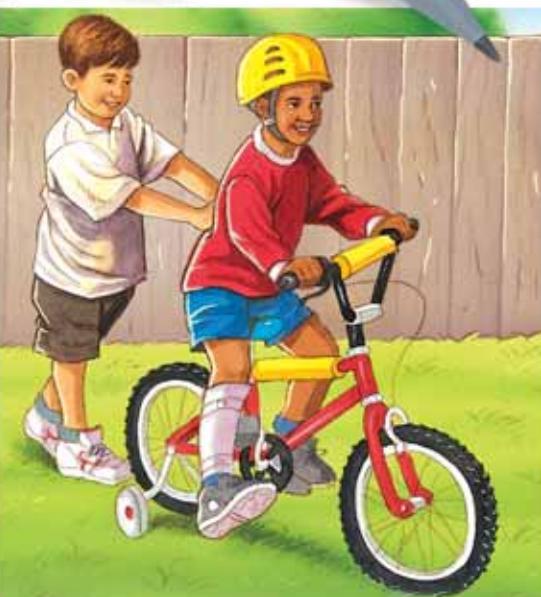




Key to the PMs

PM Teachers' Resource Guide

Beverley Randell



THOMSON
★
NELSON

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About the PMs

Key to the PMs

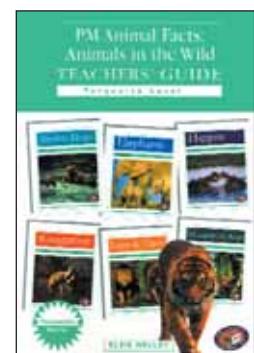
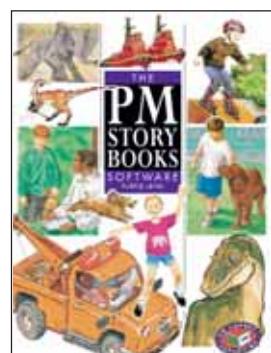
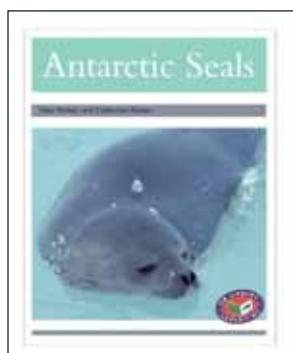
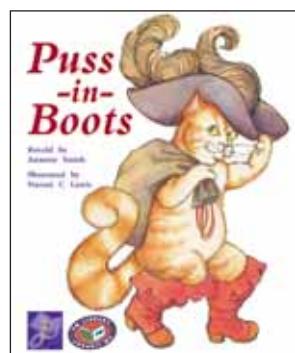
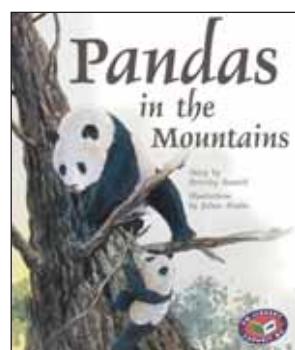


The *Key to the PMs* sets out the 700 titles in the PM and PM Plus reading program, consisting of:

- Alphabet and Alphabet Blend books
- Shared Books
- Readalongs (lap-size books and small books with audio cassettes)
- Books with one and two lines of text (Starters)
- Story Books
- Lap-size Starters and Story Books
- Traditional Tales and Plays
- Non-fiction Books
- CD-ROMs and software
- Benchmark Kits for Levels 1–30
- Teachers' Guides for all components.

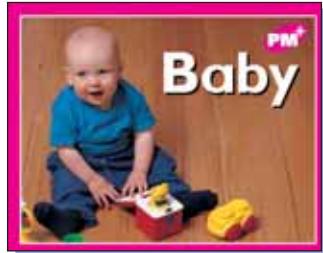
It is a unique collection of material, published over a number of years, with the particular

needs of young children uppermost in the minds of the authors, editors, designers, illustrators and publishers who have contributed to it.



The PM Philosophy

The philosophy that underpins much of the PMs is based on the teaching and writings of Dame Marie Clay, the pioneering work of Myrtle Simpson and Pat Hattaway at the Department of Education, New Zealand, and Warwick Elley's research on words children use in their writing. The three principal PM authors — Beverley Randell, Annette Smith and Jenny Giles — have brought their extensive, hands-on classroom experience in teaching beginning readers to the writing and final shaping of the books.



Simply expressed the PM philosophy is this:

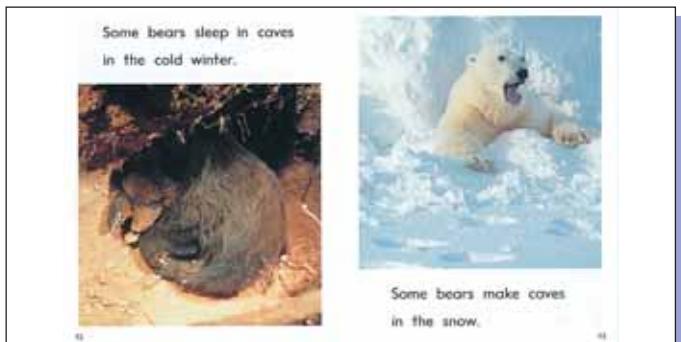
- children learn to read well if they are encouraged to use a variety of skills, processes and behaviours, rather than a particular method or approach
- when children are learning to read they should be given materials that have been carefully crafted to meet their needs; books that give them, from their earliest experiences with the printed word, success, enjoyment and understanding.

