

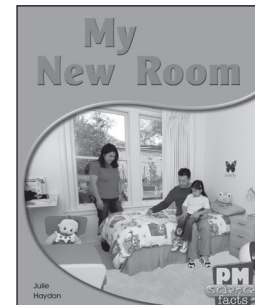
# My New Room

PM Level 5/6

Red

**Text Type** Description/Explanation

**Running Words** 97



## Preparing for Guided Reading

### Prior Knowledge

- Read the chapter headings and locate them on the relevant pages.
- Study the drawing on pp. 4–5. Explain the word ‘plan’ as used in this book.

### Orientation to the Text

- In this story, a girl sets up her new bedroom with help from her parents. They follow a plan that the girl has drawn.

### Key Language Structures

- First person description/explanation, told in present tense.

## Building the Balanced Reader

### Concepts About Print

- Revisit onset *sh*–: *shelf*.
- Revisit letter names and sounds: *Mm*, *Bb*, *Ll*.
- Reinforce first and last letters of a word.

### Vocabulary

#### Key High-frequency Words

*good, goes, like, sits, sleep, this, will*

#### Content Words

*new, room, Mum, Dad, plan, bed, shelf, table, chair, lamp, books, dolls, butterfly, toys, monkey, frog, ball*

### 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

- **Cover** Talk about the book title, and discuss possible reasons for the girl moving into a new room.
- **pp. 2–3** Talk about the fact that the girl is drawing a plan for her new room. Look at the items in her drawing. Ask students what they think they represent, before turning the page.

- **pp. 4–5** Discuss the items in the girl’s plan. Ask, *Is there anything else you would add if this was your bedroom?*
- **pp. 6–7** Mum and Dad are helping the girl put her bed into her new room. Ask students if they are putting the bed where the girl drew it in her plan.
- **pp. 8–9** Mum is helping the girl put up the shelf, and Dad is setting up her lamp. Ask, *How many other items from the plan still need to be put in the room?*
- **pp. 10–11** The girl’s table and chairs are now in her room. Ask, *What does the girl place on the chair?* The girl’s butterfly picture is now on the wall over her bed. Ask students if this was in her plan.
- **pp. 12–13** Ask, *Do you think the shelf is a good place for the girl’s monkey? Where else could she put it?*
- **pp. 14–15** Ask students how they think the girl’s room looks now. Ask, *Would you be happy if your room looked like this? Has everything been placed how the girl wanted it?*
- Say these words slowly: *chair, shelf*. Use the PM Alphabet Blends books *ch* and *sh* to reinforce these sounds.

### Comprehension

- Why did the girl’s mum and dad have to help her? (*Inferential*)
- Why do you think the girl needs a lamp in her room? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: writing onsets to match pictures; choosing correct verbs to complete sentences; labelling the items in the bedroom plan from the book.
- Have students draw a similar plan to the one in the book, showing the basic layout of their own bedrooms.
- Ask students to consider how the bedroom plan would be different if the girl was sharing the room with a sibling. Have them list some other items that would need to be included.

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Date \_\_\_\_\_

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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.
- \_\_\_\_\_

## 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.
- \_\_\_\_\_

## Guided Reading Notes

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