

A house

PM Level 1

Magenta

Text Type Repetitive

Running Words 32



Preparing for Guided Reading

Orientation to the Text

- Display a large picture of a house. Talk about what is in the picture. Encourage students to compare this house with their own houses.

Prior Knowledge

- This book features vocabulary and contents about free-standing houses that some of your students may live in. Some students may live in units or apartments.

Key Language Structures

- This book features simple sentences containing an adverb plus a verb plus an article plus a noun for example, *Here is a door.*

Building the Balanced Reader

Concepts About Print

- Reinforce the difference between a letter and a word.
- Talk about sentences. Demonstrate as you say, *This is a sentence. It has four words. The first word is 'Here'.*

Vocabulary

Key High-frequency Words

a, Here, is

Content Words

step, path, door, window, roof, chimney, garage, house

Decoding

- Recognise a couple of high-frequency words that are repetitively used e.g. *a* and *Here*.
- Use initial sound and picture clues to help decode content words.

Fluency and Phrasing

- Locate familiar repetitive text to help develop smooth reading.
- Point to each word at a steady rate without long pauses.

Focusing on the Book – Guided Reading

- Read the title. Discuss the cover photograph. Ask students to name what they can see.

- Discuss the photographs featured throughout the book before reading the text together. Ensure that students practise consistent directional and one-to-one word-matching behaviours. Write an upper-case 'A' on the whiteboard. Write the lower-case 'a' underneath it. Point out the phonemic similarity.
- Demonstrate how students can monitor their reading by confirming initial letter cues, e.g. 'Gate begins with a "g" like guitar.'

Comprehension

- What is the top part of a house called? (*Literal*)
- Why do you think there is a big door on the garage? (*Inferential*)

Follow-up Activities

- Invite students to form the letters 'A' and 'a' with a tactile material, e.g. sand, playdough, finger paint, etc.
- Make a mural about houses for people and houses for animals. Add captions.
- Re-read PM Alphabet Starters *h*. List words that begin with 'h' on a chart. Select children to underline the 'h' in each word. Have students draw pictures of things that begin with 'h' for the chart.
- Cut out shapes from coloured paper, e.g. squares, triangles, rectangles, circles, etc. Have students make a mosaic picture of a house and garden using the shapes. Write captions for students, e.g. 'Here is _____'s house.' Copy the captions onto cards for students to read and match.
- Make labels for objects in the classroom, e.g. 'Here is a window. Here is a table.' Invite students to walk around the classroom and read the labels.

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Learning Intentions

- We are learning to hold a book, turn the pages and point to the words.
- We are learning to use different strategies to help us to read unknown words.

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Success Criteria

- I can point from left to right as I read each word.
- I use the beginning sound and the picture to help me to read some unknown words.

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Guided Reading Notes

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