

Building a House

PM Level 11/12

Blue

Text Type Information Report

Running Words 198



Preparing for Guided Reading

Orientation to the Text

- Show students photographs of a house under construction. Help them to sequence the different stages and give reasons for their choices.

Prior Knowledge

- This simple factual report describes the many stages necessary when constructing a new house.

Key Language Structures

- Paragraphs begin with a topic sentence and are followed by sentences containing supporting information, e.g. *The builders climb up a long ladder to work on the roof. The roof will be made of tiles.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

first, man, men, put, work

Content Words

bricks, builders, concrete, digger, ditches, downstairs, ladder, plaster, stilts, tiles

Decoding

- Observe students' understandings of concepts about print. Ensure that they are transferring this knowledge during shared, guided and independent reading.
- Encourage quick recognition of high-frequency words.
- Provide support when students apply their knowledge of letter-sound relationships to decode or check unknown words. Ensure that students are cross-checking their decoding attempts against meaning and structure.

Fluency and Phrasing

- Reinforce the importance of pausing at line breaks. Ensure that students understand how this improves reading fluency.
- Encourage students to recognise errors independently. Provide positive feedback when students have taken responsibility for re-reading or searching further. If an error is not recognised, say, *Try that again*. Remind students to check meaning by confirming that visual and meaning clues match.

Focusing on the Book – Guided Reading

- Read the title. Discuss the photograph on the cover and title page.
- Introduce new vocabulary. Talk about the digger and its function. Ask students if they have seen this type of machine before.
- Discuss the foundations and their crucial role.
- Observe how the bricks are positioned and where the water pipes are placed.
- Talk about the different layouts and structures of students' own houses.
- Discuss how the windows are placed and the various types of roofing materials that can be used.
- Talk about the plasterer's and painter's roles, and the roles of the other tradespeople who will help to complete the house.
- Reinforce the factual recount of events in a report.
- Check that the text confirms the accuracy of the visual information.
- Introduce new vocabulary relating to construction: *digger, ditches, concrete, bricks, pipes, plaster, tiles, stilts*.
- List the words relating to direction: *inside, under, outside, round, out of, down, into, on top, upstairs, downstairs, up*.

Comprehension

- What was the first thing that happened when the house was built? (*Literal*)
- Why did the men put water pipes into the house? (*Inferential*)
- Why did the men do the painting last? (*Inferential*)

Follow-up Activities

- Write down the text from each page onto separate cards. Have students make observational drawings of each stage of the process, also on separate cards. Ask them to order their drawings and place the appropriate text card beside each drawing. Have them check the order of the cards with the book.
- Talk about and list the different contractors that were involved in the construction of the house. Discuss what they do, as well as the safe practices that they must adhere to. Have students choose one contractor, and write and draw about him or her.

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Learning Intentions

- We are learning to identify topic sentences and sentences that provide supporting information.
- We are learning to use our knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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Success Criteria

- I can identify topic sentences and sentences that provide supporting information.
- I can use my knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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Guided Reading Notes

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