the courtyard*. Tell students to find the page in the text which best matches this text, i.e. *We cleaned the old courtyard* on page 2.
- Talk about the two texts with students by, for example:
- asking students *Who is the We in The Permaculture Courtyard? Who wrote the text?*
 - focusing on the sentence on the sentence strip, *Students at Wilcannia prepared the courtyard*. Ask students: *Who wrote this text?* Draw attention to the fact that the two texts are told from different points of view. Encourage students to identify that *The Permaculture Courtyard* is written in the first person and the text on the sentence strips is written by a narrator, that is, in the third person.
 - helping students to find the verb on page 2 in the text and the verb in the sentence on the strip of paper. Ask students for the meanings of the two verbs and have students find them in the dictionary. Ask them if they think the two words are interchangeable. Ask the group to suggest other verbs which could be used instead of *cleaned*. Refer students to a thesaurus.
 - Continue matching the text on the strips of paper with text in *The Permaculture Courtyard*. Point out how the changes between the two texts change the purpose of the texts and are written from different points of view.
 - Ask students to re-read the text on the strips of paper, to a partner before they commence independent reading.
 - Spend a few moments observing the rest of the class. Check they are completing reading activities and independent reading tasks, before asking group A to join you for guided reading.

Students were oriented to the text during the modelled reading session.

If necessary, prompt students as they read by saying:

- *Read that part again. What do you think that word might be?*
- *What word makes sense here?*
- *What word would sound right in this sentence?*
- *What does the word start with? What other letters can you see?*

This activity equates with Reading the text, which is described in Teaching Reading: A K-6 Framework, pages 33-38, within the suggested procedure for guided reading.

Students are acting as text-analysts and text-participants as they focus on the meaning, the structure and the purpose of the text. They are also focusing on aspects of grammar as they discuss verbs.

This activity equates with Working with the text, which is described in Teaching Reading: A K-6 Framework, pages 33-38, within the suggested procedure for guided reading.

This activity equates with After the guided reading, which is described in Teaching Reading: A K-6 Framework, pages 33-38, within the suggested procedure for guided reading.

DAY 1 (continued)

Guided reading


**Group A
Orientation to the text**

It is essential that the text used during guided reading is matched to group A's instructional level. It is not necessary for it to be on the same topic as that of the modelled reading text.

- Re-read a section of a previously read guided reading text.
- Introduce the new text. Use the cover, title, illustrations, photographs and tables to make predictions about the text.
- Focus on frequently occurring topic words; list them on a piece of paper and read them together.

Focus on text reading

- Read a section of the text together with students. Suggest they may like to track the text carefully with a finger, while they read.
- Prompt students when reading to use the following strategies when they come to a difficult word: re-read, look at the picture, use analogy, read on to the end of the sentence, sound out the word, find parts or chunks of words by breaking them into syllables.
- Pause to discuss new information, illustrations, diagrams, charts and graphs.

For more information about working with students in guided reading, refer to pages 33-38 and 45-49 of Teaching Reading: A K-6 Framework.

Focus on meaning

- Encourage students to explore the literal and inferential meanings by focusing on the text-participant and text-analyst role. Ask questions like:

What is the text trying to say?

What have I learned about the topic from this text?

Has the author provided a balanced view of the information? Is the information biased? What other points of view could there be?

Refer to Teaching Reading: A K-6 Framework, pages 12 and 13, for further information on the four roles of the reader.

Refocus on whole text

- Ask students to re-read the whole text or sections of the text with another in the group.

Guided writing



- Ask the class to join you on the floor.
- Explain to students that, from now on during the course of this unit, they will be keeping a learning journal each day.
- Demonstrate to students how the journal will be structured. Ask students to turn to the first double page. Explain that they will be using the left-hand page to brainstorm things learned each day and the right-hand page to expand on key issues from their brainstorming. Explain that the elaboration of significant points on the right-hand side will need to be in well structured sentences.

Guided writing



continued...

- Guide students in this process. Ask students to volunteer a list of things they learned during the previous week or weeks reading *My Place* and today's reading of *The Permaculture Courtyard*. The list might look like this:
 - how to read a map
 - how to make a garden
 - how development has positive and negative aspects
 - how pollution at one spot in our environment influences many other places
 - how people get food from many sources
 - how people can change their environment for the better.
- Set up two sheets of butchers paper side by side (left and right).
- Write this list (or an assortment of students' suggestions) on the butchers paper on the left-hand side.
- Choose one topic from the list, e.g. *how people can change their environment for the better*, and together with students jointly construct a short text that describes what students have learned about this topic, e.g. *Today we read how students at Wilcannia changed their school environment. They did this by creating and maintaining a permaculture garden. After reading this book I've learned about one way I could improve my own environment.*

Independent writing



- Ask students to work independently to reflect on what they have learned so far and to list these things down the left hand side of their journal pages. Then ask them to choose one of these points to write about independently on the right-hand side of the journal. Remind them to use the jointly constructed text as a model.

Concluding the session



- Ask for a volunteer or two to read aloud from their day 1 learning journal. Encourage these students to reflect on the impact which this knowledge may have on their daily lives.

Teacher reading



- Show students a copy of *The Gardening Australia Book*. Explain that the chapters are short and written by the presenters on *Gardening Australia* (the television show).
- Read the titles of a few of the chapters, e.g. *In praise of worms*, *While we're away*, *Poisonous plants*, *Xericulture*, *Hydroponics*, *Creating your own rainforest*, *Encouraging birds into your garden*, *Potatoes under straw* or *Starting an organic vegetable garden*.
- Ask students to choose one topic for you to read to them. Spend five minutes reading it to the class. Remember to show students the diagrams and to discuss how they contribute to their understanding of the text.

Thinking about day 1: Reflection

- Were students confident as they spoke with and to others in the class? (Refer to *Choosing Literacy Strategies That Work, Stage 2*, for ideas which promote talking and listening.)
- Was the class able to work independently or cooperatively while you were taking guided reading and additional modelled reading sessions with small groups?
- What additional reading or writing activities are available to students, e.g. computers, games etc?
- Are students growing in confidence as they take on different roles when they read?



