



Key to the PMs

PM Teachers' Resource Guide

Beverley Randell



THOMSON
★
NELSON

Contents

Levelling of PM Books/Benchmarks Inside front cover

About the PMs	4
PM Benchmark Kits, 1 and 2	6
PM Alphabet Books	8
26 PM Alphabet Starters	9
34 PM Alphabet Blends	10
PM Readalongs; PM Shared Books	11

PM Plus and PM titles

Magenta

Starters Levels 1–2	12
Non-fiction Levels 1–2	16
Software; Teachers' Guides Levels 1–2	17

Red

Story Books Level 3–5	18
Non-fiction Levels 5–6	24
Software; Teachers' Guides Levels 3–5	25

Yellow

Story Books Level 6–8	26
Non-fiction Levels 8–9	32
Software; Teachers' Guides Levels 6–8	33

Blue

Story Books Levels 9–11	34
Non-fiction Levels 11–12	40
Software; Teachers' Guides Levels 9–11	41

PM Maths: Stage A, Levels 1–5	42
--------------------------------------	----

PM Maths: Stage B, Levels 6–9	43
--------------------------------------	----

Green

Story Books Level 12–14	44
Non-fiction Levels 14–15	50
Software; Teachers' Guides Levels 12–14	51

PM Plus and PM Story Books, Traditional Tales and Plays, Non-fiction titles & Teachers' Guides

Orange

Levels 15–16	52
--------------	----

Turquoise

Levels 17–18	58
--------------	----

PM Maths: Stage C, Levels 10–14	64
--	----

PM Maths: Stage D, Levels 15–18	65
--	----

Purple

Levels 19–20	66
--------------	----

Gold

Levels 21–22	72
--------------	----

Silver

Levels 23–24	78
--------------	----

Emerald

Levels 25–26	84
--------------	----

Ruby

Levels 27–28	87
--------------	----

Sapphire

Levels 29–30	90
--------------	----

Characters and families who appear more than once	93
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Index of titles	100
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About the PMs

Key to the PMs

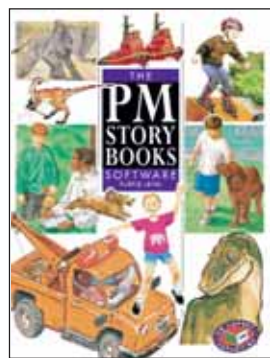
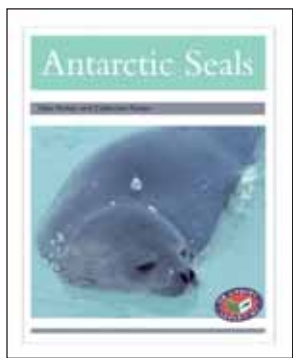
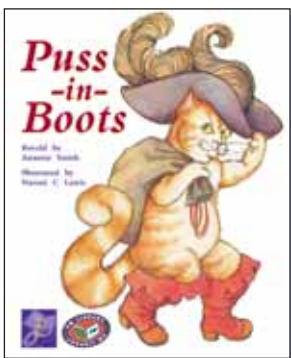
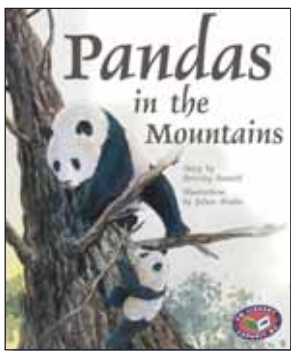


The *Key to the PMs* sets out the 700 titles in the PM and PM Plus reading program, consisting of:

- 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

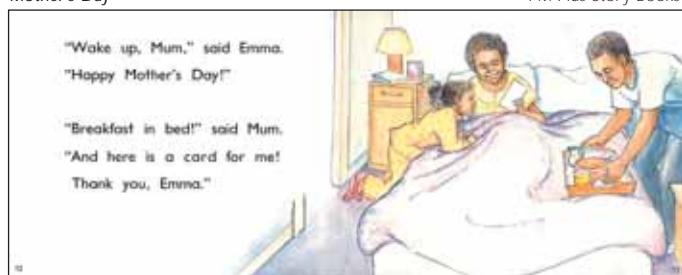
PM Plus Non-fiction



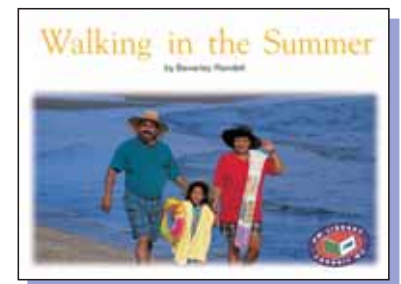
Each *PM Story Book* has classic story structure and deals with concepts and experiences children can understand. It is a real reading experience and has an intrinsic worth because it offers children traditional story structure with tension, climax and resolution. *PM Story Books* tempt children to re-read. 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

PM Plus Story Books



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.

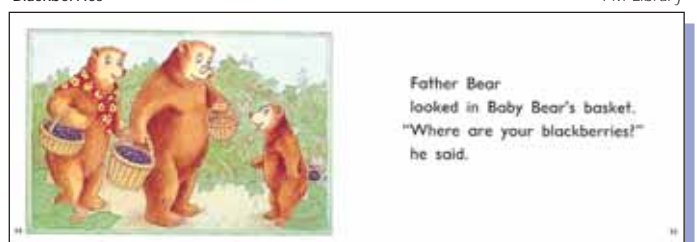


All the PM titles from Levels 1–24 have been written using carefully selected vocabulary. In each successive book in the series beyond Level 5, there is a very low ratio of new word introduction (at most 1:20). Each title is completely child-centred and full of meaning. Meaning is paramount in the PMs.

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

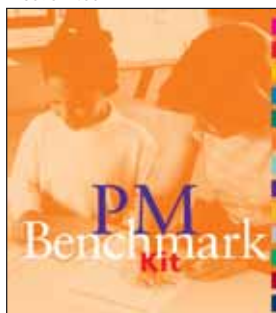
PM Library



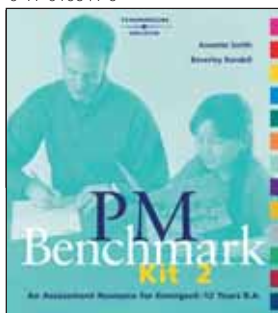
PM Benchmark Kits, 1 and 2

PM Benchmark Kit 1 and PM Benchmark Kit 2

PM Benchmark Kit 1
1 86961 450 X

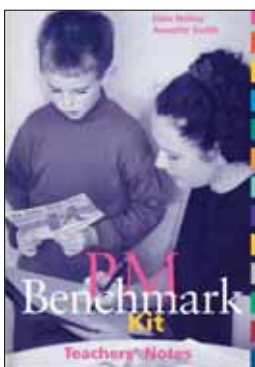


PM Benchmark Kit 2
0 17 010541 5

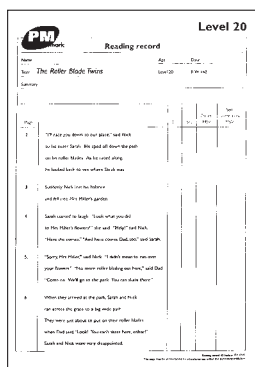


An Assessment Resource
for Emergent to Reading Age 12 Years

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.

Level 1



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.

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

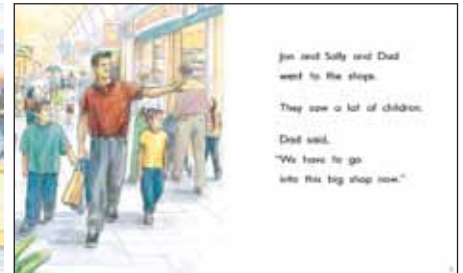
Level 5

Sam and Little Bear



Level 10

Lost at the Shopping Mall



Level 15

Little Steg



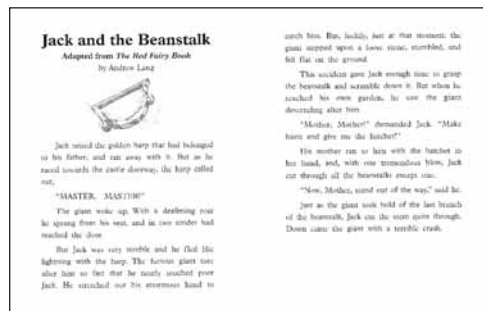
Level 20

The Roller Blade Twins



Level 25

Jack and the Beanstalk



Level 30

65 Million Years Ago



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:

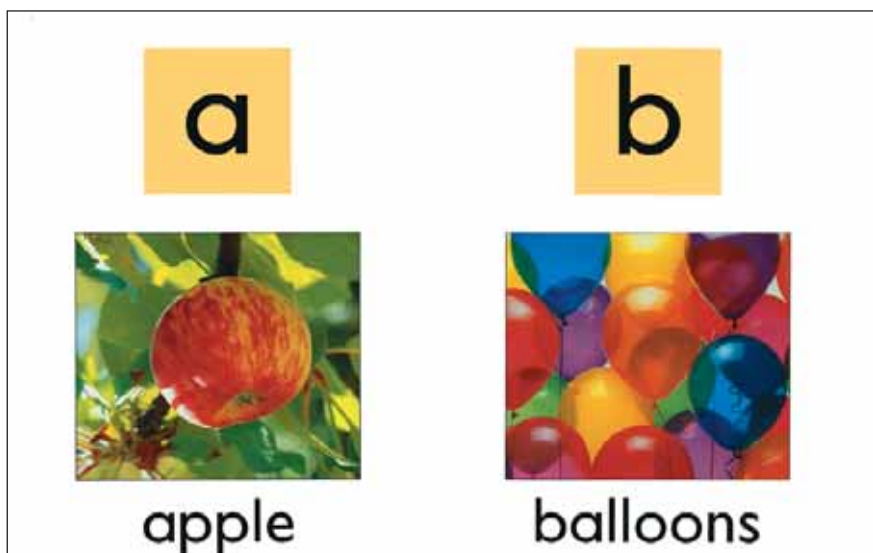
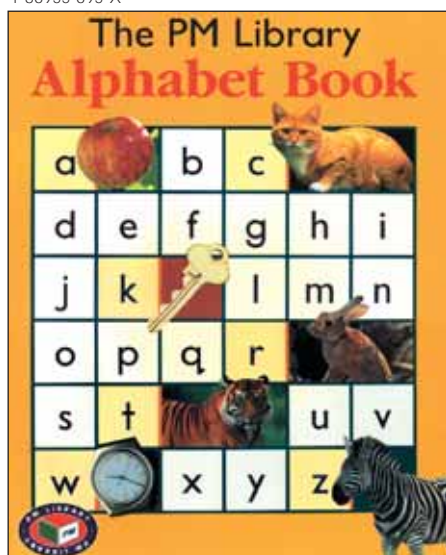
- instructional reading level
- ability to read for meaning
- integration of meaning, structural and visual cues
- self-monitoring systems
- knowledge of print convention
- rate of learning
- level of independence.