About the PMs

*'Children learn best with books that have meaning and are rewarding ...'
Reading in Junior Classes, New Zealand Department of Education.*

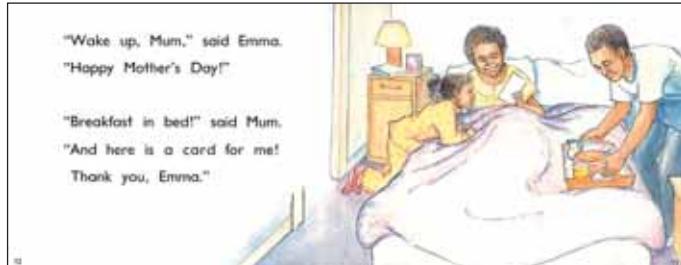
Every book in the PM series has been shaped to support these twin tenets. On every page in every book care is taken with the sentence structures; the choice of words; the clear, well-spaced type; and with the meaningful, accurate illustrations. Because the books are easy as well as interesting, children are able to practise a variety of reading skills and enjoy the feedback of success.

Animal Homes



Each *PM Story Book* has classic story structure and deals with concepts and experiences children can understand. It is a real reading experience and has an intrinsic worth because it offers children traditional story structure with tension, climax and resolution. *PM Story Books* tempt children to re-read. They want to revisit the text in order to recapture the success and enjoyment they experienced the first time the stories were read.

Mother's Day



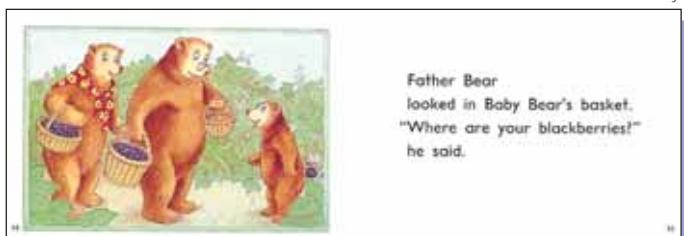
Some children prefer reading non-fiction. It fascinates them. In the *PM Non-fiction* titles the text is carefully researched and accurate. Clear and logical presentation of the facts, coupled with superb photography and realistic illustrations, make the books relevant, satisfying and

enjoyable to read. A delight in truth and a respect for the real world in all its diversity are very much part of the PM meaning-driven philosophy. The same respect for truth underpins the *PM Story Books* in which real animals appear.

All the PM titles from Levels 1–24 have been written using carefully selected vocabulary. In each successive book in the series beyond Level 5, there is a very low ratio of new word introduction (at most 1:20). Each title is completely child-centred and full of meaning. Meaning is paramount in the PMs.

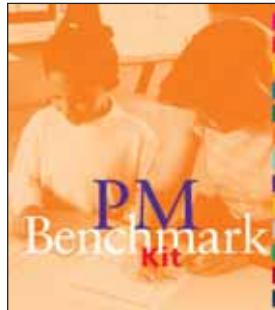
With over 700 titles from Levels 1–24, teachers have a core reading program for children in their first four years of school — material that will open up children's minds, challenge their thinking and stir their emotions.

Blackberries



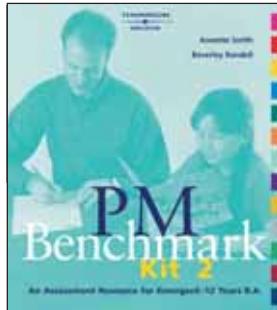
PM Benchmark Kits, 1 and 2

PM Benchmark Kit 1
1 86961 450 X

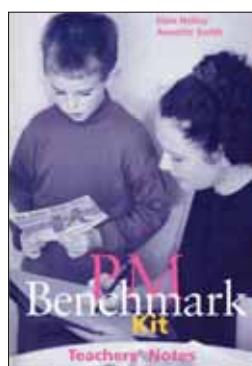


An Assessment Resource
for Emergent to Reading Age 12 Years

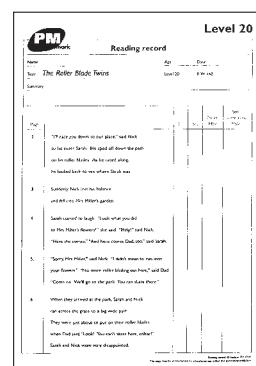
PM Benchmark Kit 2
0 17 010541 5



Teachers' Notes



Reading Record



Assessment Record



The information on a *Reading Record* identifies the cues and strategies that a student uses while processing print. Reading levels can be identified when accuracy and self-correction rates are calculated.

The *Assessment Record* includes **Retelling**, **Questions** and an **Analysis** of the student's *Reading Record*. The retelling identifies the students' level of understanding as they read. By responding to the questions, students recall and explore details from the text.

