

Making a Toy House

PM Level 11/12

Blue

Text Type Procedure

Running Words 126



Preparing for Guided Reading

Orientation to the Text

- Re-read *A Home for Little Teddy* (PM level 5). Draw the children's attention to the toy house at the end of the story. Explain that they are going to find out how to make a toy house similar to this one.

Prior Knowledge

- This text gives clear instructions on how to make a toy house out of shoe boxes. Instructions for making furniture are also included.

Key Language Structures

- Action verbs and prepositional phrases provide clear instructions to achieve the goal, e.g. *Paint some windows on the outside of the house.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around

Content Words

cloth, curtains, glue, mats, need, tables, tape

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 and discuss the photographs. Recall other texts about making things, e.g. *Making a Caterpillar* (PM level 8/9).
- Name the materials that are required. Encourage students to predict how the materials will be used.
- Explain that the process for making the toy house begins on these pages. Read each step of the procedure carefully.
- Read and discuss each procedure. Talk about how the photographs reinforce the instructions.
- Study the photographs and identify how the toy house is decorated and what materials have been used. Discuss how the toy house could be a feature in the classroom.
- Identify the different layout of a procedural text, i.e. materials required, instructions, bullets and the use of diagrams or photographs.
- Look at the verbs in the text that can also be nouns, e.g. *glue, paint*.
- Discuss the verb forms *make* and *making*.

Comprehension

- What items do you need to make a toy house? (*Literal*)
- Why do you need to put tape around the boxes? (*Inferential*)
- What could you do with the finished toy house? (*Inferential*)

Follow-up Activities

- Re-read the text. List the materials needed. Provide support as a small group of students follow the instructions. Display the completed toy house. Encourage students to explain to others how it was made.
- Show students how to make finger puppets for the toy house. Draw a doll on a piece of card. Draw two circles at the base to make holes for fingers (legs). Cut out the doll and the holes. Encourage students to use their finger puppets and the toy house for role-play activities.

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Learning Intentions

- We are learning to understand prepositional phrases that provide more accurate information in the steps of the procedure.
- We are learning to use our knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.
- _____

Success Criteria

- I can use information in prepositional phrases to accurately complete the steps in the procedure.
- I can use my knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.
- _____

Guided Reading Notes

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