Day 2 at a glance

Setting the scene	Students share their gardening experiences.
Modelled reading	Read OHT 3.1 about mulches
Modelled and guided reading group 2 Read Worksheet 3.3 and focus on meanings, base words and compound words.	Reading activities Group 1, 3, 4 and 5 • Draw and compare cross-sections
Guided reading group B Read the text and focus on fluent reading and the spelling of irregular words.	Additional reading activities available in the classroom (refer to pages 12 and 13) Independent reading Students read and complete the reading record sheets.
Guided writing	Discuss one student's journal writing.
Independent writing	Students continue writing in their learning journals.
Concluding the session	Ask students to investigate mulches in other settings.
Teacher reading	Read from <i>The Gardening Australia Book</i> .

Preparing for day 2

- The large text version of *The Permaculture Courtyard*.
- Butchers paper and felt tip pens.
- OHT 3.1, overhead projector and screen.
- A copy of *The Gardening Australia Book*.
- Copies of Worksheet 3.2 for each student.
- Metre rulers or pieces of newspaper taped together to form a square metre.
- Worksheet 3.3, enlarged to A3 size, for group 2.
- Students' learning journals.
- One student's learning journal from day 1 copied onto an OHT.
- Guided reading texts for group B.

DAY 2

Setting the scene



- In order to build a picture of the gardening expertise available in the classroom, invite students to form pairs or groups of three, to share gardening experiences they have had.
- Also, ask students to reflect if any of their gardening experiences parallel those of students in *The Permaculture Courtyard*.
- After a few moments invite students to share these experiences with the class.

Take this opportunity to assess the oral language development of students in small group situations and in front of a group.

Modelled reading



- Ask one student in Stage 3 to re-read *The Permaculture Courtyard* to the class. Ask the class to listen carefully to discover what students at Wilcannia did to the soil, e.g. enrich it with chook poo, cover it with straw etc. Record their responses on butchers paper.
- Ask one student in Stage 2 to find the word *straw* in the text. Ask students to infer why the student gardeners put straw on the soil. Record these suggestions on butchers paper.
- Ask students where they have seen coverings on the ground, e.g. leaf litter in the bush or in their own gardens, or pine bark on the soil in the council gardens.
- Display OHT 3.1 (“Part a” only) explaining that it was found in *The Gardening Australia Book*. Ask one student to read it to the class. Discuss the word *mulches*. Find the word *straw* and help students to infer it may be used as a mulch. Ask students to suggest what mulches could be used for. Record their suggestions on the butchers paper.
- Ask students to use their dictionaries to find a definition of *mulches* and record this on the butchers paper.
- Reveal “Part b” of OHT 3.1. Ask another student to read it to the class. Compare the definition in this text with the definition found in the dictionary. Ask students

Who is Mother Nature?

What is collar rot?

Are the materials, listed as good mulches (in “Part a” of OHT 3.1), all plant matter? If not, what are the alternative sources of the mulches listed?

Why are there two types of measurements in this text?

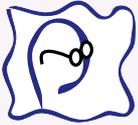
Who would this text be written for?
- Ask one student to use the text in “Part b” to draw on the board a cross-section of a plant with mulch correctly placed around it. Ask students to help label parts of the diagram. Include measurements in the labels by referring to “Part b” on OHT 3.1.

As students infer meanings implied in a text they act as text-participants.

As the student creates the cross-section, discuss how labels add meaning to the text. This student is acting as a text-user as he or she refers to the text while creating a cross-section.

DAY 2 (continued)

Science and Technology activity



- Suspend the literacy session at this point. Tell students that they will be going outside to investigate mulches on the soil of the school's gardens.
- Tell students they are to go to a section of the garden to answer the questions on Worksheet 3.2.
- Distribute Worksheet 3.2, read it with students, collect pens, 30cm rulers, metre rulers etc. and go outside to investigate mulches together.
- Once Worksheet 3.2 is completed and while still outside, gather students together to compare the information they've gathered on mulches in the school gardens.
- Return to the classroom to continue the literacy session and to explain the reading activities to the whole class.

Reading activities



If students in Stage 3 have been introduced to diagrams drawn to scale, encourage them to incorporate this feature into their labelled cross-section.

*Students act as text-users as they refer back to *The Permaculture Courtyard* and their responses to Worksheet 3.2 while creating cross-sections.*

Groups 1, 3, 4 and 5

- Show students the diagram on page 8 of *The Permaculture Courtyard*, which is a cross-section of a tyre garden.
- Explain to the class they will be drawing and labelling two cross-sections during reading activities today. Hold up a piece of art paper folded in two. Tell students to draw a cross-section of a tyre garden, (similar to that on page 8 of *The Permaculture Courtyard*), on the left-hand side of the art paper. Explain they must show the straw mulch clearly and label all parts of the tyre garden. They are then to draw a cross-section of the school's garden which they observed during the Science and Technology task, indicating mulch (if any), plants and any other objects found in the garden. They are then to label this diagram with words and measurements.
- Remind students to refer to the text in *The Permaculture Courtyard* for the correct spellings of the parts of plants.
- Tell students in groups 1, 3, 4 and 5 to compare their cross-sections and labels with those of two other students, before commencing independent reading.

Independent reading



- Restate that the purpose of independent reading is for students to read their independent texts uninterrupted for a sustained period.
- Recall classroom procedures for independent reading.
- Ask students to complete their independent reading record sheet as appropriate.

Modelled and guided reading

Group 2



- Ask group 2 to join you for a more focused modelled reading session. This session will incorporate guided reading.



- Distribute Worksheet 3.3 to the group. (See *Preparing for day 2*.)
- Ask students to find the title of the text and where it came from, by scanning the text. Discuss their responses.

You are orientating students to the text.

- Ask students to read sections of this text in turn.
- Prompt if necessary. When students come to an unknown word tell them to read that part of the text again and ask:
What do you think that word might be?
What would make sense here?
What word would sound right in this sentence?
What does the word start with? What other letters can you see?

Students are Reading the text, which is described in Teaching Reading: A K-6 Framework, pages 33-38, which is part of the suggested procedure for guided reading.