Levelling Using a Simple Numerical Sequence

The *PM Benchmark Kits* are levelled using a numerical sequence with fine gradations, running from Level 1 to Level 30. The early levels are not equated with years spent at school, grade levels or Reading Ages. This is because some children start their formal schooling before five, while others may not begin until six. If children begin schooling at the age of six, it is unhelpful to suggest that Level 7 "equates" with a Reading Age of 5.6 years! The advantage of a numerical levelling sequence is that it has very fine gradations, and that it suits every child's progression, regardless of the child's age at entry. It is only after Level 15 that Reading Ages start to have validity, and these are provided.

About the PM Benchmark Kit

The *PM Benchmark Kit* is a comprehensive reading assessment resource. Teachers can use the *PM Benchmark Kit* to assess students' reading abilities using unseen, meaningful texts.

The *PM Benchmark Kit* includes 30 accurately levelled texts ranging progressively from emergent level to Reading Age 12. Guidelines on how to administer the texts and interpret assessment data are also included in the teachers' notes. Each benchmark text has a prepared Reading Record and Assessment Record pro forma.

There are two *PM Benchmark Kits* (pictured above) both levelled in the same way, as teachers may wish to alternate their use of the kits to avoid students becoming overfamiliar with the texts.

Level 1



The *PM Benchmark Kits* offer:

- a quality assessment resource
- a system for accurate identification of students' reading levels
- evidence of students' achievement and progress
- a vehicle for consistent assessment practices within and between schools
- data for school review and community feedback.

PM Benchmark Kits

Level 5

Sam and Little Bear

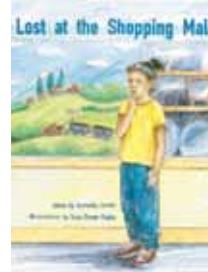


"I can not go to bed," said Sam.
"Little Bear is not in bed.
Where is he?"



Level 10

Lost at the Shopping Mall



Level 15

Little Steg

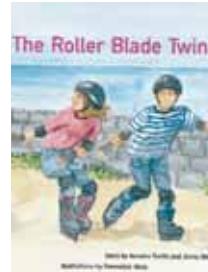


The dinosaurs are back up the hill
for dinner.
They are as slow as慢 as慢 can go.
They were as scared as scared can be.
They were as tired as tired can be.

Then came a sound of Big Dinosaurs.
Little Steg ran and ran.
But he could not keep up with the herd.
He was too tired.

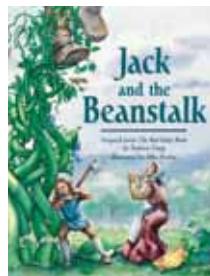
Level 20

The Roller Blade Twins



Level 25

Jack and the Beanstalk



Jack and the Beanstalk

Adapted from *The Red Fairy Book*
by Andrew Lang



Jack heard the golden harp that had belonged
to his father, and ran away with it, that as he
raced towards the castle doorway, the harp called
out,

"MASTER, MASTOR!"

The giant woke up. With a deafening roar
he sprang from his bed, and in two strides had
reached the door.

The giant was very terrible and he had the
lightning in his eyes. The fierce giant ran
after him so fast that he nearly crushed poor
Jack. He stretched out his enormous hand to

catch him. But, luckily, just at that moment the
giant stepped upon a low, stone, stumbled, and
fell flat on the ground.

This accident gave Jack enough time to grasp
the beanstalk and scramble down it. But when he
reached his own garden, he saw the giant
scrabbling after him.

"Mother, Mother!" demanded Jack. "Make
haste and give me the basket!"

His mother ran to him with the basket in
her hands, and, as Jack was so nervous, she
cut through all the beanstalk's escape route.

"Now, Mother, stand out of the way!" said he.

Just as the giant took hold of the last branch
of the beanstalk, Jack cut the stem quite through.

Down came the giant with a terrible crash.

Level 30

65 Million Years Ago



65 Million Years Ago

Text by Berndt Rundell
Illustrated by Alan Baker



The remains of an ancient forest, known by the name of a monocot, lie on the shores of Mexico. The forest is the same 65 million years old. Millions of tons of burning coal were to come and their white smoke would smother the air 65 million years ago. The forest remains were the coal when it was thrown high into the atmosphere, where it stayed for a long time, circling the world. As the coal changed it became the coal we have today.

When the forest died, it lay on the ground, the earth grew green without sunlight, many plants died. The surviving organisms had enormous appetites and could not find enough to eat. When they died, the meat-eaters started to eat them. The meat-eaters were the first to go extinct, but the meat-eaters with small appetites survived. People, seals, birds, and mammals could find shelter and live.

Information can be used for:

to keep from water, because the dinosaurs were not built for the cold.

It was cool before the sun settled and the sunlight shined through clouds, but by then all the dinosaurs were extinct. A thin layer of rock covers the earth, and this layer has been found in many places in the world, even near Japan.

The dinosaur period finished because the climate changed, all over the world, and the climate changed because a giant meteorite made a crater, 65 million years ago.

Footnote:
Lou Aronica, an American scientist, published his theory in 1965, and it has since been used and accepted by the scientific world to support the idea.

