

## The Levelling of PM Books and Benchmark Kits

These are levelled using a simple numerical sequence with fine gradations. Levelling depends, after Level 2, on more than a dozen factors, all of which are controlled to match young learners' growing skills.

These factors include:

- children's conceptual understandings
- traditional story structure or 'story grammar' (in the Story Books)
- meaning (paying attention to clarity, logic, cause and effect, factual accuracy)
- choice of appropriate sentence structures
- prose that flows easily, without awkwardness
- steady introduction and reinforcement of high frequency vocabulary
- a low ratio of unknown to known words
- the repetition of many grapho-phonetic forms in meaningful context
- the clarity of the layout
- the clarity of the typography
- the amount of text on a page
- the length of the book
- the supportive illustrations
- correlation with Fry Readability scores after Level 20.

A valid *Benchmark* test must include the concepts, language structures, vocabulary and typography that children meet in their daily reading.



Key to the PMs

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# Key to the PMs

*PM Teachers' Resource Guide*

*Beverley Randell*



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# About the PMs

## Key to the PMs

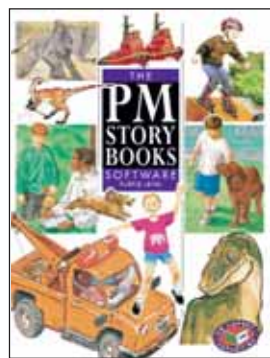
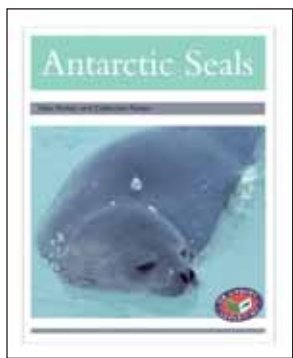
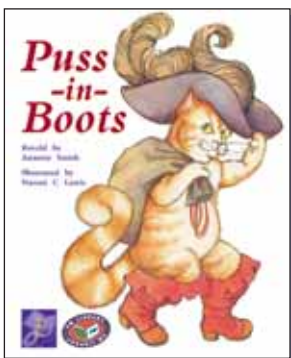
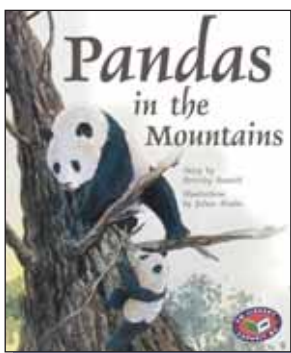


The *Key to the PMs* sets out the 700 titles in the PM and PM Plus reading program, consisting of:

- Alphabet and Alphabet Blend books
- Shared Books
- Readalongs (lap-size books and small books with audio cassettes)
- Books with one and two lines of text (Starters)
- Story Books
- Lap-size Starters and Story Books
- Traditional Tales and Plays
- Non-fiction Books
- CD-ROMs and software
- Benchmark Kits for Levels 1–30
- Teachers' Guides for all components.

It is a unique collection of material, published over a number of years, with the particular

needs of young children uppermost in the minds of the authors, editors, designers, illustrators and publishers who have contributed to it.



## The PM Philosophy

The philosophy that underpins much of the PMs is based on the teaching and writings of Dame Marie Clay, the pioneering work of Myrtle Simpson and Pat Hattaway at the Department of Education, New Zealand, and Warwick Elley's research on words children use in their writing. The three principal PM authors — Beverley Randell, Annette Smith and Jenny Giles — have brought their extensive, hands-on classroom experience in teaching beginning readers to the writing and final shaping of the books.



Simply expressed the PM philosophy is this:

- children learn to read well if they are encouraged to use a variety of skills, processes and behaviours, rather than a particular method or approach
- when children are learning to read they should be given materials that have been carefully crafted to meet their needs; books that give them, from their earliest experiences with the printed word, success, enjoyment and understanding.

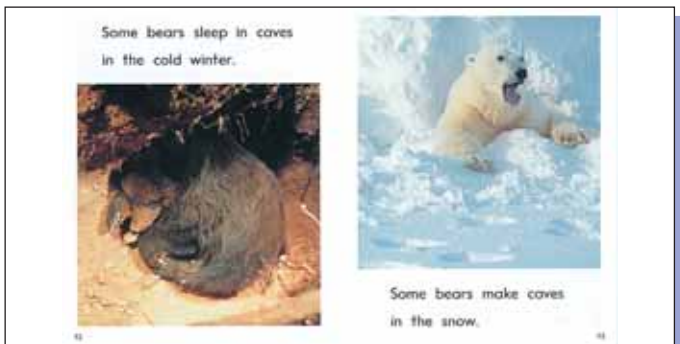
# About the PMs

'Children learn best with books that have meaning and are rewarding ...'  
Reading in Junior Classes, New Zealand Department of Education.

Every book in the PM series has been shaped to support these twin tenets. On every page in every book care is taken with the sentence structures; the choice of words; the clear, well-spaced type; and with the meaningful, accurate illustrations. Because the books are easy as well as interesting, children are able to practise a variety of reading skills and enjoy the feedback of success.