- Monitor their reading for phrasing, fluency and self-corrections.
- Tell students to find and underline words in the text including: *recycle, prunings, thoughtless, thoughtful, wasteful, disadvantage, greenhouse gases, atmosphere, compost heap*. Talk about these words focusing on:
 - *meanings*. Ask students to refer to dictionaries and thesauruses to confirm definitions and offer alternative words which would maintain the meaning of words, in particular: *recycle, prunings, atmosphere*
 - *base words*. Observe how suffixes and prefixes change the meaning of the words, e.g. *thoughtless: thoughtful, disadvantage: advantage*
 - *compound words*. Identify compound words in the text, e.g. *greenhouse*. Ask students to suggest others and list these on paper.
- Ask students to work in pairs to cut the sentences on one of their copies of Worksheet 3.3 into strips, to sequence the strips in the correct order, to check their work with their other copy of Worksheet 3.3, and to paste the strips onto a fresh piece of paper.
- Then ask students to continue independent reading.

Students are Working with the text, which is described in Teaching Reading: A K-6 Framework, pages 33-38, which is part of the suggested procedure for guided reading.

This activity equates with After the guided reading, which is described in Teaching Reading: A K-6 Framework, pages 33-38, within the suggested procedure for guided reading.

DAY 2 (continued)

Guided reading


Group B
Focus on text reading

- Select a part of this week's text and demonstrate how to read it in a phrased and fluent way.
- Ask students to practise reading with expression with you.

Focus on writing/spelling

- Identify irregularly spelt words in the text, e.g. *come, laugh, rough*.
- List these words on the board.
- Encourage students to use *look, say, cover, write, check* to focus on the spelling of these words.
- Ask students to write some of these words on paper or a small chalkboard and to then check their spelling with the word on the board.

Refocus on whole text

- Ask students to re-read the text, practising phrased and fluent reading.

Guided writing



- Copy one student's journal entry from day 1 onto an OHT (see *Preparing for day 2*). Use this as a model for other students. Guide students towards developing understandings about what has made this journal entry successful and how it could be improved.

Independent writing



- Have students each complete their learning journals for day 2.
- Tell students they can refer back to the original list on the butchers paper (from day 1) or their own list, to prompt their writing.

Concluding the session



- Ask students to investigate the use of mulches in their gardens at home, or in gardens on the way home, this afternoon.

Teacher reading



- Ask students to choose another chapter from *The Gardening Australia Book*, and read a section of it to them.

Thinking about day 2:
Reflection

- How could you introduce students to other visual texts (like the cross-sections used today), e.g. cutaways, computer graphics, maps?
- Did you find suspending the literacy session, to incorporate input in other KLAs, to be a successful strategy?
- Are all students matched effectively to texts for guided reading?



Day 3 at a glance

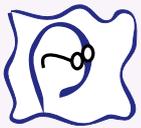
Setting the scene	Discuss what students found out about mulches.
Modelled reading	Read OHT 3.2 and discuss features of expositions.
Modelled and guided reading group 3 Read <i>The Gardening Australia Book</i> and focus on searching for information in the text.	Reading activities Groups 1 and 2 • Worksheet 3.4. Groups 4 and 5 • Worksheet 3.5
Guided reading group A Read text from guided reading day 1 and focus on particular letter clusters.	Additional reading activities available in the classroom (refer to pages 12 and 13).
	Independent reading Students read and complete the reading record sheets.
	Independent writing Students continue writing in their learning journals.
Guided writing	Discuss what it is that makes a successful journal entry.
Concluding the session	Students take notes from the video <i>Patch from Scratch</i> .
Teacher reading	Read from <i>The Gardening Australia Book</i> .

Preparing for day 3

- OHTs 3.1 and 3.2, overhead projector and screen.
- Butchers paper and felt tip pens.
- A copy of *The Gardening Australia Book*.
- The contents pages of *The Gardening Australia Book* on overhead transparency and additional copies for group 3.
- Copies of Worksheet 3.4 for groups 1 and 2.
- Copies of Worksheet 3.5 for groups 4 and 5.
- Students' learning journals.
- Guided reading texts for group A.
- A copy of the video *Patch from Scratch*, a TV and a video player.

DAY 3

Setting the scene



- Ask students to report on mulches found in their gardens at home or seen on the way home, as a result of work completed on day 2.
- Display OHT 3.1. Ask students to check if the materials they saw being used as mulches are listed on this overhead.

Modelled reading



- Ask students to suggest why mulching is thought to be important. List some of these ideas on butchers paper.
- Ask students to suggest where they could obtain information on the importance of mulching. Suggestions may include: the school library, the Internet, e-mailing a local nursery for advice, newsagencies, book shops, gardening TV shows such as *Gardening Australia* or *Burke's Backyard*.
- Hold up a copy of *The Gardening Australia Book*. Tell students that this is where the texts used on day 2 can be found as well as further information on mulching.
- Ask students questions:
What do you think this book's about, now you have read and listened to extracts?
Who would buy this book? Why?
Where else could people find information about topics covered in this book?
- Display an OHT of the contents pages of *The Gardening Australia Book* (see *Preparing for day 3*). Ask students: *Where would we find information on mulches in this text?*
- Turn to page 19 to the chapter on mulching. Tell students that the text they are about to read comes from this chapter.
- Display OHT 3.2. Ask a student in Stage 3 to read the text to the class. Encourage him or her to read the text with expression, using the punctuation as a guide. This will assist others to gain meaning from the text.
- Discuss the possible purpose of the author in writing this text, and decide on his or her point of view about mulch.
- Ask students if they can describe the structure of this text. Help them to identify the first sentence as one where the author's opinion is stated. Then ensure students identify all the other sentences supporting the author's opinion. Tell students these sentences are called arguments, because the author is arguing his or her case and supporting his or her opinion. Ask students if they can give you the name of this type of text. If not, tell students it is called an exposition.
- Ask students if the author has convinced them of the importance of using mulch on their gardens.

Refer students to the front cover which has pictures of the TV show presenters.

Students act as text-analysts as they talk about their agreement or disagreement with the information presented in the text and text-participants as they talk about how a text's structure and features contribute to its meaning.

Reading activities



Groups 1 and 2

- Show students Worksheet 3.4, which is a cloze passage of the text used during modelled reading. Send these students to their desks to complete the cloze passage independently, before they commence independent reading and add a double page to their learning journal.