Information can be used for:

- providing students with constructive feedback
- organising students into groups of similar learning needs
- planning programs
- reporting to parents/caregivers
- transferring information within and between schools
- developing school policies for literacy learning
- presenting data for class or school accountability
- purchasing resources.

The *PM Benchmark Kits* will identify the student's:

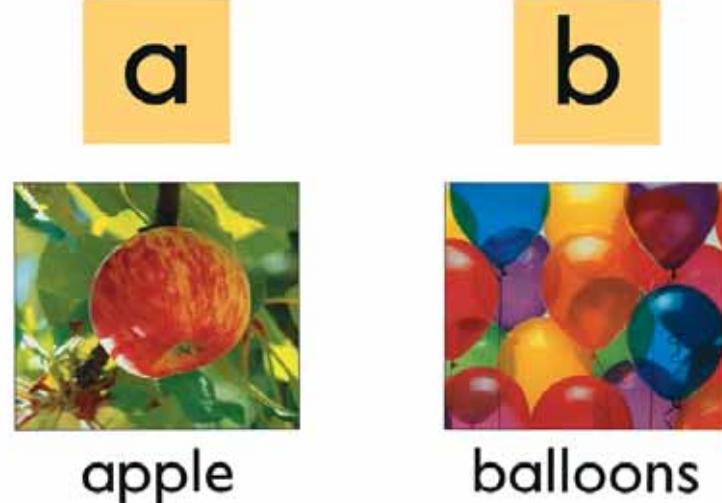
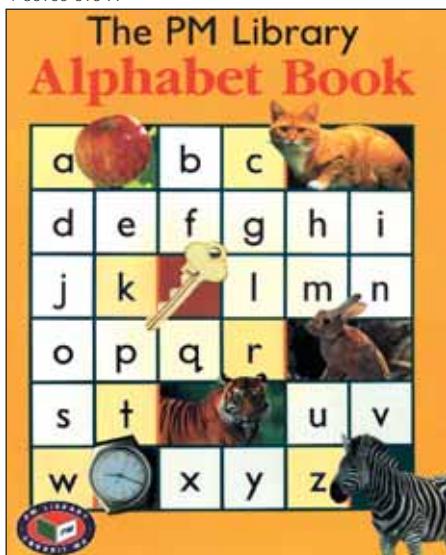
- instructional reading level
- ability to read for meaning
- integration of meaning, structural and visual cues
- self-monitoring systems
- knowledge of print convention
- rate of learning
- level of independence.

PM Alphabet Books

These books build phonemic awareness and a knowledge of letter-sound relationships.

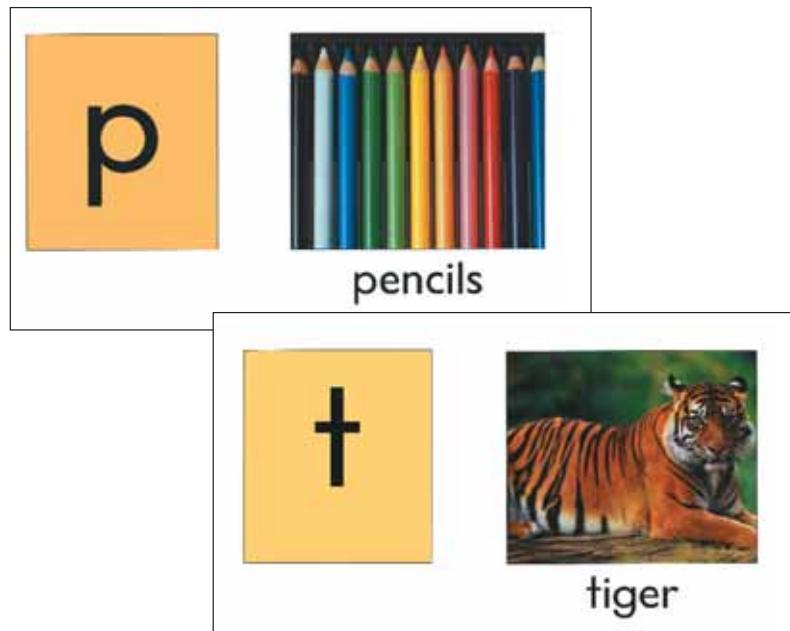
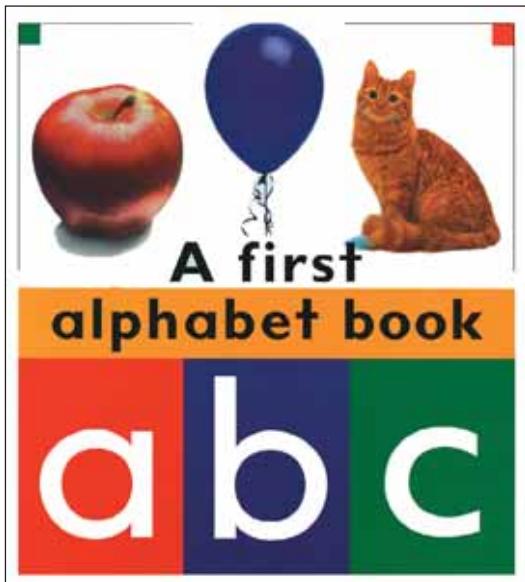
The PM Library Alphabet Book

The PM Library Alphabet Book – big book format
1 86955 695 X



A First Alphabet Book

A First Alphabet Book – small book format
1 86955 755 1



About these books...

