

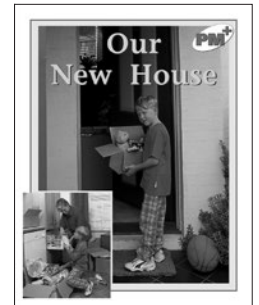
# Our New House

PM Level 11/12

Blue

**Text Type** Information Report

**Running Words** 69



## Preparing for Guided Reading

### Orientation to the Text

- Re-read *It is Raining* (PM level 8/9). Recall how this recount was written as a letter. Inform the children that this text is written in a similar form.

### Prior Knowledge

- Billy writes a letter to his friend, Tim, telling him about his family's move to a new house.

### Key Language Structures

- Paragraphs begin with a topic sentence and are followed by sentences containing supporting information, e.g. *I can see my new school from my window. I can walk to my new school.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*over, place*

#### Content Words

*bedroom, school, window*

### 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

- Link the photographs on the cover and the title page with the title.
- Read the text and the letter text with students. Confirm that p. 3 is a copy of what Billy has written.
- Talk about each photograph before reading the text. Invite students to talk about their own experiences of moving to a new house. Continue to confirm that the handwritten text is a copy of what Billy is writing.
- Talk about going to a new school. Discuss how Billy might be feeling. What might he be thinking?
- Read the letter with fluency and phrasing.
- Revisit words specific to letter writing: *Dear, from*.
- Look at directional words: *up, down, top, over, in*.

## Comprehension

- Who did Billy write to? (*Literal*)
- Why did Billy have to go up to his bedroom? (*Inferential*)
- Did Billy like living in his new house? (*Inferential*)

## Follow-up Activities

- Have students pretend to be Tim and write a letter in reply. Use the letter in the book as a model for the layout. List students' ideas for the possible content.
- Discuss having a friend to stay, or staying over at a friend's place. Talk about what makes these occasions memorable. Write students' ideas on a chart. Have them write and draw about their own experiences. Bind students' work together to make a shared reading booklet.
- Study the photograph on p. 4. Invite students to talk about what they would do with the empty boxes. Have them draw a model of what they would make. Encourage them to explain their ideas to the group.

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Date \_\_\_\_\_

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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