Groups 4 and 5

- Show students Worksheet 3.5, which has the text about the benefits of mulching, along with a set of interpretations of the arguments in the text. Ask students to match the interpretations to sentences in the text, by joining the matching sentences with various coloured lines. Tell students to then check their answers with another person in groups 4 or 5, before they commence independent reading and add to their learning journal.

Independent reading



- Before beginning independent reading, focus students on the last column of their independent reading record sheet. Discuss with students how they might complete this section.
- Ask students to read independently and to fill in their independent reading record sheet as appropriate.

Independent writing



- Have students each complete another double page in their learning journals for day 3, as demonstrated on days 1 and 2.

Modelled and guided reading



Group 3



- Ask group 3 to join you for a more focused modelled reading session which will incorporate guided reading.
 - Distribute to the group copies of the *contents pages* of *The Gardening Australia Book* (see *Preparing for day 3*).
- Ask students to skim the text by quickly looking at the contents pages and reading the headings, words in bold type and page numbers.

Skimming the text will give the reader a quick idea of what the text is about. Refer to Choosing Literacy Strategies That Work, Stage 2, pages 152-153. You are reorientating students to the text.

DAY 3 (continued)

Modelled and
guided reading

continued...

- After a few minutes, ask students:
What kind of text is this?
Is the book long or short?
What are some of the main sections of this book?
- Ask students to scan the text to find:
 - the chapters on herbs
 - what information appears on pages 145-153
 - which chapters would describe gardens which are similar to those found in *The Permaculture Courtyard*, i.e. *The nearly no-dig garden* and *Starting an organic vegetable garden*.
 - the chapters on soil
 - the chapter entitled *Mulching for garden health and beauty*.

Students scan the text when they want to find specific information. Refer to Choosing Literacy Strategies That Work, Stage 2, pages 152-153.

- Ask students to summarise the purpose of the contents page in this text and to evaluate its effectiveness.
- Write three or four questions about the text on the board. Ask students to return to their desks and answer these questions before beginning today's independent reading and writing tasks.

Students are Working with the text, which is described in Teaching Reading: A K-6 Framework, pages 33-38, which is part of the suggested procedure for guided reading.

This activity equates with After the guided reading, which is described in Teaching Reading: A K-6 Framework, pages 33-38, within the suggested procedure for guided reading.

Guided reading

Group A

Focus on text reading



- Give students a copy of the text read on day 1 and ask them to summarise or retell it.
- Ask students to begin reading from the text.

Focus on conventions of print

- Revise known aspects of print, e.g. full stops, quotation marks, exclamation marks.

Focus on sounds, letters and words

- Highlight similarities and differences between sounds in words.
- Match sounds in words with letters and letter clusters, e.g. focus on a particular letter cluster and find it in the text.
- Ask students to suggest other words which contain this letter cluster and write them on a piece of paper.

Guided reading



Focus on writing/spelling

- Ask students to read this list with you.
- Remove the list and give students another piece of paper.
- continued...** • Ask students to write the words on the list as you say them. Encourage them to listen carefully to the sounds in the words and recall the letter pattern in the list.
- Give students the list and ask them to check their spelling.

Refocus on whole text

- Re-read a previously read guided reading text together and search for other words which contain this letter cluster. Add them to the list.

Guided writing



- Share some successful day 3 journal entries. These entries will provide further models to other students of how to write in their learning journals. Guide students towards developing understandings about what has made these journal entries successful writing attempts.

Concluding the session



- View the first five or ten minutes of *Patch from Scratch*.
- Ask students to take notes about information in the video. Remind them they could record information they've gained in their learning journals.

Teacher reading



- Read another chapter from *The Gardening Australia Book*.

Thinking about day 3: Reflection

- How else could the video be used to help students learn from and interpret visual texts?
- What evidence do you have that students in Stages 2 and 3 are working towards the most appropriate learning outcomes for them?
- How can you ensure that the guided reading sessions improve students' strategies for reading text? (See *Teaching Reading: A K-6 Framework*, What to include in the reading program.)



Day 4 at a glance

Setting the scene	Help students define expositions.
Modelled reading	Compare two expositions using OHTs 3.2 and 3.3.
Modelled and guided reading group 4 Read Worksheet 3.6 and focus on finding information, identifying language features. Compare two texts.	Reading activities Groups 1, 2, 3 and 5 • Worksheet 3.6. Additional reading activities available in the classroom (refer to pages 12 and 13)
	Independent reading Students read.
Guided reading group B Use text from guided reading day 1 and focus on letter patterns and text sequence.	Independent writing Students continue writing in their learning journals.
Guided writing	Jointly construct an exposition using a writing scaffold.
Concluding the session	View <i>A Patch from Scratch</i> and discuss.
Teacher reading	Read from <i>The Gardening Australia Book</i> .

Preparing for day 4

- OHTs 3.2 and 3.3, overhead projector and screen.
- Copies of Worksheet 3.6 for each student.
- Students' learning journals.
- Guided reading texts for group B.
- A scaffold for writing an exposition, copied onto butchers paper, which lists:
- Butchers paper and felt tip pens.
- Pieces of scrap paper.
- A copy of the video *Patch from Scratch*, a TV and a video player.
- A copy of *The Gardening Australia Book*.

Title

Statement of position

Argument 1

point

elaboration

Argument 2

point

elaboration

Argument 3

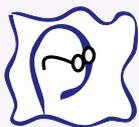
point

elaboration

Reinforcement of position statement.

DAY 4

Setting the scene



- Remind students that they defined the text read during modelled reading on day 3 as an exposition.
- Tell students that you'll be exploring expositions in some detail today.
- Help students to define expositions and record this definition on the board.

