

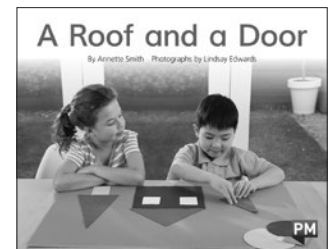
A Roof and a Door

PM Levels 5/6

Red

Text Type Description

Running Words 79



Preparing for Guided Reading

Orientation to the Text

- *A Roof and a Door* provides meaningful opportunities for children to observe, discuss, compare, discover and generalise about the properties of shape and space around them.
- Talk about what shapes students can see in the photograph of the house on page 3 of *A Roof and a Door*. Re-read *A house* (PM level 1).

Prior Knowledge

- Recognise that everything has shape
- Name some shapes
- Recognise that shapes help to identify what things are.

Key Language Structures

- This book encourages pattern and shape recognition in a familiar real-world setting.

Building the Balanced Reader

Concepts About Print

- Revise capital letters and full stops.
- Understand the concept of first and last words.

Vocabulary

Key High-frequency Words

are, come, this, here, is, like, looks, my, our, The

Content Words

door, fence, garden, gate, house, path, roof, trees, windows

Decoding

- Recognise high-frequency words within the text.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- Read the title. Look at the cover photograph. Talk about the house and garden that the children are making. Name the shapes. Look at the door on the title page and discuss the shapes that are there.

- pp. 2–3 – Explain that the girl is showing the boy her house. Look at the different shapes that are on the house.
- pp. 4–5 – Discuss the shape of the roof line, the windows and the door. Encourage students to discover additional shapes within each item.
- pp. 6–7 – Ensure that students understand that the girl is making her picture using the discoveries she has made about her family house.
- pp. 8–9 – Discuss the shapes that the girl used to make her house and path. Encourage students to name what part each shape represented.
- pp. 10–11 – Encourage students to predict the shapes that the boy may find in his garden.
- pp. 12–13 – Talk about the tree shapes with students, and point out that one is like a circle and the other is like a triangle. Compare these with tree shapes in the school grounds or neighbourhood. Talk about the shapes on the gate and letter box, and the fence that *goes around the garden*.
- Ask students whether the boy is using any shapes from his family garden in his picture.
- p. 16 – Look for the red window that is like a square, the yellow sun that is like a circle, etc. Talk about the question mark, which asks students to respond with an answer.

Comprehension

- xxx

Follow-up Activities

- Students could make their own shape pictures of houses and gardens. They could use coloured paper, cardboard, felt pieces or wooden shapes. Prepare the shapes by cutting them into sizes and proportions which fit easily together. Students can sort the shapes into containers for easy access and storage.
- Put some objects into a paper bag. Ask students to put their hands into the paper bag and identify the shapes by touch alone.
- Take students for a 'Shape Walk' around the school. Classify the shapes on fences, gates, buildings, windows, etc. Encourage students to discuss the shapes, e.g. *Look, this window is like a square*.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up