Animal Homes

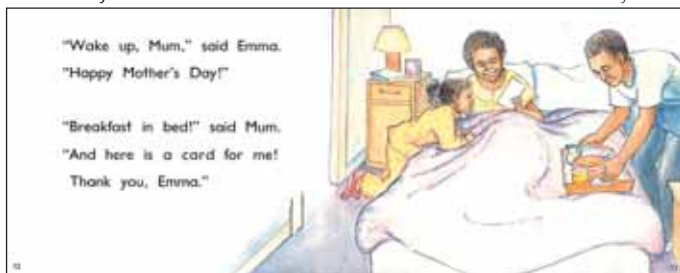
PM Plus Non-fiction



Each *PM Story Book* has classic story structure and deals with concepts and experiences children can understand. It is a real reading experience and has an intrinsic worth because it offers children traditional story structure with tension, climax and resolution. *PM Story Books* tempt children to re-read. They want to revisit the text in order to recapture the success and enjoyment they experienced the first time the stories were read.

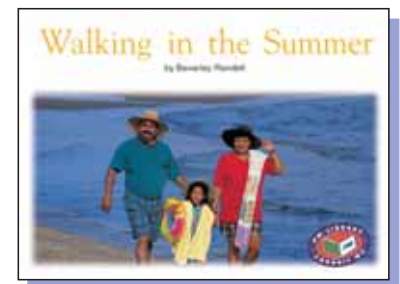
Mother's Day

PM Plus Story Books



Some children prefer reading non-fiction. It fascinates them. In the *PM Non-fiction* titles the text is carefully researched and accurate.

Clear and logical presentation of the facts, coupled with superb photography and realistic illustrations, make the books relevant, satisfying and



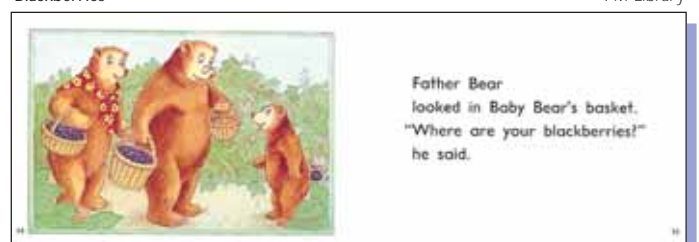
enjoyable to read. A delight in truth and a respect for the real world in all its diversity are very much part of the PM meaning-driven philosophy. The same respect for truth underpins the *PM Story Books* in which real animals appear.

All the PM titles from Levels 1–24 have been written using carefully selected vocabulary. In each successive book in the series beyond Level 5, there is a very low ratio of new word introduction (at most 1:20). Each title is completely child-centred and full of meaning. Meaning is paramount in the PMs.

With over 700 titles from Levels 1–24, teachers have a core reading program for children in their first four years of school — material that will open up children's minds, challenge their thinking and stir their emotions.

Blackberries

PM Library



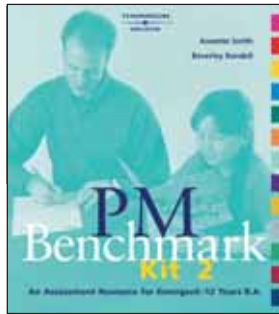
# PM Benchmark Kits, 1 and 2

## PM Benchmark Kit 1 and PM Benchmark Kit 2

PM Benchmark Kit 1  
1 86961 450 X

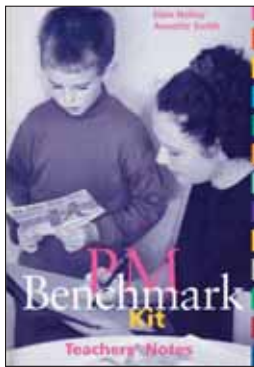


PM Benchmark Kit 2  
0 17 010541 5

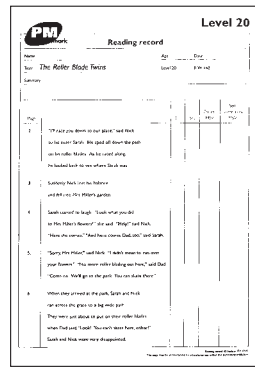


An Assessment Resource  
for Emergent Reading Age 12 Years

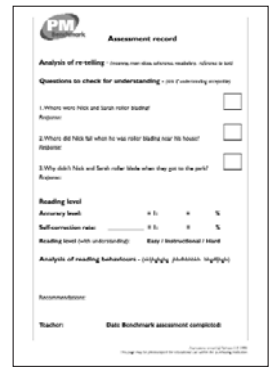
Teachers' Notes



Reading Record



Assessment Record



The information on a *Reading Record* identifies the cues and strategies that a student uses while processing print. Reading levels can be identified when accuracy and self-correction rates are calculated.

The *Assessment Record* includes **Retelling**, **Questions** and an **Analysis** of the student's *Reading Record*. The retelling identifies the students' level of understanding as they read. By responding to the questions, students recall and explore details from the text.