Modelled reading



- Review the text introduced on day 3 on OHT 3.2. To do this:
 - display OHT 3.2 and ask one student to re-read it to the class
 - ask students to reflect on the viewpoint expressed in the text, i.e. mulching soil is good gardening practice
 - invite students to summarise the structure identified in the text on OHT 3.2, i.e. statement of position and arguments, and to compare this text with their definition of an exposition which was recorded on the board during *Setting the scene*.
- Display OHT 3.3, *The benefits of mulching your garden*.
- Ask students to skim the text to get a quick idea of what it is about. Encourage them to read the first and last paragraphs to help them make informed predictions. Discuss students' responses.
- Read the text to the class as they follow the text on the overhead. Discuss the purpose of this exposition by asking students these questions:
 - What is the issue?*
 - What is the viewpoint of the writer?*
 - What are the arguments and how do they relate to one another?*
 - How many arguments are being presented?*
 - What is the topic sentence in each paragraph?*
 - How are the arguments introduced?*
- Assists students to identify the differences between the texts on OHTs 3.2 and 3.3. Encourage them to identify the use of:
 - a question for the title in one text and a statement for the title in the other
 - paragraphs in the text on OHT 3.3
 - a topic sentence (point) and explanatory text (elaboration) in the text on OHT 3.3
 - a concluding statement (reinforcement of the thesis) in the text on OHT 3.3.
- Invite students to suggest which text they prefer, and which text offers a more powerful argument for mulching. Ask students if they feel one text is more successful at persuading them, as the audience, towards a particular viewpoint or action.

Students are acting as text-participants as they discuss how text structures contribute to the meaning of a text and as text-analyst as they compare texts and identify opinions and points of view in text.

DAY 4 (continued)

Reading activities



Groups 1, 2, 3 and 5

- Ask students in group 5 to work with students in groups 1, 2 and 3 in pairs or small groups as they complete the reading activities.
- Tell students they will each receive a copy of the text on mulching which they've been reading on OHT 3.3, (i.e. Worksheet 3.6).

Students act as text-users as they interact with others around a text.

Students in group 5 act as mentors and guides for students in groups 1, 2 and 3.

- Distribute Worksheet 3.6 to students in groups 1, 2, 3 and 5.
- Explain that they are to complete tasks which appear on the worksheet. Read the questions on the worksheet with students and answer any queries students may have. Tell students to write answers to questions 4-8 on pieces of paper. Group or pair students so they may complete Worksheet 3.6 together.

Independent reading



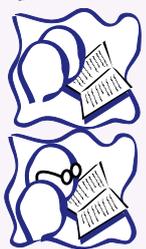
- Ask students to read independently.
- Monitor their independent reading and record keeping.
- Commend students on the positive ways in which they carry out independent reading.

Independent writing



- Ask each student to complete another double page in their learning journal for day 4, or to complete the journal entry they commenced on day 3.

Modelled and guided reading



Group 4

- Ask group 4 to join you for a more focused modelled reading session. This session will incorporate guided reading.
- Distribute copies of Worksheet 3.6. Ask students to fold the questions at the bottom of the page out of sight.
- Ask students to scan the text to find what they consider to be the two most important reasons to mulch. Discuss and compare their responses. As students state their responses, ask them to indicate where in the text they found information to support their choice.
- When discussing their responses ask students what strategies they used to help them find this specific information in the text, i.e. scanning for key words or topic sentences.
- Ask students to identify language features of expositions in this text, for example:
 - text structure. Ask students to answer the first three questions at the bottom of Worksheet 3.6
 - linking words, e.g. *Furthermore*

Students were oriented to the text during the modelled reading session.

Modelled and guided reading



- logical sequence, e.g. best argument placed first or last
- simple present tense, e.g. *reduces, improves*
- words which qualify, e.g. *considerably*.



- Ask students if these text features assist them to gain meaning from the text.
- Ask each student to read a section of the text aloud, concentrating on phrasing and fluency.
- Monitor students' reading and record your observations on the guided reading record, on page 16.
- Ask students to choose a text from those read during previous guided reading sessions. Tell them to read it to themselves for a few minutes. Encourage students to ask themselves questions about the text, as they read silently, e.g. *What is the structure of this text? What is the purpose of this text? How do the structure and purpose of this text differ from the text read during the modelled or guided reading session today?*
- Ask them to read this text to a partner.
- Tell students to explain to their partner why they chose that particular text and how it compares with today's text.
- Ask students to begin independent reading and writing.
- Spend a few minutes observing the rest of the class. Check that students are completing reading activities, independent reading and journal writing, before asking group B to join you for guided reading.

Students are acting as text-participant as they discuss how text structure contributes to the meaning of a text. They are also focusing on the grammatical features of expositions. Students are Working with the text, which is described in Teaching Reading: A K-6 Framework, pages 33-38, which is part of the suggested procedure for guided reading.

Students are Reading the text, which is described in Teaching Reading: A K-6 Framework, pages 33-38, which is part of the suggested procedure for guided reading.

These activities equate with After the guided reading, which is described in Teaching Reading: A K-6 Framework, pages 33-38, within the suggested procedure for guided reading.

Guided reading



Group B Focus on text reading

- Ask students to re-read a short section of a previously read guided reading text to you.
- Ask students to re-read the text introduced on day 2.
- Remind students to re-read and read ahead when coming to an unknown word.
- Monitor their self-corrections.

Prompt students by saying:

- *Read that part again. What do you think that word might be?*
- *What word makes sense here?*
- *What word would sound right in this sentence?*
- *What does the word start with? What other letters can you see?*

Focus on sounds, letters and words

- Ask students to read the text silently and search for a particular sound or letter pattern, e.g. *thr* in *through, thrill*.
- Ask students to identify where in the text they found this sound or letter pattern.

DAY 4 (continued)

Guided reading



- Write the examples from the text onto a piece of paper and, together, add to the list.
- Read this list together.

Focus on meaning

continued...

- Copy a part of the text and cut it up.
- Ask students to read the passages from the text and to sequence them in the correct order.

Refocus on whole text

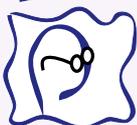
- Tell students to re-read the appropriate section of the text and check the order of the passages.

Guided writing



- Tell students they will be jointly constructing an exposition with you to promote the importance of caring for the gardens and soil quality in the school grounds.
- Refer students to the writing scaffold on butchers paper (see *Preparing for day 4*).
- Invite students to suggest a title, e.g. *The importance of caring for our school gardens* and write it on the board.
- Tell students they are to discuss this issue in pairs, to brainstorm reasons why it is important to care for the school's soil quality and its gardens, and to record this on paper.
- Ask students for their suggestions and record these on the board.
- Together, discuss the order in which these arguments could or should be presented in an exposition and write the main point (or topic sentence) for a few of these arguments on the butchers paper.
- Explain to students that on day 5 you will be elaborating each of these points and writing a statement which reinforces the position statement.

