

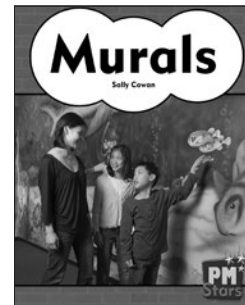
Murals

PM Level 11/12

Blue

Text Type Information Report

Running Words 133



Preparing for Guided Reading

Orientation to the Text

- Recall that Cam and his family are the characters in *Dinosaur Day at School* (PM levels 5/6) and *Cam's Family* (PM levels 8/9).
- Read the title of the book. Discuss the photo on the cover. Recall that Cam and his family have an interest in art and music.
- Turn to the title page. Build confidence in the use of the contents and glossary. Read each chapter heading and page number. Find the headings. Explain that each chapter provides information about a particular aspect of the topic.
- Find each glossary word within the book. Talk about how a glossary aids meaning.

Prior Knowledge

- This book is an information report about murals.

Key Language Structures

- Paragraphs begin with a topic sentence and are followed by sentences containing supporting information, e.g. *Murals are big pictures. They are put in lots of places.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, before, if, or, put, take, them, time

Content Words

buildings, cardboard, glued, pictures, students, tiles, walkways, world

Decoding

- 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

- Study the photographs on each page before reading the text. Introduce key interest words. Discuss pages 10–13. Talk about the pictures portrayed in the murals.
- On a whiteboard write the sentence *Murals can tell a story, too*. Talk about how a familiar story could be presented as a mural.
- Discuss the pronoun *they*, which has been used to replace the noun *murals*.
- Locate adjectives that describe size and personal opinion: e.g. *big, beautiful*.
- Find prepositional phrases in the book, e.g. *onto fences, walls or walkways; onto the wall*.
- Explicitly teach students to identify information that adds elaboration, e.g. *Some murals are made from lots of little tiles. The tiles are glued ...* Talk about how this supports meaning in an information report.

Comprehension

- What is a mural? (*Literal*)
- What are some murals made from? (*Literal*)
- What can murals show us? (*Literal*)
- Why can big murals take a long time to make? (*Inferential*)
- Why do some murals have to be displayed inside buildings? (*Inferential*)
- Why can old walls look better if murals are painted on them? (*Inferential*)

Follow-up Activities

- Locate the final sentence, *We can see murals all around the world*. Collect and display photos of beautiful murals from around the world. Share the writing of suitable captions.
- Invite an artist to demonstrate to the class how tiles can be used to make a simple mural. Follow up by asking students to write a thank-you letter to this person.

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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.

• _____

Guided Reading Notes

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