

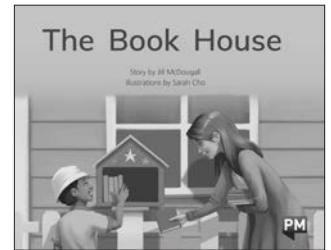
The Book House

PM Level 11

Blue

Text Type Narrative

Running Words 204



Preparing for Guided Reading

Prior Knowledge

- Students should have a basic understanding of how a library works.
- Students should be familiar with the idea of constructing an item using materials such as wood.

Orientation to the Text

- When Eddie and Mum see a book house on their walk, they decide to make one themselves. Will the children in the neighbourhood use it?

Key Language Structures

- Simple conjunctions such as *so* and *and* are used in compound sentences.
- Direct speech incorporates exclamations, questions and statements.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

children, near, next, over, so, take, Then

Content Words

house, library, painted, roof

Decoding

- As students try to read difficult words, support them to think about what word would make sense in the sentence.
- Look at the word *library* on page 4. Ask, *What is the tricky part of this word?*

Fluency and Phrasing

- Put students into pairs and have one read the part of Mum and the other read the part of Eddie, focusing on making it sound like a natural conversation.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students what they think a book house is and discuss how book houses work.
- Read page 2. Point out the word *It's*. Ask, *What two words is It's short for?*
- Continue to page 6. Stop students and ask them to think about and share what they would ask Eddie at this stage in the story if they could.

- Together, read pages 8–9. Ask students to find the words that refer to more than one of something. Ask, *How do you know there wasn't just one star or one book?*
- Read to page 12. Ask, *What are you wondering about the story? What do you think will happen?*
- Continue to page 15. Ask, *How would the word house on page 14 change if there was more than one house?*
- Read to the end of the text. Ask students to describe what they know about Eddie that they didn't know at the start of the story.

Comprehension

- What did Mum and Eddie use to make their book house? (*Literal*)
- Why did Eddie want to build a book house? (*Inferential*)
- Why do you think the girls didn't take a book from Eddie's book house? (*Inferential*)

Follow-up Activities

- Ask students to tell you in their own words what a book house is. Talk about where the books might have come from and what type of books people might like to find in a little library like the one in the text.
- Together, make a book house out of cardboard or wood. Involve students in the design of the book house and in decorating it with paint or other trimmings. Find an appropriate spot for the book house in your classroom or another location in the school.
- Together, write a shared text that invites families from across the school to contribute books to the book house. Ask students for ideas or examples of books that might be good for the book house and to help you write the request in a polite way. Make copies of the letter to send home or publish it in the school newsletter.
- Talk with students about the difference between a question and a statement. List the question words *who, what, when, where* and *why*, and work as a group to think of questions that students would ask Eddie or his mum.

Learning Intentions

- We are learning to question the text as we read.
- We are learning to identify singular and plural words.

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Success Criteria

- I can ask questions about the characters in the text.
- I can say whether words such as *house*, *boys* and *books* refer to one or more than one thing.

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Guided Reading Notes

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