

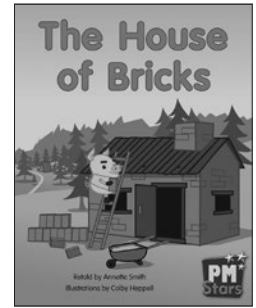
The House of Bricks

PM Level 13

Green

Text Type Narrative

Running Words 250



Preparing for Guided Reading

Orientation to the Text

- Read the title of the book. Discuss the cover illustration and identify the setting and main characters.
- Select students for the speaking parts.

Prior Knowledge

- Students will be familiar with the sequence of events in this traditional tale that has been rewritten as a play suitable for young readers.

Key Language Structures

- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *down, inside, in a house, into the forest, The next day, up the path.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

blew, end, fall, fell, live, their

Content Words

bricks, chimney, forest, huffed, puffed, sticks, straw, wolf

Decoding

- Build upon students' phonemic awareness and their knowledge of letter-sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to cross-check, confirm or self-correct when meaning needs to be regained.
- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

Focusing on the Book – Guided Reading

- Study the illustrations. Discuss the illustrator's portrayal of each character. Notice that the narrator's text boxes are different from the speech bubbles used for the characters' dialogue.

- Invite students to retell the story. Suggest they include details that add to the audience's enjoyment of the main events.
- Listen to the digraph *ch* at the beginning of *chimney*. Make a list of other words beginning with the same digraph, e.g. *children, chair, cheese*.
- Revisit words ending with the blend *-st*, e.g. *forest, best, nest*.
- Discuss the rule for adding *-ing* to a word that ends with a silent 'e'. Make a list of words where this rule applies, e.g. *come, coming; make, making*.
- Discuss the spelling patterns and meanings of these words: *blew, blue; their, there*.
- Write these words on a whiteboard: *stick, brick*. Ask students to name other words with the same final *-ck* sound and spelling pattern.
- Locate these past-tense verbs ending in *-ed*: *huffed, puffed, looked*.
- Talk about these verb tenses: *make, made; come, came; blow, blew; see, saw; run, ran*.
- Reinforce the structure of a narrative. Talk about how tension builds in this story as the wolf huffs and puffs. Remind students that in a narrative the characters encounter a problem and the problem is solved.

Comprehension

- What did Mother Pig say to the three little pigs? (*Literal*)
- What did the pigs use to make their houses? (*Literal*)
- What happened to the wolf? (*Literal*)
- Why was the wolf able to blow down the straw and stick houses? (*Inferential*)
- Why couldn't the wolf blow down the house made from bricks? (*Inferential*)
- Why did the wolf get onto the roof of the brick house? (*Inferential*)
- Why did the wolf fall down the chimney? (*Inferential*)

Follow-up Activities

- Identify other traditional tales that could be rewritten using text boxes for the narrator and speech bubbles for the main characters, e.g. *The Donkey in the Lion's Skin* (PM level 12).

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Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.

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Success Criteria

- I can make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.

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Guided Reading Notes

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