

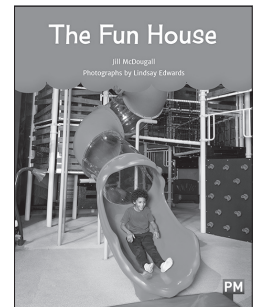
The Fun House

PM Level 15

Orange

Text Type Description

Running Words 341



Preparing for Guided Reading

Prior Knowledge

- Ask students to share their experiences of visiting parks, fun houses or play centres. Focus on the key words for equipment, such as slides, rides and tunnels.
- Talk about the features of non-fiction texts, such as the table of contents and glossary, and how to use them.

Orientation to the Text

- From small slides to twisting tunnels and high climbing walls, there is something for everyone at the fun house. You can even have a birthday party there.

Building the Balanced Reader

Vocabulary

Key Vocabulary

beside, birthday, children, end, feel, just, must, scared, small, these

Content Words

city, climbing, crawl, faces, roll, slides, trampolines, tunnels, twists

Decoding

- Point out two-letter blends in words such as *twists, slides* and *scared*. Encourage students to think of other words they know that start with the same blends.
- Prompt students to look for the 'ing' ending as they read, and talk about what the base of each word is.
- Break the word *trampolines* into syllables together. Ask, *What is the vowel sound in each of the syllables?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What are some words that you might expect to find in this book?*
- Read page 2 together. Explain to students that the first part of a description is the introduction. Ask, *What have we learned from the introduction in this description?*
- Continue to page 5. Ask, *What sound does the 'i' in the word slide make? What other word on the page has the same sound?*

- Read pages 8–9. Discuss how the characteristics section of a description explains what something is like. Ask, *What characteristics of the fun house has the author talked about so far? What other characteristics might the author include?*
- Look at pages 10–11. Instruct students to find all the words with 'i' in them. Talk about the sound that the 'i' makes in each word.
- Continue to page 13. Ask, *Do you think you would like to go up the climbing wall? Why or why not?*
- Read page 14 together. Explain that the evaluation section of a description allows the author to give an opinion. Ask, *What does the author think about the fun house?*
- Look at the glossary together. Find each of the words in the text and talk about how the glossary helps us to understand what they mean.

Comprehension

- Where in the fun house were the trampolines? (*Literal*)
- What could happen if a child did not sit down while on the slide? (*Inferential*)
- Why do you think there is a special place for very small children to play in the fun house? (*Applied Knowledge*)

Follow-up Activities

- Invite students to suggest other places that they have enjoyed visiting. Ask them to share with the class one word they would use to describe the place. Tell students that they cannot repeat a word said by someone previously. Make a list of the vocabulary for students to refer to for their own writing.
- Choose a topic of significance to students, such as the school playground or the local shops, to write a shared description about. Discuss what you could include in the introduction to let readers know what the description is going to be about. Then, brainstorm ideas for the characteristics section and select two or three to write about. Finish with a personal comment before adding a title for the piece.
- Invite students to design their ideal fun house. Organise them into pairs to talk about what they would want to include and why before they begin drawing their design. Encourage students to use their imaginations and be creative in what they include. In small groups, have students make an oral presentation to show their designs to each other.

Learning Intentions

- We are learning to identify parts of a description.
- We are learning how a letter can make different sounds in words.

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Success Criteria

- I can find and describe the introduction, characteristics and evaluation in a description.
- I can identify the different sounds that 'i' makes in words.

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Guided Reading Notes

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