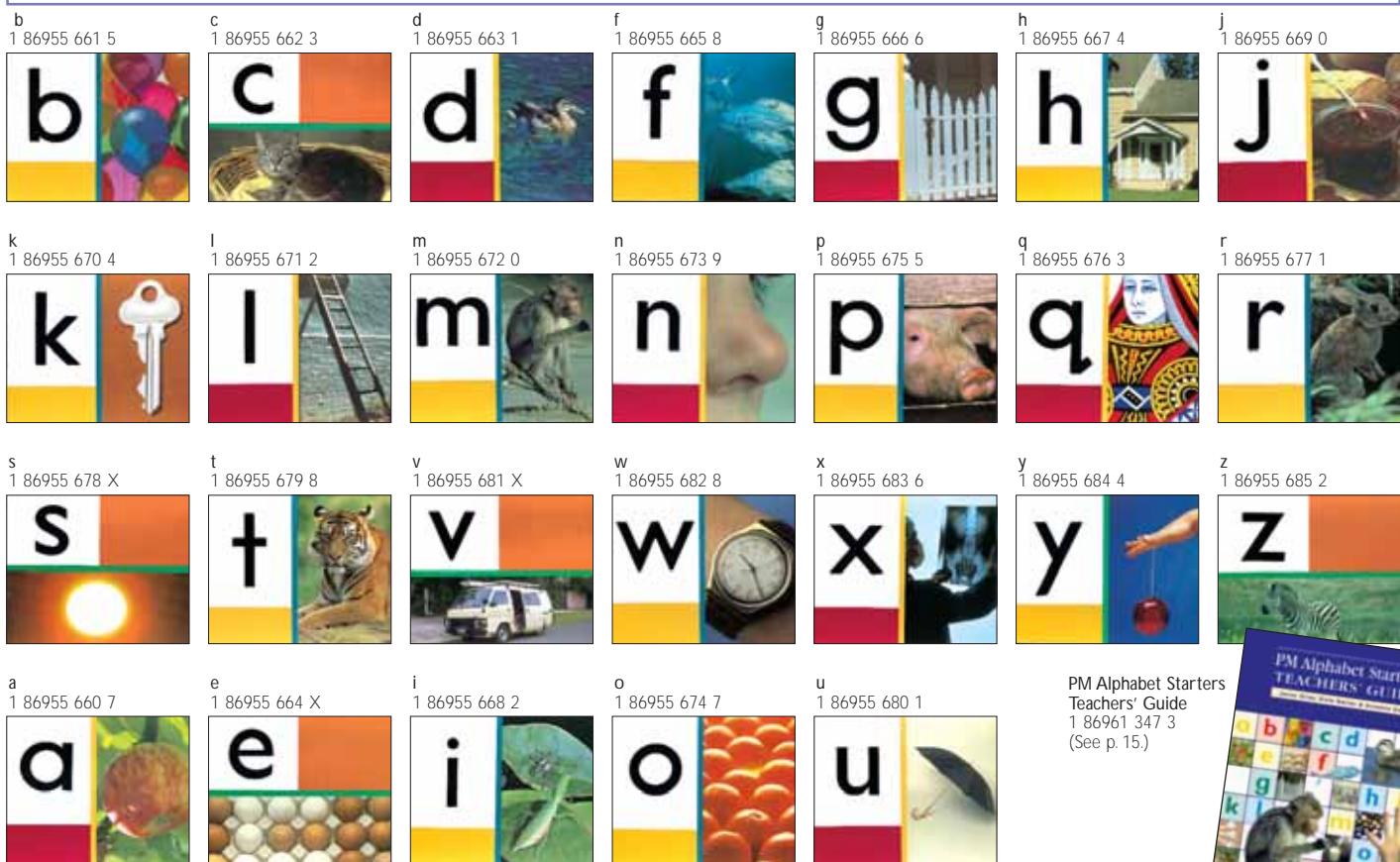
The two alphabet books help establish 'trigger' words.

The photographs have clarity and impact.

26 PM Alphabet Starters

These books build phonemic awareness and a knowledge of letter-sound relationships.

PM Alphabet Starters



About PM Alphabet Starters



Each *PM Alphabet Starter* contains five or seven words that begin with the same letter. The words are supported by clear photographs and together they build understanding: *dog, duck, door, dinosaurs, dolls, deer, doctor*. When these words are spoken aloud, children become conscious of the impact of both the initial sound and the initial letter, and learn to associate them.

Aural, oral, visual and kinaesthetic information is linked in these books — the raised felt letters on the covers invite exploring fingers, increasing awareness of letter shape.

Rhyming **alliterative verses** on the back cover increase **phonemic awareness**. The verses are for teachers to read aloud, over and over again — soon children will be able to join in.

