

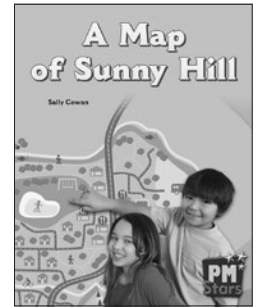
A Map of Sunny Hill

PM Levels 14/15

Green

Text Type Description

Running Words 190



Preparing for Guided Reading

Orientation to the Text

- Explain that the book describes a map that visitors to Sunny Hill use to see where they can go and what they can do in the town.
- Read the title of the book. Inform students that Sunny Hill is a small town that attracts many visitors. Discuss the cover photograph.

Prior Knowledge

- This book describes the map that is displayed outside the Information Centre in the fictitious town of Sunny Hill.

Key Language Structures

- Some sentences have two independent clauses joined with a conjunction, e.g. *They find places to stay and places to have fun.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

beside, people, small

Content Words

caravan, highway, holiday, people, pictures, playground, skatepark

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.

Fluency and Phrasing

- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

Focusing on the Book – Guided Reading

- Turn to the title page and read the chapter headings. Discuss why the map has a key. Predict information that may be included in the chapters,

e.g. *roads and paths; food and drinks*. Discuss why people visiting the area for the first time would find the map helpful.

- Study the photographs on each page before reading the book. Locate the map on pages 4–5. Identify links between the signs and symbols in the key and the matching signs and symbols on the map. Reinforce students' understanding that maps communicate information through signs and symbols. Introduce key interest words.
- Reinforce the key features of non-fiction texts. Discuss the glossary on page 16. Find glossary words within the book.
- Support students when they use their knowledge of phonemes and phonological awareness to decode or predict new words, e.g. *m-a-p*.
- Encourage students to use analogy, e.g. *be, beside*.
- Locate these personal pronouns: *they, them*. Identify the nouns they replace.
- Locate sentences where the verbs *is, has* or *are* are used to link information. Recall that *is* and *has* link with a singular subject whereas *are* links with a plural.
- Explicitly teach students to attend to meaning by using information within the book in combination with their prior knowledge. Encourage students to slow the pace of their reading only when there is a need to focus on specific words or features, such as print details or information in photographs and diagrams.

Comprehension

- Why do people look at the map of Sunny Hill? (*Literal*)
- How many parks are on the map of Sunny Hill? (*Literal*)
- Which park has a playground and a skatepark? (*Literal*)
- What is a big highway? (*Inferential*)
- Why can people have a good holiday at Sunny Hill? (*Inferential*)
- When would you find this map helpful? (*Inferential*)

Follow-up Activities

- Review the purpose of the map. Have students use this information to make a pamphlet or poster that would encourage people to holiday at Sunny Hill.

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Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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Success Criteria

- I can use word parts to help me decode fluently, e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

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Guided Reading Notes

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