

# Telephones

PM Levels 8/9

Yellow

**Text Type** Information Report

**Running Words** 147



## Preparing for Guided Reading

### Orientation to the Text

- Explain that this book provides information about telephones. Read the title and discuss the cover photograph. Invite students to share their prior knowledge of the topic.
- Turn to the title page. Read and discuss the chapter headings. Reinforce students' understanding of how non-fiction books are presented, e.g. contents page, glossary, photographs, vignettes and labels. Discuss the purpose of these items in a non-fiction book.
- Discuss the glossary on page 16. Recall that glossary words are in bold font within the text.

### Prior Knowledge

- Ask students to describe what a telephone looks like. Explain that telephones have changed over the years in the way they look and how they can be used.

### Key Language Structures

- Relating verbs *are*, *has* and *have* are used to link information, e.g. *Telephones are machines*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*has, have, live, lots, making, talk*

#### Content Words

*family, friends, grandma, letters, machines, numbers, words*

### Decoding

- Encourage quick recognition of high-frequency words in the book.
- Assist students to use their knowledge of phonemes to decode unfamiliar words, e.g. *h-a-s*.

### Fluency and Phrasing

- Encourage prediction of unknown words using context cross-checked with knowledge of letter-sound relationships.
- Scaffold students' learning by encouraging them to take increasing responsibility for re-reading text when checking, confirming or self-correcting

meaning and visual information. Provide prompts when required, such as *Does that sound right? You said . . . Does that look right?*

- Locate commas in the book. Remind students to pause or take a little breath at a comma, before reading on.

### Focusing on the Book – Guided Reading

- Invite students to share what they have learned about telephones.
- Identify the rhyming patterns in *calls, balls, falls; talk, walk; not, lot, got, hot*.
- Change the medial vowels in these words: *has, his; live, love; bed, bad; lots, lets*.
- Say these words, emphasising the -er ending: *number, letter, teacher*.
- Discuss the sound made by the digraph *ph* in *telephone*.
- Find the verbs *have* and *has* in the book. Introduce the words *having* and *had* in similar contexts.

### Comprehension

- What is a telephone? (*Literal*)
- What are the letters on a telephone for? (*Literal*)
- Why do the teachers at school have telephones? (*Literal*)
- How do you make a telephone call? (*Inferential*)
- Why might Mum need to use her telephone when she's out shopping? (*Inferential*)
- How do telephones help us? (*Inferential*)

### Follow-up Activities

- Write the birthday message *Happy birthday, Grandad* on a whiteboard. Talk about other messages that could be written on the screen of a mobile telephone. Students could write these messages and glue them into a reference book for later use.
- Discuss methods used for communicating with friends and family who live in other places. Information from home could be gained through a questionnaire. Help students to collate the data.
- Role-play how to make an emergency call, using a non-working telephone. Emphasise that these calls must only be made in an emergency.
- Discuss alphabetical order and the use of family names and initials when setting up a telephone directory.

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Date \_\_\_\_\_

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## Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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## Success Criteria

- I can recall specific information from the text.
- I can decode unknown words using my knowledge of letter-sound relationships.

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## Guided Reading Notes

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