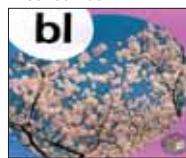
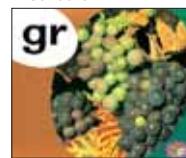
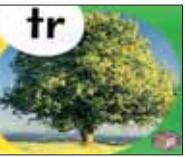
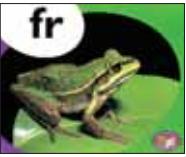
*Down at the duckpond,
down at the park,
The ducks go dabbling
from dawn till dark.*

The vowel books should be introduced last because vowels are highly irregular and are difficult for beginners. Two pronunciations for each vowel are included because a flexible approach to vowels is necessary in reading. On pages 19–49 links with the *PM Starters* and *PM Story Books* are pinpointed: mastering letter-sound relationships is an on-going affair, not completed at *Starters* level.

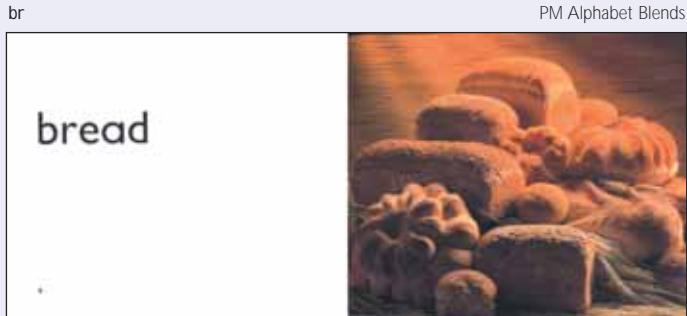
34 PM Alphabet Blends

The order suggested here matches the order of the introduction of digraphs and blends in the PM Story Books. See pages 13–61 for some useful links.

PM Alphabet Blends

sh 1 86955 702 6	th 1 86955 709 3	ch 1 86955 716 6	br 1 86955 696 8	st 1 86955 707 7	bl 1 86955 703 4	gr 1 86955 699 2
						
tr 1 86955 701 8	sp 1 86955 706 9	cr 1 86955 704 2	pl 1 86955 700 X	dr 1 86955 698 4	sn 1 86955 719 0	fl 1 86955 710 7
						
cl 1 86955 697 6	fr 1 86955 711 5	pr 1 86955 713 1	sl 1 86955 705 0	sm 1 86955 718 2	wh 1 86955 715 8	ph 1 86955 729 8
						
gl 1 86955 725 5	sw 1 86955 708 5	str 1 86955 722 0	kn 1 86955 712 3	tw 1 86955 728 X	sc 1 86955 726 3	sk 1 86955 717 4
						
thr 1 86955 714 X	spr 1 86955 720 4	squ 1 86955 721 2	scr 1 86955 727 1	Soft g 1 86955 724 7	Soft c 1 86955 723 9	
						

About the PM Alphabet Blends



The common digraphs **sh**, **th** and **ch** are met early and practised often, but the less common onset **soft 'c'** for **city** may not be mastered until Turquoise Level (see pages 60–61 *Ant City*). Children who are sure about word **onsets** are well-equipped. Five words, five photographs and an alliterative rhyme allow the 'personality' of each digraph and blend to be absorbed.

The shy shellfish

The shellfish lives

In a shiny shell.

She shuts her door.

She shuts it well.

PM Alphabet Blends work best when links are made with children's current reading. The book **br** links with **Brave Father Mouse** (see page 25), in which both **brave** and **bread** are used.

LEVEL 1

PM Plus Starters Magenta Level 1

PM Plus Starters One

I am running
0 17 009526 6



Baby
0 17 009527 4



In the garden
0 17 009528 2



The play
0 17 009529 0



We dress up
0 17 009530 4



In our classroom
0 17 009531 2



Up in the sky
0 17 009532 0



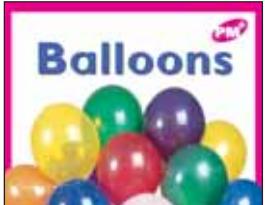
Going on holiday
0 17 009533 9



Look at the house
0 17 009534 7



Balloons
0 17 009535 5



PM Plus and PM Starters One – 30 books to build emergent reading concepts and skills

Baby



PM Plus Starters One

- **Book handling skills**

Holding the book the right way up; finding the front; turning pages one at a time in correct sequence.

- **Learning to understand the technical vocabulary of reading:**

cover, page, front, back, first, last, left, right, top, bottom, line, beginning, letter, word, sentence, space, capital letter, full stop, question mark, sound.

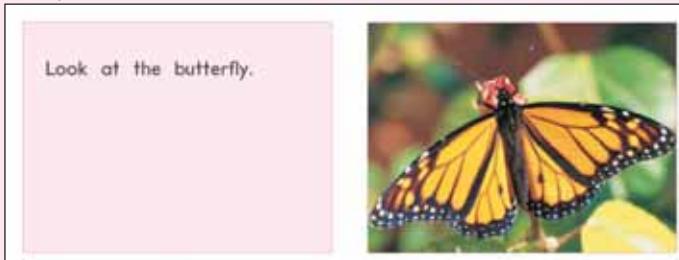
- **Knowing that reading means focusing on print**

- **Directionality**

Starting top left and moving along the line from left to right. Making a return sweep to the beginning of the next line.