Concluding the session



- View another section of *Patch from Scratch*.
- Ask students to continue noting new information which they could add to their learning journal.
- Ask students to briefly discuss the effectiveness of the video to impart information on gardening, and to compare it with the effectiveness of written texts. Encourage them to choose which text type (visual or written) they prefer.

Teacher reading



- Read another chapter from *The Gardening Australia Book*.

Thinking about day 4:
Reflection

- Are students becoming critical readers? Can they identify the features which help make a text successful?
- Are students working cooperatively during group tasks?
- Can you observe all students developing as users of English? How do you know? How are you documenting this?



Day 5 at a glance

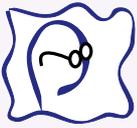
Setting the scene	Define compost.
Modelled reading	Read and discuss an exposition on compost.
Modelled and guided reading group 5 Read Worksheet 3.8 and OHT 3.2 and focus on evaluating the effectiveness of a text.	Reading activities Groups 1, 2, 3 and 4 • Worksheet 3.7 Additional reading activities available in the classroom (refer to pages 12 and 13).
Guided reading group A Read the text and focus on meaning and the spelling of high frequency words.	Independent reading Students read then discuss their texts.
	Independent writing Students include reaction to the video in their learning journals.
Guided writing	Demonstrate how to elaborate on and evaluate an exposition.
Concluding the session	Discuss possible changes to school gardens.
Teacher reading	Read from <i>The Gardening Australia Book</i> .

Preparing for day 5

- OHTs 3.2, 3.3, 3.4 and 3.5, overhead projector and screen
- Butchers paper and felt-tip pens.
- Copies of Worksheet 3.7 for groups 1, 2, 3 and 4.
- Copies of Worksheet 3.8 for group 5.
- The scaffold for writing an exposition, used on day 4.
- Art paper, scissors and glue.
- Students' learning journals.
- Guided reading texts for group A.
- A copy of *The Gardening Australia Book*.

DAY 5

Setting the scene



- Write the word *compost* on the board. Invite students to comment on their understanding of compost. Ask them to suggest a definition for compost. Record these suggestions on the board or butchers paper.
- Tell students that today they will be differentiating between mulch and compost and reading an exposition on compost.

Modelled reading



- Display OHT 3.4, which differentiates between mulch and compost.
- Ask students to read the text with you and to briefly summarise these differences.
- Invite students to describe any efforts they have made at home to compost waste material and re-use it in the garden. Encourage students to describe what they put in their compost and how it is stored.
- Ask students to suggest *Why is compost so important?* Ask students to indicate where they found information about this in the text on OHT 3.4. When students reply that they cannot find this information in the text, ask them:

What then is the purpose of this text?

What is the viewpoint of the author?

For whom would this text be written?

As students talk about the author's purpose and point of view, they take on the role of text-analyst.

- Display OHT 3.5 which is an exposition on the importance of using compost. Ask students to scan the text to find reasons why composting is important. Ask students to identify some of these reasons and indicate where they found this information in this exposition.
- Read the text together to confirm their suggestions.
- Refer students to the writing scaffold for expositions, used during guided writing on day 4 (see *Preparing for day 4*). Ask students to identify elements of an exposition in the text on OHT 3.5, e.g.:
 - title
 - sentences which make the *point* in each of the paragraphs
 - reasons why composting provides valuable nutrients to the soil
 - reasons why the overuse of fertilisers has led to problems
 - reasons why composting can halve household garbage
 - how the position statement has been reinforced.
- Ask students if they think this is a successful exposition.

Reading activities



Groups 1, 2, 3 and 4

- Show Worksheet 3.7 to the class.
- Explain to students they are to cut out the text and reassemble it in order to compile a well structured exposition.
- Remind students to refer to the scaffold for writing an exposition, used during guided writing on day 4, as a guide.
- Tell students in group A and B and group 1 that they may refer to OHT 3.5 as they work.
- Tell all students to compare their ordered text with that of another student and with that on OHT 3.5, before they paste it to onto their paper. Remind students to leave spaces between the paragraphs as they paste.

Independent reading



- Ask students to read independently.
- When students have completed reading independently ask them to form pairs and discuss their independent reading texts with each other.

Independent writing



- Ask students to complete another double page in their learning journal for day 3.5, or to complete the journal entry commenced on day 4. Remind students they could include their reactions to the video in their learning journals.

Modelled and guided reading

Group 5



- Distribute copies of Worksheet 3.8 to each member of the group. Ask them to skim the text to get a quick idea of what it is about. Invite them to share their interpretations. Help them see it is a checklist which can be used to evaluate the success of an exposition.
- Ask students to read sections of the checklist in turn, to the group.
- Prompt if necessary. When students come to an unknown word tell them to read that part of the text again and ask:

What do you think that word might be?

What would make sense here?

What word would sound right in this sentence?

What does the word start with? What other letters can you see?

- Monitor their reading for phrasing, fluency and self-corrections.

You are orientating students to the text.

Students are Reading the text, which is described in Teaching Reading: A K-6 Framework, pages 33-38, which is part of the suggested procedure for guided reading.

DAY 5 (continued)

Modelled and
guided reading

continued...

- Discuss how the boxes on the left-hand side of the checklist could be used.
- Display OHT 3.2, *What are the benefits of mulching?* Remind students this text is found on page 20 of *The Gardening Australia Book*.
- Tell students to use the checklist on Worksheet 3.8 to evaluate the text on OHT 3.2. Tell them to re-read the text on OHT 3.2 completely.
- Focus students' attention on one point of the checklist at a time. In order to answer each question encourage students to scan the overhead for the specific information requested. Ask students to share their opinions of the text and to tick the boxes where appropriate.

This activity equates with Reading the text, which is described in Teaching Reading: A K-6 Framework, pages 33-38, within the suggested procedure for guided reading.

- Tell students to use this checklist to evaluate their own exposition writing.
- Also, tell students to continue independent reading and writing tasks.

This activity equates with After the guided reading, which is described in Teaching Reading: A K-6 Framework, pages 33-38, within the suggested procedure for guided reading.