## Levelling Using a Simple Numerical Sequence

The *PM Benchmark Kits* are levelled using a numerical sequence with fine gradations, running from Level 1 to Level 30. The early levels are not equated with years spent at school, grade levels or Reading Ages. This is because some children start their formal schooling before five, while others may not begin until six. If children begin schooling at the age of six, it is unhelpful to suggest that Level 7 "equates" with a Reading Age of 5.6 years! The advantage of a numerical levelling sequence is that it has very fine gradations, and that it suits every child's progression, regardless of the child's age at entry. It is only after Level 15 that Reading Ages start to have validity, and these are provided.

Level 1



## About the PM Benchmark Kit

The *PM Benchmark Kit* is a comprehensive reading assessment resource. Teachers can use the *PM Benchmark Kit* to assess students' reading abilities using unseen, meaningful texts.

The *PM Benchmark Kit* includes 30 accurately levelled texts ranging progressively from emergent level to Reading Age 12.

Guidelines on how to administer the texts and interpret assessment data are also included in the teachers' notes. Each benchmark text has a prepared Reading Record and Assessment Record pro forma.

There are two *PM Benchmark Kits* (pictured above) both levelled in the same way, as teachers may wish to alternate their use of the kits to avoid students becoming overfamiliar with the texts.

The *PM Benchmark Kits* offer:

- a quality assessment resource
- a system for accurate identification of students' reading levels
- evidence of students' achievement and progress
- a vehicle for consistent assessment practices within and between schools
- data for school review and community feedback.

# PM Benchmark Kits

## Level 5

### Sam and Little Bear



"I can not go to bed,"  
said Sam.  
"Little Bear is not in bed.  
Where is he?"



## Level 15

### Little Steg



## Level 25

### Jack and the Beanstalk



#### Jack and the Beanstalk

Adapted from *The Red Fairy Book*  
by Andrew Lang



Jack seized the golden harp that had belonged to his father, and ran away with it. But as he raced towards the castle doorway, the harp called out.

"MASTER, MASTER!"

The giant woke up. With a deafening roar he sprung from his seat, and in two strides had reached the door.

But Jack was very terrible and he had the lightning with the harp. The furious giant took also him so fast that he nearly reached poor Jack. He stretched out his enormous hand to

catch him. But, luckily, just at that moment the giant slipped upon a loose stone, stumbled, and fell flat on the ground.

The scythe gave Jack enough time to grasp the beanstalk and scramble down it. But when he reached his own garden, he saw the giant descending after him.

"Master, Master!" demanded Jack. "Make haste and give me the hither!"

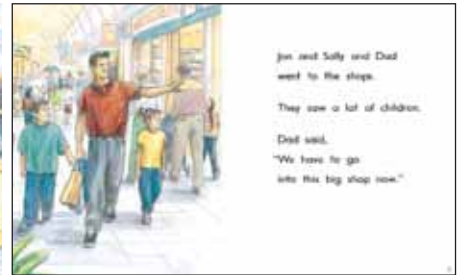
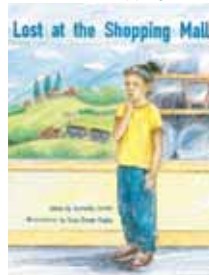
The mother ran so fast with the hither in her hand, and, with one tremendous blow, Jack cut through all the beanstalk straight up—

"Now, Mother, stand out of the way!" said he.

Just as the giant was about to step into the mouth of the beanstalk, Jack cut the stem quite through. Down came the giant with a terrific crash.

## Level 10

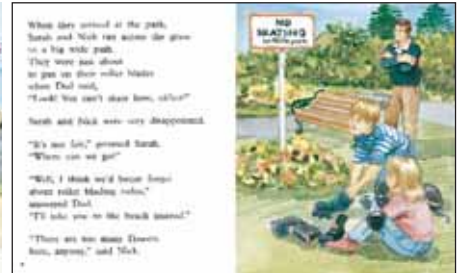
### Lost at the Shopping Mall



Jan and Sally and Dad  
went to the shops.  
They saw a lot of children.  
Dad said,  
"We have to go  
into this big shop now."

## Level 20

### The Roller Blade Twins



When they arrived at the park,  
Sarah and Nick ran across the grass  
to a big white gate.  
They were just about  
to get on their roller blades  
when Dad said,  
"Look! You can't skate here, either!"  
Sarah and Nick were very disappointed.  
"It's not fair," groaned Sarah.  
"When can we go?"  
"Well, I think we'd better forget  
about roller blades today,"  
suggested Dad.  
"It's not you to the beach instead!"  
"There are two skate tracks  
here, anyway," said Nick.

## Level 30

### 65 Million Years Ago



#### 65 Million Years Ago

Text by Beverly Harbord



The skeleton of an ancient animal, formed by the decay of a mammoth, is on the cover of *65 Million Years Ago*. The cover is 90 miles (143 kilometers) across! Millions of tons of burning rock rained to earth and dust when the huge meteorite struck the earth 65 million years ago. The heat melted most of the rocks as it was driven half way to the atmosphere, where it stayed for a long time, cooling the world. As it fell it heated a stone block about that covered the sun night.