- **Mastering a growing number of high frequency words in context:** *A, a, am, and, are, at, big, come, Dad, down, go, going, Here, here, I, in, is, look, little, me, Mum, my, on, said, see, The, the, to, up, we, went.*

In the garden



PM Plus Starters One

► For PM Software for Magenta Level see page 17

PM Starters

Magenta Level 1

LEVEL
1

PM Starters One

Me
1 86955 610 0



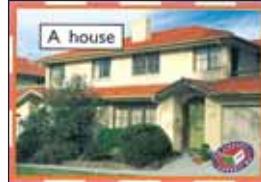
Mum
1 86955 611 9



Dad
1 86955 612 7



A house
1 86955 613 5



Big things
1 86955 614 3



Little things
1 86955 628 3



Dressing-up
1 86955 617 8



Playing
1 86955 618 6



Pets
1 86955 616 X



We go out
1 86955 615 1



Time for dinner
1 86955 621 6



At the zoo
1 86955 619 4



Mums and Dads
1 86955 620 8



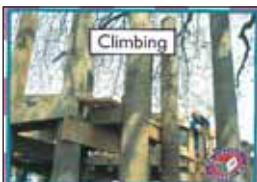
The go-karts
1 86955 622 4



In the trolley
1 86955 623 2



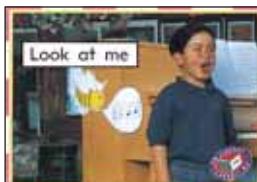
Climbing
1 86955 624 0



The shopping mall
1 86955 625 9



Look at me
1 86955 626 7



The way I go to school
1 86955 627 5



The skier
1 86955 629 1



- **Looking for meaning; expecting words to match the pictures**
- **Learning sounds as well as letter names**
(**Double-u** is not a 'sound'.) Linking the first spoken sound in a word to the first written letter in a word. Linking a *PM Alphabet Starter* to each book, e.g. **m** Mum; **d** Dad; **b** Baby, Balloons, Big things; **h** A house; **l** Little things; **z** At the zoo.
- **One-to-one matching of spoken and printed words**

Look at me

I am singing.

Look at me.

PM Starters One



LEVEL 2

PM Plus Starters Magenta Level 2

PM Plus Starters Two

My little cat
0 17 009537 1



My clothes
0 17 009538 X



Big and little
0 17 009539 8



Big sea animals
0 17 009540 1



The toy box
0 17 009541 X



My sandcastle
0 17 009542 8



Going out
0 17 009543 6



Playing outside
0 17 009544 4



Party hats
0 17 009545 2

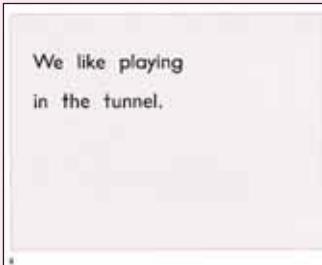


The parade
0 17 009546 0



PM Plus and PM Starters Two – more emergent reading concepts and skills

Playing outside



PM Plus Starters Two



- **Recognising more high frequency words**

When children know 25–30 high frequency words they are ready for *PM Story Books*. Many of the words taught at *Starters One* are repeated at *Starters Two*, with some new ones: *are, blue, can, for, he, goes, I'm, into, it, like, play, red, she, some, this, too, way, where, you*.

- **Becoming confident with a few sentence constructions**

Mastering these will lead to success at Red Level (see pages 18–25).

Here is a ... Here is the ... Here comes ... Come here ... Look at ... I am ...ing Where is ... I can see ... in the ... said the ... We went ... We are going to ... Can you see ...

- **Paying close attention to print**

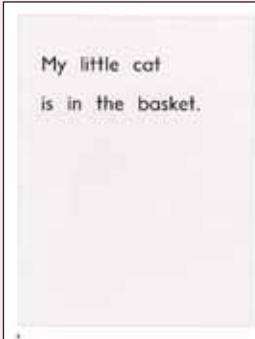
Small variations (an extra word, a changed pronoun, an omitted line, a changed construction, a change in layout) mean that *Starters Two* cannot be read from oral memory alone.

- **Knowing that the print carries the message and that print is constant**

For example, *Mum* is always *Mum*, *Mother* is always *Mother*.

