

# Houses and Homes

PM Level 11/12

Blue

**Text Type** Poetry / Verse

**Running words** N/A



## Preparing for Guided Reading

### Orientation to the Text

- Read a selection of familiar classroom poems. Identify if these poems express one simple idea with rhythm and rhyme, or if they tell a story.

### Prior Knowledge

- This book contains a number of short verses about different houses and homes. It may be read individually or in small groups.

### Key Language Structures

- The number of syllables in each line of the verse helps to establish the rhythm, e.g. *Bas-kets are for cats* (5), *Ken-nels are for dogs* (5)
- *Bur-rows are for rab-bits* (6), *And pud-dles are for frogs* (6).

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*around, place, put, wind*

#### Content Words

*burrows, chairs, crawl, floors, Kennels, know, shady, tiny, town, willow*

### 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

- The verses may be read over several days along with other non-fiction books at the same level and with the same theme. Alternatively, students might read all of the verses, silently and aloud, in one guided reading session.
- Read the title to students and discuss the illustration.
- Read the title of each verse together. Encourage students to use visual information and their personal knowledge of how words work as they read. Discuss the special features of verse, i.e. text layout; visual, rhyme and meaning cues; language structures; and rhythm. Reinforce the enjoyment of reading this form of writing.
- Reinforce that verse has a different text layout.
- Listen to the sounds that rhyme and identify the letter patterns. Make a list.
- Find the directional words: *inside, around, under, out, down, up, in, on*.
- Recite favourite verses from memory.
- Encourage the children to write their own verses.

### Comprehension

- What rhymes with the words *house* and *home*? (*Literal*)
- Why does a tent make the *best little house*? (*Inferential*)
- What is good about having your own room? (*Inferential*)

### Follow-up Activities

- Demonstrate how to write a four-line verse, e.g:  
*A big house, (adjective + noun)*  
*A blue house, (adjective + noun)*  
*A house by the sea*  
*For you and for me. (last lines rhyme)*  
Display verses on the wall.
- Rewrite each verse from *Houses and Homes* onto A3 card. Have students add matching illustrations. Put the verses into a box labelled *Our Poems About Houses*. Add other verses based on the same theme.

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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