When the stone was already for years on end, the earth grew cooler. Without sunlight, many plants died. The plants were eaten by animals and could not live. The animals could not live on insects and seeds and herbs. Fish, land animals with small appetites survived. Frogs, snails, turtles, and mammals could find shelter and protection in freezing weather. Most had feathers, and mammals had fat

to keep them warm, but the dinosaurs were not built for the cold.  
It was soon before the dust settled and the sunlight filtered through again, but by then all the dinosaurs were extinct. A thin layer of melted rock built from this dust has been found in many places in the world, with new dinosaurs.

The dinosaurs existed because the climate changed, all over the world, and the climate changed because a giant meteorite made a crater 65 million years ago.

**Footnote:**  
Lore Harbord, an American scientist, published this story in 1965 and John Harbord, her son, was the geological scientist who had been hired to support the idea.

Information can be used for:

- providing students with constructive feedback
- organising students into groups of similar learning needs
- planning programs
- reporting to parents/caregivers
- transferring information within and between schools
- developing school policies for literacy learning
- presenting data for class or school accountability
- purchasing resources.

The *PM Benchmark Kits* will identify the student's:

- instructional reading level
- ability to read for meaning
- integration of meaning, structural and visual cues
- self-monitoring systems
- knowledge of print convention
- rate of learning
- level of independence.

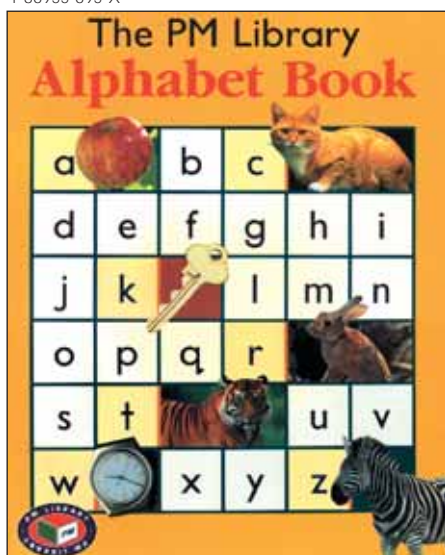


# PM Alphabet Books

*These books build phonemic awareness and a knowledge of letter-sound relationships.*

## The PM Library Alphabet Book

The PM Library Alphabet Book – big book format  
1 86955 695 X



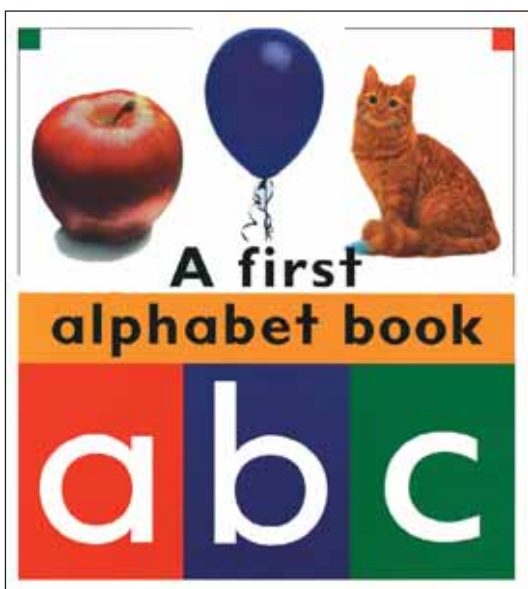
apple



balloons

## A First Alphabet Book

A First Alphabet Book – small book format  
1 86955 755 1



pencils



tiger

## About these books...

The two alphabet books help establish 'trigger' words.

The photographs have clarity and impact.

# 26 PM Alphabet Starters

*These books build phonemic awareness and a knowledge of letter-sound relationships.*

PM Alphabet Starters						
b 1 86955 661 5	c 1 86955 662 3	d 1 86955 663 1	f 1 86955 665 8	g 1 86955 666 6	h 1 86955 667 4	j 1 86955 669 0
k 1 86955 670 4	l 1 86955 671 2	m 1 86955 672 0	n 1 86955 673 9	p 1 86955 675 5	q 1 86955 676 3	r 1 86955 677 1
s 1 86955 678 X	t 1 86955 679 8	v 1 86955 681 X	w 1 86955 682 8	x 1 86955 683 6	y 1 86955 684 4	z 1 86955 685 2
a 1 86955 660 7	e 1 86955 664 X	i 1 86955 668 2	o 1 86955 674 7	u 1 86955 680 1	PM Alphabet Starters Teachers' Guide 1 86961 347 3 (See p. 15.)	

## About PM Alphabet Starters



Each *PM Alphabet Starter* contains five or seven words that begin with the same letter. The words are supported by clear photographs and together they build understanding: *dog, duck, door, dinosaurs, dolls, deer, doctor*. When these words are spoken aloud, children become conscious of the impact of both the initial sound and the initial letter, and learn to associate them.

**Aural, oral, visual and kinaesthetic** information is linked in these books — the raised felt letters on the covers invite exploring fingers, increasing awareness of letter shape. Rhyming **alliterative verses** on the back cover increase **phonemic awareness**. The verses are for teachers to read aloud, over and over again — soon children will be able to join in.