- **Noticing 's' at the ends of words**

My little cat



PM Plus Starters Two



► For PM Software for Magenta Level see page 17

PM Starters

Magenta Level 2

By the end of Starters Two children should be able to recognise 25–30 high frequency words

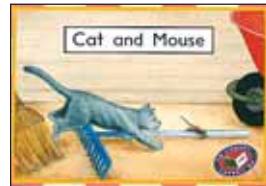
LEVEL
2

PM Starters Two

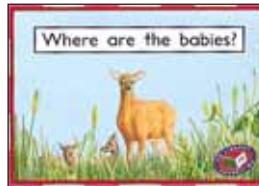
Out in the weather
1 86955 640 2



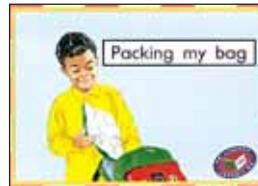
Cat and Mouse
1 86955 641 0



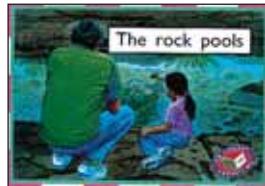
Where are the babies?
1 86955 642 9



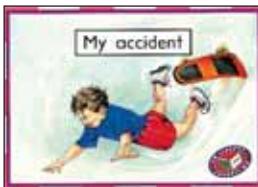
Packing my bag
1 86955 643 7



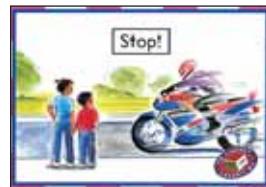
The rock pools
1 86955 644 5



My accident
1 86955 645 3



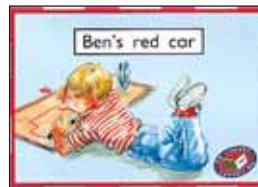
Stop!
1 86955 646 1



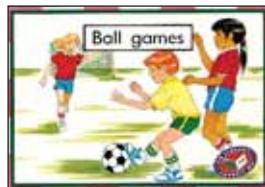
Sally's new shoes
1 86955 647 X



Ben's red car
1 86955 648 8



Ball games
1 86955 649 6



The farm in spring
1 86955 650 X



We can run
1 86955 651 8



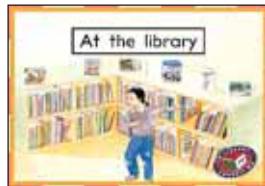
Four ice-creams
1 86955 652 6



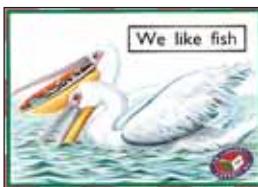
My little dog
1 86955 653 4



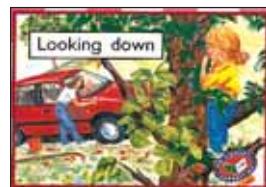
At the library
1 86955 654 2



We like fish
1 86955 655 0



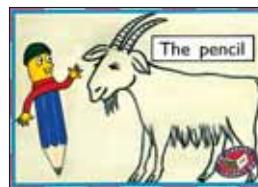
Looking down
1 86955 656 9



Fishing
1 86955 657 7



The pencil
1 86955 658 5



Can you see the eggs?
1 86955 659 3



- Continuing to link letters with sounds

In *Ben's red car* there are *windows* with *windscreen wipers* and in *The farm in spring* a *pink pig* has *six piglets*. In *My accident* a child has an *x-ray*. All *PM Alphabet Starters* can be linked to one or more books in *Starters One* and *Two*. The more often children notice links the greater their insights.

- Learning to stop at full stops and feel the impact of meaning

- Using stress and intonation to emphasise meaning

- Directionality

Making return sweeps to read two or more lines.

The rock pools

PM Starters Two

"Look!
We can see
some little fish."



LEVELS 1-2

PM Plus Non-fiction Magenta Levels 1-2

PM Plus Non-fiction – Level 1

Making a rabbit
0 17 009548 7



procedure

Making a dinosaur
0 17 009550 9



procedure

Making a bird
0 17 009549 5



procedure

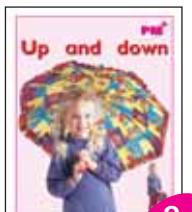
Making a dinosaur
PM Plus Non-fiction



Look at the eye.

PM Plus Non-fiction – Level 2

Up and down
0 17 009551 7



report/observation

Round and round
0 17 009552 5



report/observation

On and off
0 17 009553 3



report/observation

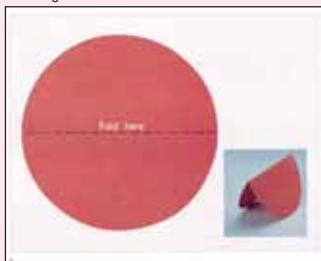
On and off



PM Plus Non-fiction

About the books at this level...

Making a bird



PM Plus Non-fiction

Here is the wing.



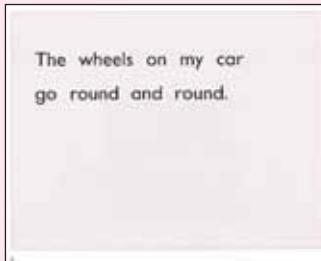
- These 6 *Non-fiction* books are designed to be used at Magenta Level, with teacher guidance. They can also be enjoyed at Red Levels 3–5, when children are a little more skilful and independent.

- Level 1 books give step-by-step instructions. This text form is defined as a **procedure**. They support art, craft and maths (shapes).

- Level 2 books are **reports** on observed facts. They support science and technology.

- The title pages of the three Level 1 books introduce children to **labelled diagrams**. This will be a new text convention for small children, who should be encouraged to follow the linking lines with their fingers.

Round and round



PM Plus Non-fiction