Guided reading

**Group A**
Focus on text reading

- Give a copy of the new text to students.
- Ask them to skim through the text to find as much information about the text as possible.
- Ask students to describe this text to you and predict what it might be about.
- Read the first few paragraphs, asking the group to read with you.
- Ask students to take turns reading aloud. Monitor their reading development and record it on your guided reading record.

Focus on meaning

- Ask questions which focus on meaning, e.g. talk about the events, characters and information in the text and compare this text with others they have read.

Focus on writing/spelling

- Choose a series of high frequency words.
- Ask students to write one of these high frequency words onto a piece of paper without referring to the text. (If they are unsure of the correct spelling ask them to *have a go* at spelling it several ways.)
- Ask students to find the word in the text and to check their spelling.
- Repeat, using other high frequency words.
- Ask students to write these words in their personal spelling book, as a personal record.

Guided reading



continued...

Refocus on whole text

- Ask students to re-read the text. Tell them to record any words with interesting or unusual spelling patterns in their spelling book as well.
- Discuss this list with them, explaining any spelling generalisations as they arise, e.g. “Drop the *e* before adding *ing*.”

Guided writing



- Re-read the jointly constructed text commenced on day 4.
- Ask students if they still consider the order and the content of the points to be correct.
- Ask students to help you elaborate each of these points.
- Once completed, ask one student to re-read the text to the class. As students hear the text read to them, ask them to try to think of a sentence which would both reinforce and summarise their position and be a good summary to this exposition. Choose the most appropriate statement and use it to complete this jointly constructed text.
- Invite group 5 to tell the class about the evaluation checklist they have used. Ask group 5 to help the class use this checklist to evaluate the success of this text.

Concluding the session



- Talk about your school’s gardens and the role which students play in their care and maintenance. Ask students if there are other ways they could help improve the quality of the soil in these gardens.
- Discuss how the texts read this week and your own jointly constructed writing have influenced their thinking.
- Talk about possible changes they would like to make in order to better care for the school’s gardens.
- Plan how any possible changes could be introduced.

Teacher reading



- Read another chapter from *The Gardening Australia Book*.

Thinking about day 5: Reflection

- What could support personnel or parents do during the literacy session, to help students as they learn?
- Refer to the outcomes listed at the front of the unit. What development has each student shown?
- What learning has occurred in other English outcomes? How are you going to document this?
- Have students’ learning journals helped them to begin to look critically at their own learning? How can this information best be used?



Place red soil in wheelbarrows and fill the tyres with it.

Observe the bees as they pollinate the flowers.

Clean the old courtyard.

The Permaculture Courtyard

Harvest the vegetables which grew once the flowers died.

Cover the soil with straw and sprinkle seeds onto the straw.
Water the seeds and wait.

Collect tyres from the dump and pile them on top of each other.

Watch as seeds grow roots, shoots, leaves and flowers.

Prepare compost by sifting it to get rid of sticks, rocks and glass.

Add chicken manure to the soil.

OHT 3.1

**Part a:****What materials can be used for mulches?**

A whole lot of things. Here's a list of some of the best: compost, leaf-mould, peatmoss, pine needles, hay, straw, sawdust, wood shavings, animal manures, chicken manure, seaweed, dried lawn clippings, and, of course, shredded prunings.

Part b:**What is mulch?**

A mulch is a layer of material covering the surface of the soil above the roots of the plants. Mother Nature mulches plants with fallen leaves and other plant matter. To be really effective, a mulch should be applied to a depth of 7.5 to 10 cm (three to four inches) around plants, keeping it at least 15 cm (six inches) but preferably 30 cm (12 inches) away from the trunk, to ensure that there's no chance of the plant getting collar rot.

from The Gardening Australia Book, pages 19 and 20.

Worksheet 3.2



Name: _____

1. Describe the position of the garden bed you are investigating.
2. Draw a quick sketch of the plants which grow in this bed.
3. Estimate the size of this garden bed, in square metres (use the metre rule or the measured piece of newspaper).
4. Is the soil covered in a layer of mulch? If not, go to question 8.
5. What material is used for mulch in this garden?
 - a. How deep is the mulch in centimetres?
 - b. How far away from the trunks or stems is the mulch?
8. Describe the colour of the soil in this garden bed.
9. What, if anything, is lying on the soil?

Worksheet 3.3



Mulching for garden health and beauty

Perhaps the single most thoughtless thing we gardeners can ever do is to throw fallen leaves and plant prunings into the garbage bin – or worse still, to burn them. There's so much goodness tied up inside them just waiting to be recycled. Throwing them away is wasteful, as is burning, which also has the further disadvantage of putting more greenhouse gases into the atmosphere.

The really sensible and thoughtful thing to do is to either add them to your compost heap, or to use them as a mulch.

from The Gardening Australia Book, page 19.



What are the benefits of mulching?

Mulches serve several very important functions. They stop the sun from 'baking' the soil surface and evaporating the moisture that's there. They keep the plant's roots cool too, and that helps to keep the plant comfortable – so it grows better. As they break down, through the natural process of weathering, mulches release some nitrogen to the plant roots that spread beneath them. They attract earthworms, which help to keep air down below the soil, and that's important to the growth of plants too. Another nice benefit is that weeds and other unwanted plants will be less likely to get a foothold, and even if they do, they're easier to pull out.

from The Gardening Australia Book, page 20.

Worksheet 3.4



What are the benefits of mulching?

Mulches serve several very _____ functions. They stop the _____ from 'baking' the soil surface and evaporating the _____ that's there. They keep the plant's roots _____ too, and that helps to keep the plant comfortable – so it _____ better. As they break down, through the natural process of weathering, _____ release some nitrogen to the plant roots that spread beneath them. They attract earthworms, which help to keep _____ down below the soil, and that's important to the growth of plants too. Another nice benefit is that _____ and other unwanted plants will be less likely to get a foothold, and even if they do, they're easier to pull out.

sun, cool, important, weeds, mulches, moisture, grows, air.

Name: _____



Mulches serve several very important functions. They stop the sun from 'baking' the soil surface and evaporating the moisture that's there. They keep the plant's roots cool too, and that helps to keep the plant comfortable – so it grows better. As they break down, through the natural process of weathering, mulches release some nitrogen to the plant roots that spread beneath them. They attract earthworms, which help to keep air down below the soil, and that's important to the growth of plants too. Another nice benefit is that weeds and other unwanted plants will be less likely to get a foothold, and even if they do, they're easier to pull out.

