

On and off

PM Level 2

Magenta

Text Type Information Report

Running Words 60



Preparing for Guided Reading

Orientation to the Text

- Discuss the various types of electrical equipment that students are familiar with. Talk about their function, and the issues of care and safety. Focus on the proper use of switches. List some of the equipment on the whiteboard.

Prior Knowledge

- This is an early observational text which focuses on the concepts of 'on' and 'off' as they relate to electrical equipment. The text is supported by clear photographs.

Key Language Structures

- This book reinforces the use of adjectives *on* and *off*.

Building the Balanced Reader

Concepts About Print

- Study the concepts and meaning of the words *on* and *off*.
- Make text and picture links.
- Focus on similarities and differences in sets of photographs.

Vocabulary

Key High-frequency Words

The, is, on

Content Words

light, heater, cooker, kettle, iron, fan, television, computer

Decoding

- Locate some high-frequency words in the text.
- Recognise words with the support of meaning, language and structure.

Fluency and Phrasing

- Point and read at a consistent steady rate.
- Observe the purpose of commas and full stops by stopping for periods.

Focusing on the Book – Guided Reading

- **Cover** Read the title with students. Discuss the meaning of the words *on* and *off*. Study their visual patterns and sounds, with special emphasis on the initial letter.

(The word *off* is not classified as an early high-frequency word in the **PM Plus** books, however, it is a main focus in this book.) Discuss the photograph and how it relates to the title. Ask students to read the title page. Draw their attention to the position of the switches. Match the upper-case words on the switches with *On* and *off* in the title.

- **Pages 2–3** Read the text with students. Focus on the meaning of the words as they relate to the two photographs. Talk about where the switches are likely to be found.
- **Pages 4–16** Encourage students to read the book using the skills that they are mastering. Discuss the appliances and assist them with the pronunciation of the interest words. Discuss the various methods of turning the appliances 'on' and 'off'. Talk about the use of the colour red to show the presence of heat.

Comprehension

- How do we know the heater is on? (*Inferential*)
- How do we know the television is off? (*Inferential*)

Follow-up Activities

- Write a shared story on a large chart outlining students' experiences of power failures. Have students add illustrations.

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Learning Intentions

- We are learning that when we read our voice needs to match the print.
- We are learning to use different strategies to help us to read unknown words.

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Success Criteria

- I can make return sweeps to read two or more lines.
- I can use the first letter of a word, as well as meaning, to help me to read some unknown words.

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Guided Reading Notes

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