

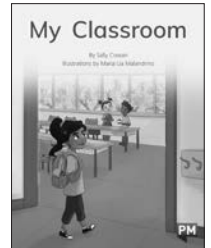
My Classroom

PM Level 12

Green

Text Type Description

Running Words 218



Preparing for Guided Reading

Prior Knowledge

- Students should know the common features of classrooms, such as computers and whiteboards.
- Students should be familiar with classroom routines.

Orientation to the Text

- A girl describes her classroom and how it is used during a school day.

Key Language Structures

- A variety of sentence structures, including simple, compound and complex, is used in the text.
- Extra detail is supplied using prepositional phrases – *next to the whiteboard; on his table; in the leaves; for the fish.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

always, do, morning, names, place, put, says, smiles, work

Content Words

beautiful, classroom, computer, favourite, pencils, teacher, whiteboard, windows

Decoding

- If students are having difficulty working out a particular word, ask them to think of another word that would make sense in the sentence.
- Look at the word *favourite* on page 14. Discuss what the base word is and how it relates to the meaning.

Fluency and Phrasing

- Talk with students about how their expression when reading a non-fiction text might be different to when they are reading a narrative.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students to share their experiences of their own classroom and to predict some of the words and events that might be included in the text.
- Look at page 1 together. Discuss the features on the page, such as the title, table of contents and chapter headings, and have students locate each one on the page.

- Read page 2 together. Talk about what a description is. Ask, *What do you know about the girl's classroom so far?*
- Continue to page 6. Ask students to find the chapter heading on the page. Discuss how this relates to the information that is given.
- Look at page 8. Point to the bold word **computer**. Ask, *Why is this word bold here? Why isn't it bold every time it is used?*
- Continue to page 12. Discuss how many fish are in the classroom. Ask students to find the information in the text that tells you this.
- Read to page 16. Ask, *How does the glossary help you understand the meanings of the words?*
- Re-read the text. Ask students to close their eyes and try to picture the classroom that is being described.

Comprehension

- Where is Mr Loh's computer? (*Literal*)
- Why do you think Mr Loh puts the students' work up on the walls? (*Inferential*)
- Why do you think the book area is the girl's favourite place in the classroom? (*Inferential*)

Follow-up Activities

- Create a Venn diagram comparing the classroom in the text with the students' classroom. Re-read the text and ask students to identify similarities and differences between their classroom and the one in the text, before adding the unique features of their classroom.
- Support students to write their own description of their classroom. Invite them to suggest any words they think they might need and record them on the board. Discuss the type of information they might include to make the description interesting for the reader.
- Ask students to design their ideal classroom. Discuss the features that are necessary for learning, but also encourage them to be creative about what they might like to include. Have students write about their design.
- Read a description about another place, such as a park or someone's house. Ask students to share some of the information that was in the description and discuss any questions students still have about the place.

Learning Intentions

- We are learning to understand what we read.
- We are learning to identify the features of non-fiction texts.

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Success Criteria

- I can show where in the text I found the answer to a question.
- I can use the table of contents to find chapters in a text.
- I can find extra information about words in the glossary.

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Guided Reading Notes

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