*Down at the duckpond,  
down at the park,  
The ducks go dabbling  
from dawn till dark.*

The vowel books should be introduced last because vowels are highly irregular and are difficult for beginners. Two pronunciations for each vowel are included because a flexible approach to vowels is necessary in reading. On pages 19–49 links with the *PM Starters* and *PM Story Books* are pinpointed: mastering letter-sound relationships is an on-going affair, not completed at *Starters* level.

# 34 PM Alphabet Blends

The order suggested here matches the order of the introduction of digraphs and blends in the PM Story Books. See pages 13–61 for some useful links.

PM Alphabet Blends						
sh 1 86955 702 6	th 1 86955 709 3	ch 1 86955 716 6	br 1 86955 696 8	st 1 86955 707 7	bl 1 86955 703 4	gr 1 86955 699 2
tr 1 86955 701 8	sp 1 86955 706 9	cr 1 86955 704 2	pl 1 86955 700 X	dr 1 86955 698 4	sn 1 86955 719 0	fl 1 86955 710 7
cl 1 86955 697 6	fr 1 86955 711 5	pr 1 86955 713 1	sl 1 86955 705 0	sm 1 86955 718 2	wh 1 86955 715 8	ph 1 86955 729 8
gl 1 86955 725 5	sw 1 86955 708 5	str 1 86955 722 0	kn 1 86955 712 3	tw 1 86955 728 X	sc 1 86955 726 3	sk 1 86955 717 4
thr 1 86955 714 X	spr 1 86955 720 4	squ 1 86955 721 2	scr 1 86955 727 1	Soft g 1 86955 724 7	Soft c 1 86955 723 9	

## About the PM Alphabet Blends

br PM Alphabet Blends

bread

PM Alphabet Blends work best when links are made with children's current reading. The book *br* links with *Brave Father Mouse* (see page 25), in which both **brave** and **bread** are used.

The common digraphs **sh**, **th** and **ch** are met early and practised often, but the less common onset **soft 'c'** for **city** may not be mastered until Turquoise Level (see pages 60–61 *Ant City*). Children who are sure about word **onsets** are well-equipped. Five words, five photographs and an alliterative rhyme allow the 'personality' of each digraph and blend to be absorbed.

*The shy shellfish  
The shellfish lives  
In a shiny shell.  
She shuts her door.  
She shuts it well.*

# PM Readalongs

'Chant, song and dance ... are among the most powerful forms of human learning, primitively satisfying, deeply memorable, and globally meaningful.' (Don Holdaway *The Foundations of Literacy*, Ashton Scholastic 1979.) All children, but especially those whose first language is not English, can become familiar with the structures of English through this rich resource.

# PM Shared Books

Shared reading lets children associate books with joy. Shared books are the classroom equivalent of the bedtime story.

## PM Readalongs

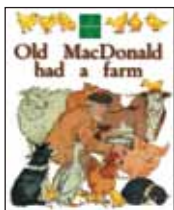
Seven little ducks  
1 86955 781 6



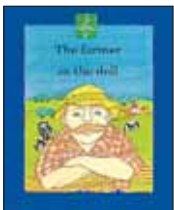
Barnyard song  
1 86955 785 9



Old MacDonald  
1 86955 789 1



The farmer in the dell  
1 86955 793 X



BINGO  
1 86955 797 2



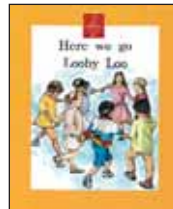
Over in the meadow  
1 86955 801 4



Mulberry Bush  
1 86955 883 9



Here we go Looby Loo  
1 86955 887 1



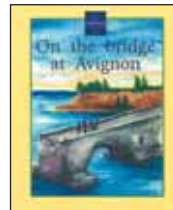
Punchinello  
1 86955 887 1



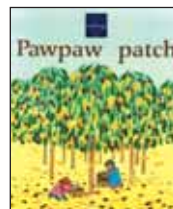
Round the village  
1 86955 895 2



Avignon  
1 86955 899 5



Pawpaw patch  
1 86955 903 7



The bus song  
1 86961 043 1



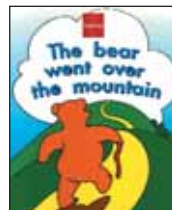
Coming round  
1 86961 042 3



The big ship sails  
1 86961 045 8



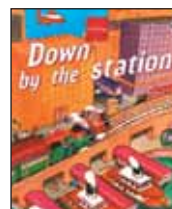
Over the mountain  
1 86961 041 5



One more river  
1 86961 044 X



Down by the station  
1 86961 046 6

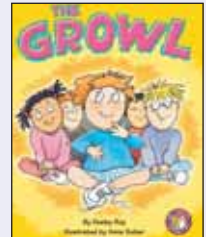


## PM Shared Books – Fiction

Just Like Me!  
1 86961 454 2



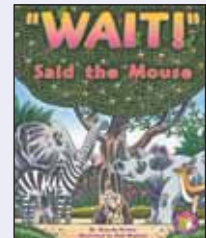
The Growl  
1 86961 455 0



The Snake Cake  
1 86961 451 8



"WAIT!" Said the Mouse  
1 86961 453 4

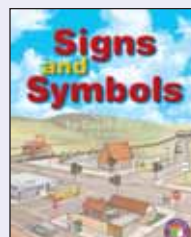


When these books are first introduced, the teacher will do all or most of the reading, but very soon children will anticipate the repeated lines, e.g. "Wait," said the little mouse. But no one listened, and join in with enthusiasm, savouring the rhythm and rhyme, the humour and the long exciting words, such as *Tyrannosaurus rex*.

