

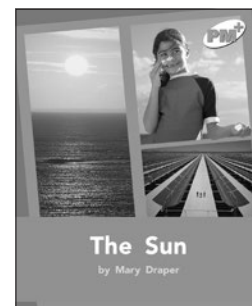
The Sun

PM Levels 24/25

Silver

Text Type Information Report / Explanation / Recount / Procedure

Running Words 818



Preparing for Guided Reading

Orientation to the Text

- Study the cover and title page photographs. Ask students what they know about the Sun. Write their ideas on a chart.

Prior Knowledge

- The Sun is the star at the centre of our solar system. This text includes facts about the Sun and describes reasons why all living things need the Sun. Other text forms include diagrams, an explanation, a recount and a procedural text (an experiment).

Building the Balanced Reader

Vocabulary

Key Vocabulary

affects, amounts, centre, discovered, distance, electricity, energy, opposite, protect, surface, travels, underground

Content Words

atmosphere, axis, billion, core, flares, fossil, gases, millions, orbits, patches, planet, remains, satellite, saucers, scatter, scientists, shoots, solar, sprinkle, tilted

Decoding

- Apply a complex range of skills to assist in decoding unfamiliar words.
- Use knowledge of text types, language features and vocabulary related to the theme of the text to assist with decoding unfamiliar words.

Focusing on the Story – Guided Reading

- Read the contents page. Notice the subheadings under *Sun facts*. Ask, *What do these sub-headings tell the reader?*
- Ensure that students understand that the Sun is a star. Talk about why it appears larger than other stars. Inform students that gases are thin, light substances, such as air. Ask, *What makes the Sun glow?* Discuss numerical information, i.e. 100 times wider, five billion years and 150 million kilometres in distance. Read and discuss the *Did you know?* statement.
- Study the diagram of the Sun on p. 8 and read the captions. Reinforce the meaning of *energy*. Discuss the meaning of *Celsius*. Inform students that water boils at 100°C and freezes at 0°C. Ask, *Why do you think the Sun is hottest at its core?* Recall

how far away the Sun is from Earth. Read the *Did you know?* statement. Recall that light travels faster than sound.

- Study the photograph on p. 10. Recall the meaning of *solar*. Read the *Did you know?* statement. Ask, *How do solar flares happen? Why do you think sunspots and flares affect TV and radio signals?* Read the postcard. Find Alaska on a world map or globe. Explain that the Earth's atmosphere is a layer of air that protects us from the Sun's burning rays.
- Revise the meaning of *energy*. Emphasise helpful effects of the Sun's energy. Discuss cause-and-effect actions generated by the Sun's energy, e.g. grass dries and can be made into hay. Talk about how people get energy from the food they eat.
- Reinforce the cycle of seasonal change. Remind students that changes in the amount of light and warmth reaching the Earth produce this repeating cycle. Encourage students to share their understanding of why part of the Earth is having winter when another part is experiencing summer.
- Discuss the meanings of *axis* and *cycle*. Study each photograph before reading the text.
- Talk about how solar panels absorb heat from the sun, converting sunlight into electricity. Read the *Did you know?* statement. Ensure students understand what is meant by *a clean form of energy*. Discuss the advantages of solar power.

Comprehension

- What is the Sun made of? (*Literal*)
- Why don't other planets in our solar system support life? (*Inferential*)
- What are ways we can be sun safe? (*Applied Knowledge*)

Follow-up Activities

- Provide the appropriate materials and have students carry out the experiment on pp. 14–15. Invite them to keep a diary over one week. Have students record their observations each day. After a week, discuss the students' conclusions.

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Date _____

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Learning Intentions

- We are learning to apply a complex range of skills to decode unfamiliar words in the text.
- We are using our knowledge of text types, language structures, vocabulary, Contents and the Index to gain a deeper understanding of the text.

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Success Criteria

- I can use a wide range of skills to assist me in reading unfamiliar words in the text.
- I can use my knowledge of text types, language structures, vocabulary, Contents and the Index to gain a better understanding of the text.

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Guided Reading Notes

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