

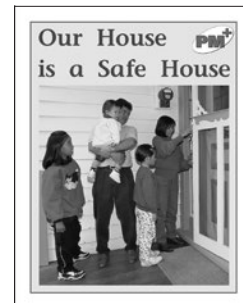
Our House is a Safe House

PM Level 11/12

Blue

Text Type Exposition

Running Words 189



Preparing for Guided Reading

Orientation to the Text

- Make a list of safe practices that are important at home. Encourage the children to give reasons to support their ideas.

Prior Knowledge

- In this text, the children are encouraged to think, reason and express their views about safety issues in their homes. Develop a list of safety practices in and around the home. Write these on a chart.

Key Language Structures

- Persuasive language is used to support a point of view, e.g. *Mum and Dad do not let us play in the shed.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

do, first, place

Content Words

brother, cold, cooker, heater, lock

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 together and discuss the photograph. Talk about specific features related to the title.
- Discuss the meaning of the text in relation to the photographs.
- Read the text and discuss the three safety issues on pp. 4–5.
- Talk about the importance of adult supervision at bath time.
- Ask the children to suggest other safety practices related to heating.
- Read the text and discuss the photograph on pp. 10–11.
- Discuss why children need to stay out of sheds.
- Talk about keeping babies safe. Summarise safety in the house.
- Discuss the compound words *playpen, bedroom, bathroom.*
- Encourage children to express their views.
- Reinforce how identification of detail from visual information supports meaning.
- Use knowledge of oral language patterns when checking text structure.

Comprehension

- Why should children stay away from the cooker and hot water? (*Literal*)
- Where is a safe place to play with toys? (*Inferential*)
- How can everyone help to make a house a safe place? (*Inferential*)

Follow-up Activities

- Draw the outline of a two-storey house. Count the number of rooms. Write matching labels and attach them to the rooms. Individually or with a friend, ask students to draw each room as a 'safe room'. Invite them to explain the safety practices in their pictures before pasting the 'rooms' onto the house outline. Write down a copy of the text and place it near the house outline to reinforce meaning.
- Compare safe practices at home with safe practices in the classroom. List students' suggestions. Have students write their suggestions on cards. Place these around the room.

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Learning Intentions

- We are learning to understand that effective arguments need sound reasoning.
- 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 the arguments and reasons in an exposition text.
- 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