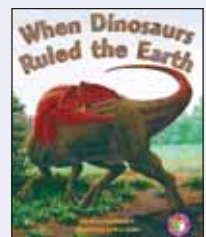
Together the *PM Shared Books* and *PM Readalongs* provide support for young learners. Hearing book language read aloud enriches the language of children whose spoken language is limited for any reason at all. Phrases such as *over the hills and far away* (from *Seven Little Ducks*), *early in the morning* (from *Down by the Station*), *day after day* (from "Wait!" Said the Mouse), *long, long ago* (from *When Dinosaurs Ruled the Earth*) belong to books. Shared reading helps children to internalise the language of books and make it their own.

## PM Shared Books – Non-fiction

Signs and Symbols  
1 86961 452 6



When Dinosaurs Ruled the Earth  
1 86961 456 9



# LEVEL 1

# PM Plus Starters Magenta Level 1

## PM Plus Starters One

I am running  
0 17 009526 6



Baby  
0 17 009527 4



In the garden  
0 17 009528 2



The play  
0 17 009529 0



We dress up  
0 17 009530 4



In our classroom  
0 17 009531 2



Up in the sky  
0 17 009532 0



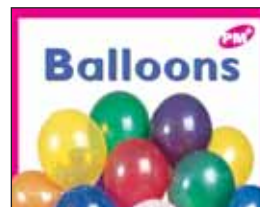
Going on holiday  
0 17 009533 9



Look at the house  
0 17 009534 7



Balloons  
0 17 009535 5



## PM Plus and PM Starters One – 30 books to build emergent reading concepts and skills

Baby

PM Plus Starters One



In the garden

PM Plus Starters One



- **Book handling skills**  
Holding the book the right way up; finding the front; turning pages one at a time in correct sequence.
- **Learning to understand the technical vocabulary of reading:**  
*cover, page, front, back, first, last, left, right, top, bottom, line, beginning, letter, word, sentence, space, capital letter, full stop, question mark, sound.*
- **Knowing that reading means focusing on print**
- **Directionality**  
Starting top left and moving along the line from left to right. Making a return sweep to the beginning of the next line.
- **Mastering a growing number of high frequency words in context:** *A, a, am, and, are, at, big, come, Dad, down, go, going, Here, here, I, in, is, look, little, me, Mum, my, on, said, see, The, the, to, up, we, went.*

► For **PM Software** for Magenta Level see page 17

# PM Starters Magenta Level 1

# LEVEL 1

## PM Starters One

Me  
1 86955 610 0



Mum  
1 86955 611 9



Dad  
1 86955 612 7



A house  
1 86955 613 5



Big things  
1 86955 614 3



Little things  
1 86955 628 3



Dressing-up  
1 86955 617 8



Playing  
1 86955 618 6



Pets  
1 86955 616 X



We go out  
1 86955 615 1



Time for dinner  
1 86955 621 6



At the zoo  
1 86955 619 4



Mums and Dads  
1 86955 620 8



The go-karts  
1 86955 622 4



In the trolley  
1 86955 623 2



Climbing  
1 86955 624 0



The shopping mall  
1 86955 625 9



Look at me  
1 86955 626 7



The way I go to school  
1 86955 627 5



The skier  
1 86955 629 1



- **Looking for meaning; expecting words to match the pictures**
- **Learning sounds as well as letter names**  
(*Double-u* is not a 'sound'.) Linking the first spoken sound in a word to the first written letter in a word. Linking a *PM Alphabet Starter* to each book, e.g. **m** Mum; **d** Dad; **b** Baby, **B**alloons, **B**ig things; **h** A house; **l** Little things; **z** At the zoo.
- **One-to-one matching of spoken and printed words**

