

Look at the house

PM Level 1

Magenta

Text Type Repetitive

Running Words 53



Preparing for Guided Reading

Orientation to the Text

- Read *The pencil* (PM level 2/3) to students. Introduce the pencil character and focus on the recurring speech patterns within the sentence.

Prior Knowledge

- This book features a fantasy character who is drawing a house in stages.

Key Language Structures

- In this book, direct speech is introduced in the form of a simple sentence, followed by the high-frequency word *said*.

Building the Balanced Reader

Concepts About Print

- Emphasise the sound of the initial letter of each interest word and say its name, e.g. *The word roof begins with the letter r.*
- Speech marks and comma – discuss the punctuation symbols, purposes and positions.
- Ensure that the return-sweep procedure is secure.
- Encourage the skill of prediction.

Vocabulary

Key High-frequency Words

Look, at, the, said, pencil

Content Words

roof, door, windows, chimney, path, fence, gate, house

Decoding

- Recognise a couple of high-frequency words that are repetitively used e.g. *Look* and *at*.
- 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

- **Cover** Read the title with students and link the illustration with the word *house*. Compare this illustration with the one on the cover of *The pencil*, noting similarities and differences.

Name the parts of the house and discuss their shape. Read the title page and discuss the picture of the house. Compare it with the illustration on the cover.

- **Pages 2–15** Focus on the sound and visual pattern of the high-frequency word *said*. Discuss the positioning and the purpose of the speech marks by helping students to isolate the part of the sentence which is spoken. Point out that on each page, the pencil is drawing the part of the house which is featured in the text. This knowledge will assist students to decode the interest words.
- **Page 16** Focus on the text change – the spoken sentence only. Discuss the picture and compare it with the one on the cover.

Comprehension

- What was the pencil asking us to do? (*Literal*)
- Why do you think the pencil wanted us to look at the drawing? (*Inferential*)
- Was the pencil happy with what he had drawn? (*Inferential*)

Follow-up Activities

- Ask students to make models of houses from various boxes. Have them paint these to resemble the house in the book. Alternatively, they could build houses from building blocks. Invite students to show their houses to the class. Encourage comments, e.g. *Look at the roof*. Record these comments in written form.
- Make individual books for students. Invite them to draw their own house in the same format as *Look at the house*. Have them write the appropriate text under each picture.

Look at the house

Date _____

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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