

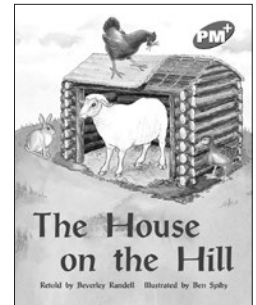
The House on the Hill

PM Level 10

Blue

Text Type Narrative

Running Words 189



Preparing for Guided Reading

Orientation to the Text

- Read *The Three Billy Goats Gruff* (PM level 16). Talk about fantasy stories where animals can speak.

Prior Knowledge

- This story is a simplified version of an old European folk tale. It is about a sheep who wants to build a new shelter up on the hill. Many other animals, smaller than it, are able to help.

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

made, mud, old, then, wall

Content Words

house, roof, sheep, wood

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

- Discuss the cover illustration and read the title. Compare the shelter on the back cover to the shelter on the front.
- Talk about the sheep's need for a new shelter. Observe the small logs lying near the old shelter.
- Discuss the interaction between the sheep and the rabbit. Ensure that students understand the purpose of the thought bubble.
- Ensure that students check the illustrations to confirm meaning.
- Talk about the successful completion of the task through a combined team effort.
- Revise colour names: *grey, brown, red, white*.

- Discuss past tense verbs: *dig, dug; make, made; get, got*.
- Encourage students to make rhyming words: *good, wood; dig, big*, etc.
- Revise the name and purpose of the question mark.

Comprehension

- Why did the sheep need a new house? (*Literal*)
- Did the house have room to share with the other animals? (*Literal*)
- Were the animals happy with the new house? (*Inferential*)
- Why were the animals able to build a new house? (*Inferential*)

Follow-up Activities

- Re-read the story, drawing students' attention to the dialogue between the characters. Discuss the particular role played by each animal. Invite students to dramatise the story. Provide materials for them to make paper-bag or paper-plate masks of the characters.
- Provide students with a large piece of paper. Have them draw a suitable background on the paper. Ask them to draw the events of the story on smaller pieces of paper, and then paste these onto the background in the order in which they occurred. Add matching captions.
- Discuss jobs or activities that students are too little to do but can still contribute to in some way. Scribe students' ideas onto pieces of paper for them to illustrate.

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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.
- _____

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.
- _____

Guided Reading Notes

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