

Joe Makes a House

PM Level 10

Blue

Text Type Narrative

Running Words 174



Preparing for Guided Reading

Orientation to the Text

- Read and discuss *Making a Toy House* (PM level 11/12). This text gives clear instructions for making and decorating a doll's house.

Prior Knowledge

- Katie has a longing for a doll's house. Joe has the solution – they can make one! The constructing of the doll's house and accompanying furniture becomes a family project.

Key Language Structures

- Phrases that tell when or where add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

did, house, top, roof

Content Words

boxes, chairs, painted, room, table

Decoding

- Recognises the high-frequency words in the text.
- Applies knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

Fluency and Phrasing

- Adjusts the pace of reading to assist with fluency.
- Makes appropriate predictions about the text to assist with understanding.

Focusing on the Book – Guided Reading

- Read the title. Talk about the construction of this doll's house.
- Talk about Katie's enjoyment while playing with Anna's doll's house.
- Remind students that Joe is older than Katie and likes to help.
- Discuss the illustrations. Have students explain the procedures that Joe and Katie followed before reading the text.
- Making the doll's house has become a family project. Discuss the illustrations before reading the text.

- Talk about the enjoyment that Katie will get from her doll's house. Recall Joe's contribution to the finished task.
- Revise verb endings: *play, played, playing; help, helped, helping; paint, painted, painting*.
- Discuss possessive apostrophes: *Anna's, doll's house*.
- Revise plurals: *boxes, chairs, beds, dolls*.
- Recognise the words for the numerals one to ten.
- Discuss different verb forms, e.g. *play, played; make, makes, made; paint, painted*.

Comprehension

- What did Katie do with her friend Anna? (*Literal*)
- How did Katie help Joe build the house? (*Inferential*)
- How did Katie feel when the house was finished? (*Inferential*)

Follow-up Activities

- On paper shaped like a doll's house, have students write about the enjoyment Katie will have as she plays with her doll's house.
- Talk about family projects. Record students' ideas on a chart, e.g. making a barbecue, a surprise party for Grandma, tidying up the garden, etc. Ask students to write and draw about their ideas. Bind the stories into a book entitled *Home Projects*.
- Provide students with large pieces of paper. Ask them to make paintings of Katie's doll's house. Give them a selection of different brushes so that they can use the smaller ones for more detailed work. When finished, compare their paintings with the doll's house in the story.

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Learning Intentions

- We are learning to more accurately make predictions about events in the text.
- We are learning to recognise a variety of punctuation marks to assist with fluency when reading aloud.

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Success Criteria

- I can more accurately make predictions about events in the text.
- I can recognise a variety of punctuation marks to improve the fluency of my oral reading.

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Guided Reading Notes

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