Look at me

PM Starters One



# LEVEL 2

# PM Plus Starters Magenta Level 2

## PM Plus Starters Two

My little cat  
0 17 009537 1



My clothes  
0 17 009538 X



Big and little  
0 17 009539 8



Big sea animals  
0 17 009540 1



The toy box  
0 17 009541 X



My sandcastle  
0 17 009542 8



Going out  
0 17 009543 6



Playing outside  
0 17 009544 4



Party hats  
0 17 009545 2



The parade  
0 17 009546 0



## PM Plus and PM Starters Two – more emergent reading concepts and skills

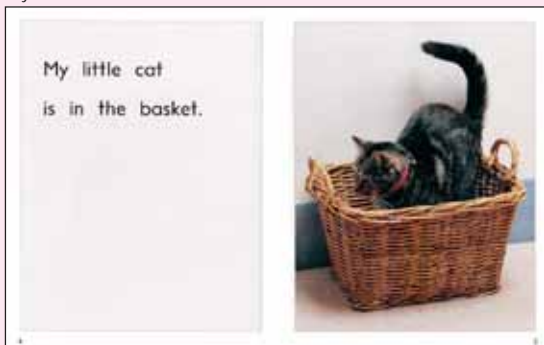
Playing outside

PM Plus Starters Two



My little cat

PM Plus Starters Two



- Recognising more high frequency words**  
 When children know 25–30 high frequency words they are ready for *PM Story Books*. Many of the words taught at *Starters One* are repeated at *Starters Two*, with some new ones: *are, blue, can, for, he, goes, I'm, into, it, like, play, red, she, some, this, too, way, where, you*.
- Becoming confident with a few sentence constructions**  
 Mastering these will lead to success at Red Level (see pages 18–25).  
*Here is a ... Here is the ... Here comes ... Come here ... Look at ... I am ...ing Where is ... I can see ... in the ... said the ... We went ... We are going to ... Can you see ...*
- Paying close attention to print**  
 Small variations (an extra word, a changed pronoun, an omitted line, a changed construction, a change in layout) mean that *Starters Two* cannot be read from oral memory alone.
- Knowing that the print carries the message and that print is constant**  
 For example, *Mum* is always *Mum*; *Mother* is always *Mother*.
- Noticing 's' at the ends of words**

► For *PM Software for Magenta Level* see page 17

# PM Starters Magenta Level 2

By the end of Starters Two children should be able to recognise 25–30 high frequency words

# LEVEL 2

## PM Starters Two

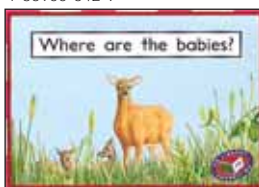
Out in the weather  
1 86955 640 2



Cat and Mouse  
1 86955 641 0



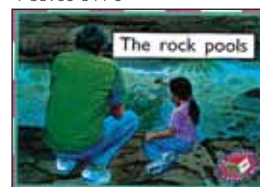
Where are the babies?  
1 86955 642 9



Packing my bag  
1 86955 643 7



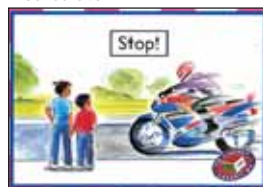
The rock pools  
1 86955 644 5



My accident  
1 86955 645 3



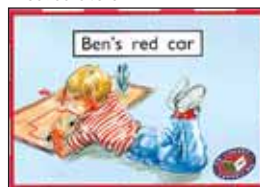
Stop!  
1 86955 646 1



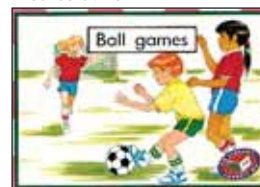
Sally's new shoes  
1 86955 647 X



Ben's red car  
1 86955 648 8



Ball games  
1 86955 649 6



The farm in spring  
1 86955 650 X



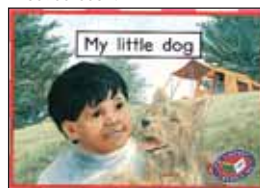
We can run  
1 86955 651 8



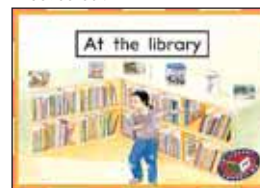
Four ice-creams  
1 86955 652 6



My little dog  
1 86955 653 4



At the library  
1 86955 654 2



We like fish  
1 86955 655 0



Looking down  
1 86955 656 9



Fishing  
1 86955 657 7



The pencil  
1 86955 658 5



Can you see the eggs?  
1 86955 659 3



### • Continuing to link letters with sounds

In *Ben's red car* there are *windows* with *windscreen wipers* and in *The farm in spring* a *pink pig* has six *piglets*. In *My accident* a child has an *x-ray*. All *PM Alphabet Starters* can be linked to one or more books in *Starters One* and *Two*. The more often children notice links the greater their insights.

### • Learning to stop at full stops and feel the impact of meaning

### • Using stress and intonation to emphasise meaning

### • Directionality

Making return sweeps to read two or more lines.

The rock pools

PM Starters Two

"Look!  
We can see  
some little fish."



