

Garden Buddy

Non-fiction

Content domain focus:

2b retrieve and record information/identify key details from fiction and non-fiction

2d make inferences from the text/explain and justify inferences with evidence from the text

2f identify/explain how information/narrative content is related and contributes to meaning as a whole

Text summary

This passage is a non-fiction text in the form of a set of instructions. The purpose of the passage is to tell the reader how to make a garden buddy – a kind of scarecrow designed to keep birds away from plants.

The instructions are organised into three sections: an introduction, a list of what is needed, and the five-step process to make the garden buddy.

Unit summary

The main focus of the questions in this unit is on retrieving and recording information from the text. As children move through the unit, they are also involved in making inferences based on some of the visual elements in the text.



Teaching prompts

- Activate the children's prior knowledge of non-fiction by asking what they think it is and how it differs from fiction. Are they able to talk about any non-fiction text that they have read recently?
- Ask what they would call a non-fiction text that told you how to do or make something (instructions). Discuss what they know about instructions in terms of organisation and language features.

Revisiting the text

Ask the children to:

- play barrier games where one child gives their partner instructions on how to draw something that their partner cannot see
- work in pairs to give each other oral instructions on getting from one place in the classroom to another
- play 'Simon Says' as a class or in a group
- turn visual instructions into written instructions
- turn written instructions into visual instructions
- produce a poster that lists the typical organisational and linguistic features of instructions
- create a display of annotated instructions.



Answers

Links to content domain requirements are in brackets after the answer.

1. one day [2b]
2. garden wire; wire coat hanger [2b]
3. Hang him from a tree or tie him to a stake in the ground. [2b]
4. Any of the following: tin cans, lids, plastic, card, foil [2b]
5. They help the reader know which order to do things in./They make it easier to see what has to be done in order [2f]
6. CDs [2b]
7. warning/danger [2d]
8. It helps because you can see what you've got and you can decide what bits will go where so that you don't make a mistake. [2d]
9. the figure's head [2b]
10. To keep birds off plants. [2d]



Assessment

The children are secure in their ability to retrieve information if they think about clues in the question to help them look for appropriate words or phrases in the passage. For example, question 1 asks "How long?", so they are looking for a number or quantity.

They are able to make inferences effectively if they make connections between two or more pieces of information and if they are able to link graphics and text.

The children are able to understand how content is related if they can identify how a non-fiction text is organised, and understand why this is.

Next steps

Encourage the children to think about, and be aware of, the purpose of texts when they read. Discuss how they read non-fiction texts, e.g. is it always linear (top to bottom, left to right)? If not, why not? Discuss how 'signposts' such as headings and sub-headings help the reader to know how to read most effectively.

Explore the use of images and visuals in non-fiction. Explore how they add to understanding of the main text.

Check that the children are aware of, and can use, a number of strategies and techniques to skim and scan non-fiction texts effectively, e.g. skimming by reading the first and last lines of paragraphs; scanning by visualising key words and phrases, and reading down the centre of the page to pick up those key words.