PM Alphabet Books

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

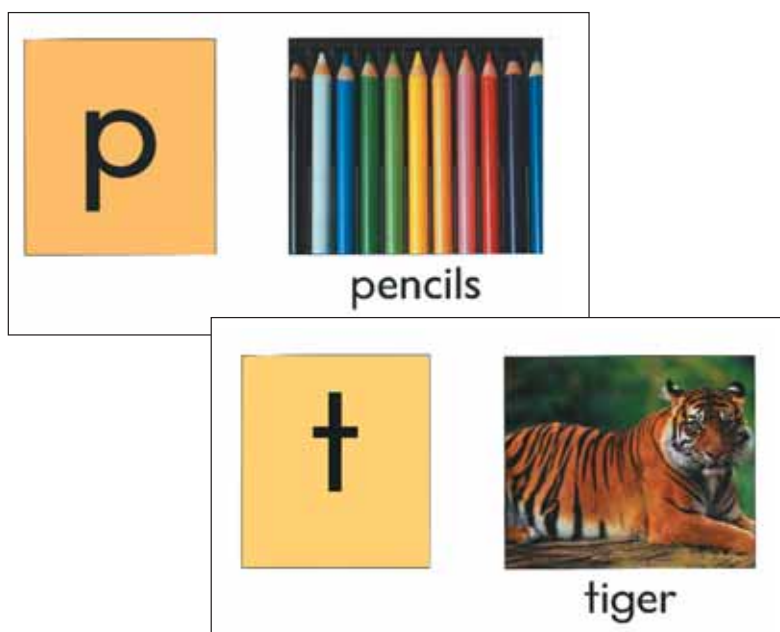
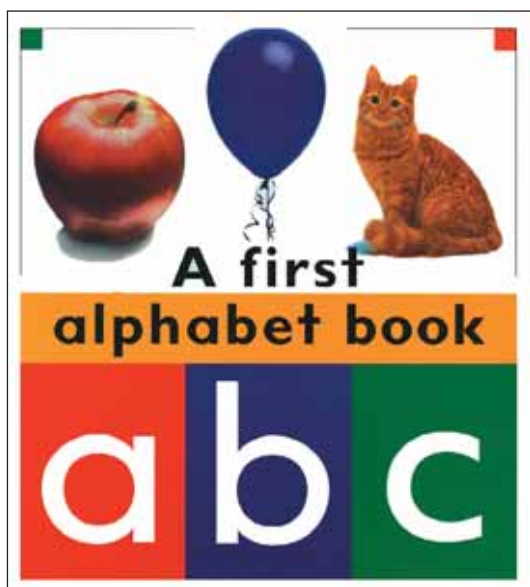
The PM Library Alphabet Book

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 **duck**pond,
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

br

PM Alphabet Blends

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.

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.*

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



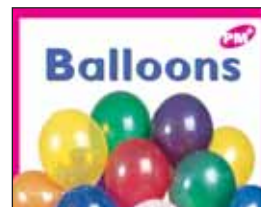
Going on holiday
0 17 009533 9



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



In the garden

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.*

► 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



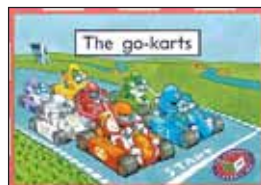
At the zoo
1 86955 619 4



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

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

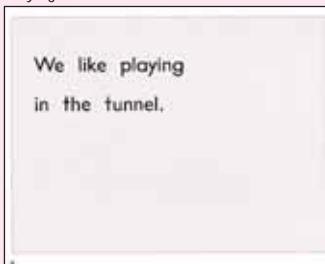


The parade
0 17 009546 0



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

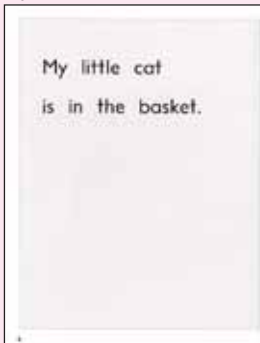
Playing outside



PM Plus Starters Two



My little cat



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**

► 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



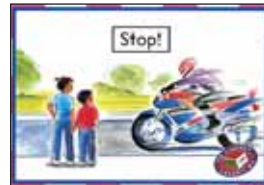
The rock pools
1 86955 644 5



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



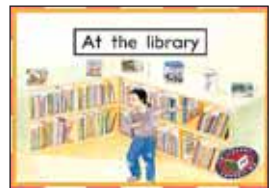
Four ice-creams
1 86955 652 6



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



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...

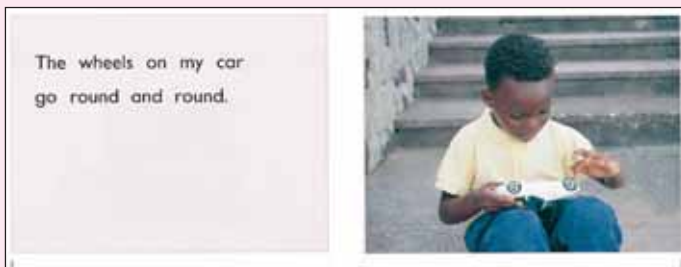
Making a bird

PM Plus Non-fiction



Round and round

PM Plus Non-fiction



- 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.