► For *PM Teachers' Guides* for Magenta Level see page 17



# LEVELS 1-2

# PM Plus Non-fiction Magenta Levels 1-2

## PM Plus Non-fiction – Level 1

Making a rabbit  
0 17 009548 7



procedure

Making a dinosaur  
0 17 009550 9



procedure

Making a bird  
0 17 009549 5



procedure

Making a dinosaur  
PM Plus Non-fiction



## PM Plus Non-fiction – Level 2

Up and down  
0 17 009551 7



report/observation

Round and round  
0 17 009552 5



report/observation

On and off  
0 17 009553 3



report/observation

On and off

PM Plus Non-fiction



## About the books at this level...

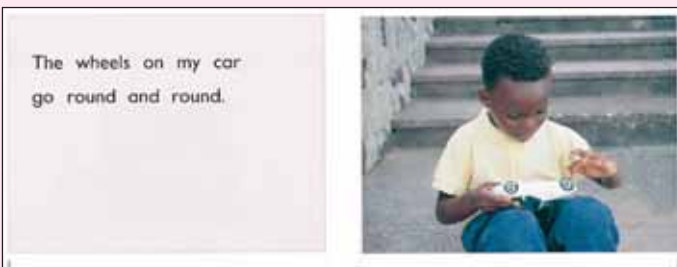
Making a bird

PM Plus Non-fiction



Round and round

PM Plus Non-fiction



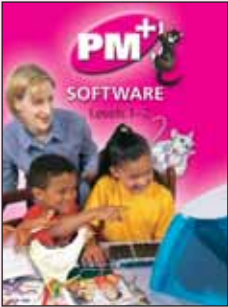
- These 6 *Non-fiction* books are designed to be used at Magenta Level, with teacher guidance. They can also be enjoyed at Red Levels 3–5, when children are a little more skilful and independent.
- Level 1 books give step-by-step instructions. This text form is defined as a **procedure**. They support art, craft and maths (shapes).
- Level 2 books are **reports** on observed facts. They support science and technology.
- The title pages of the three Level 1 books introduce children to **labelled diagrams**. This will be a new text convention for small children, who should be encouraged to follow the linking lines with their fingers.

# PM Software PM Teachers' Guides Magenta Levels 1-2

# LEVELS 1-2

## PM Plus Software – Levels 1-2

PM Plus Software  
Magenta Level (CD-ROM)  
0 17 009836 2



The *PM Plus Software* complements the story books in Magenta Level and has been developed to enhance literacy learning by utilising computers to help create contexts for meaningful reading.

Children can choose the book they wish to read — they can see the book on screen and listen to it being read. They can then explore the book's content and meaning by completing a range of interactive activities. The activities are highly focused and offer a variety of interactions with the language of the *PM Plus* books, and have been designed to encourage and promote reading success. The activities focus on all aspects of the texts — whole text, sentence, word and word parts.

### *Read to me and Read the book*

Children can listen to the story while they see the illustrations on screen. They can also read the book on screen, and click on individual words to hear them spoken.

### *Follow the book*

Children are shown a short sentence from the book, and are asked to click on the words in the correct order.

### *Match the letter and picture*

Children are presented with an incomplete word, and a matching picture. Using the picture as a clue, they complete the word by choosing one of three letters, and dragging it into position.

### *Match the letters*

Children are presented with three upper- or lower-case letters. The children match these letters with their upper- or lower-case equivalents, provided below.

### *Complete the sentence*

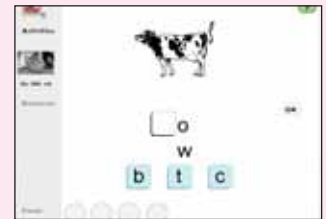
Children are shown an incomplete sentence from the book. They choose one of three provided words to complete the sentence.

### *Writing workshop — Make a poster*

Children print a poster, choosing from three provided book pages featuring text and illustrations.

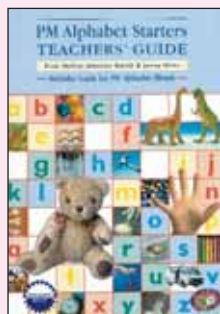


The *Read the Book* activity from *The play* (Magenta Level)



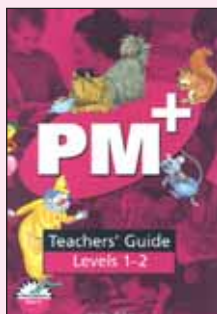
The *Match the letter and picture* activity from *My little cat* (Magenta Level)

## PM Teachers' Guides

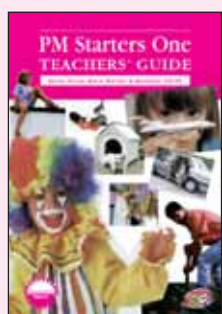


Reading from top left:

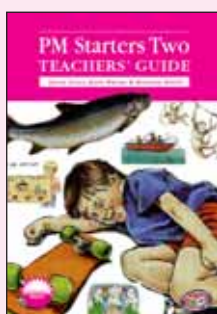
PM Alphabet Starters  
Teachers' Guide  
1 86961 3473



PM Plus  
Teachers' Guide  
Levels 1-2 (Magenta)  
0 17 009555 X



PM Starters One  
Teachers' Guide  
Magenta Level  
0 17 009642 4



PM Starters Two  
Teachers' Guide  
Magenta Level  
0 17 009642 4

There are 4 Teachers' Guides for the books at Magenta Level:

- *PM Alphabet Starters Teachers' Guide*
- *PM Plus Teachers' Guide Levels 1-2* (Magenta) (includes activities for 20 *PM Plus Starters* and 6 *Non-fiction* books)
- *PM Starters One Teachers' Guide Magenta Level*
- *PM Starters Two Teachers' Guide Magenta Level*.

The Guides contain suggestions for:

- early guided reading related to the child's experience
- going beyond the book
- developing visual and phonemic awareness
- stories with related themes.

They also contain:

- reading record sheets
- blackline masters
- a page for checking children's recognition of 25-30 high frequency words needed for success at Level 3.