Mulches help deter the growth of weeds and do not allow weeds to develop a sturdy base for their roots.

Plants grow better when their roots are cool, therefore mulches prove to be an asset for plants.

Nitrogen is important for plants' growth. Rotting mulches are a wonderful source of this nitrogen.

Mulches regulate the temperature of the soil and help the soil retain moisture.

Plants grow well when the soil has been aerated. Earthworms, which help in the aeration process, are attracted to mulches.

The benefits of mulching your garden

OHT 3.3



There are many benefits in mulching your garden.

Mulch reduces the amount of weeding. Mulch covers the soil and blocks the light from emerging weeds, causing them to die..

Mulch reduces the amount of watering required in the garden. A layer of mulch covering the garden bed considerably reduces the amount of evaporation of water from the soil. Hence, less watering is required.

Mulch improves soil quality. When mulch breaks down it adds nutrients and organic matter to the soil.

Mulch can be made from recycled materials, thereby reducing the amount of garbage going to our tips. Mulch can be made by chipping tree and shrub prunings, or by shredding newspaper, or it can be made from lawn clippings.

Furthermore, mulch can be an attractive addition to the garden. Whilst mulch can be made from shredded newspaper, mulch made of bark or wood chips makes an attractive alternative.

These are but a few reasons why mulching your garden makes sense.

from Teaching literacy in science in Year 7, page 140.

The benefits of mulching your garden

Worksheet 3.6



There are many benefits in mulching your garden.

Mulch reduces the amount of weeding. Mulch covers the soil and blocks the light from emerging weeds, causing them to die..

Mulch reduces the amount of watering required in the garden. A layer of mulch covering the garden bed considerably reduces the amount of evaporation of water from the soil. Hence, less watering is required.

Mulch improves soil quality. When mulch breaks down it adds nutrients and organic matter to the soil.

Mulch can be made from recycled materials, thereby reducing the amount of garbage going to our tips. Mulch can be made by chipping tree and shrub prunings, or by shredding newspaper, or it can be made from lawn clippings.

Furthermore, mulch can be an attractive addition to the garden. Whilst mulch can be made from shredded newspaper, mulch made of bark or wood chips makes an attractive alternative.

These are but a few reasons why mulching your garden makes sense.

from *Teaching literacy in science in Year 7*, page 140.

Tasks

1. Circle the thesis (introduction to a particular point of view).
2. Underline the point (topic sentence) in each paragraph.
3. Place a squiggly line beneath the reinforcement (conclusion).
4. Why does mulch improve the quality of the soil?
5. When mulch covers the ground it reduces the amount of evaporation of water from the soil. Why is this a good thing?
6. Which materials are listed as good mulches?
7. Do you know of any others?
8. Write a paragraph, with point and elaboration, which describes the positive aspects of aerated soil and the part worms play in this process. Remember that worms are attracted to mulches.

OHT 3.4



The nearly no-dig garden

The no-dig garden is something many of us aspire to, simply because it gives us more time for other things we enjoy doing in the garden.

This method relies on making copious quantities of compost and applying the composted material to the garden mulch.

Now let's not get mulch and compost confused. Mulch is anything you put on top of the soil or media in which you grow your plants. It can be gravel, carpet off-cuts, newspaper, raw horse manure, green lawn clippings or, as in the case of no-dig gardens, compost.

Compost is always vegetable or animal waste which has rotted down to a fine tilth and resembles a humus-rich soil. If it hasn't rotted down, it isn't compost and as such will be loaded with weeds from whatever material you used to make your compost.

from The Gardening Australia Book, page 15.

Composting



Composting is an important method for increasing soil fertility and reducing the amount of garbage being added to landfill sites.

Composting food scraps and other household waste, such as paper, provides valuable nutrients for the soil. Because organic matter is being returned to the soil the benefit is twofold. The nutrients from the composting materials increase the fertility of the soil and therefore its productivity and also reduce the necessity of using artificial fertilisers.

The overuse of fertilisers in some areas of Australia has led to problems such as salination of the soil and the river system. Soil salination has caused many trees to die, resulting in erosion of the land. The extra nutrients from fertilisers which are washed into the river systems have also led to an increased growth of algae, with devastating effects on fish and other marine life.

By composting food scraps the average household can halve the amount of garbage thrown out. Many of our large cities are already facing a crisis in finding ways of dealing with the huge quantities of garbage we generate. Filling gullies with household waste is both environmentally and economically unsound.

If every household composted food scraps, the benefits to the environment would be enormous.

from *Teaching literacy in design and technology in Year 7*, page 42.

Composting



Because organic matter is being returned to the soil the benefit is twofold. The nutrients from the composting materials increase the fertility of the soil and therefore its productivity and also reduce the necessity of using artificial fertilisers.

By composting food scraps the average household can halve the amount of garbage thrown out.

Soil salination has caused many trees to die, resulting in erosion of the land. The extra nutrients from fertilisers which are washed into the river systems have also led to an increased growth of algae, with devastating effects on fish and other marine life.

Composting is an important method for increasing soil fertility and reducing the amount of garbage being added to landfill sites.

Composting food scraps and other household waste, such as paper, provides valuable nutrients for the soil.

If every household composted food scraps, the benefits to the environment would be enormous.

The overuse of fertilisers in some areas of Australia has led to problems such as salination of the soil and the river system.

Many of our large cities are already facing a crisis in finding ways of dealing with the huge quantities of garbage we generate. Filling gullies with household waste is both environmentally and economically unsound.

Worksheet 3.8



The following checklist can be used to evaluate the success of an exposition.

- Puts forward a particular point of view.
- Provides an opening statement.
- Uses topic sentences to preview an argument.
- Presents the stages of an argument in logical order.
- Makes recommendations or suggests actions.
- Uses paragraphing.
- Sums up the argument.
- Uses simple present tense showing time and linkages between cause and effect.
- Most high frequency words are spelt correctly, e.g. plant, another.
- Most subject-specific terms are spelt correctly, e.g. evaporating, weathering.

from *Teaching literacy in design and technology in Year 7*,
page 31.