

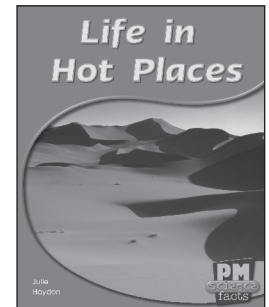
Life in Hot Places

PM Level 14/15

Green

Text Type Report

Running Words 248



Preparing for Guided Reading

Prior Knowledge

- List the similarities and differences between deserts and tropical rainforests. Explain how water is sometimes found deep underground in hot, dry deserts.

Orientation to the Text

- In this book, the reader learns about the variety of hot places on Earth, and how animals and people have found ways to live in them.

Key Language Structures

- Longer, more complex sentences: *Some desert people dig holes to get water that is under the ground.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

catch, full, ground, grow, live, much, people, these, under

Content Words

Earth, sunshine, hot, rain, deserts, cactus, roots, stem, water, ground, daytime, animals, shade, night-time, tropical, rainforest, plants, village, gardens, animals

Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

Fluency and Phrasing

- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ...? How did you know that word was ...?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

Focusing on the Book – Guided Reading

- Discuss the fact that hot places can be very dry or very wet.
- Talk about all the different kinds of deserts. Discuss the fact that some plants can grow in deserts. Ask, *Where do you think a cactus finds water?*

- Ask students why they think desert people need to move around to find food and water. Discuss the fact that there is water deep under the ground, and that it can often be found by digging deep holes.
- Discuss why desert animals would need to sleep during the day, in the shade. Why would night-time be a better time for them to go out to look for food?
- Ask the students to talk about the types of plants and trees they see in the photo on pp. 10–11.
- Ask students to imagine what it would be like to live in the rainforest village. Ask, *Do you think there would be lots of good foods to eat in the rainforest?*
- Talk about the lizard on p. 14. Ask, *Do you think the lizard's colouring would help it survive in the rainforest? Why do you think the monkey likes living in the rainforest?*
- Have students expand these compound words: *daytime, night-time, rainforest, sunshine.*

Comprehension

- What do you think lots of desert animals stay under the ground in the daytime? (*Inferential*)
- How do you think desert people get water out of the cactus plants? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing items into categories (Desert/Tropical rainforest); choosing verbs to complete sentences; combining short words to make compound words; choosing adverbial phrases to complete sentences, then drawing illustrations to match.
- Ask students to imagine they are going on a journey through the desert. Have them draw a picture of themselves wearing the types of clothes that they think would keep them cool, as well as safe from the sun in this environment.
- Have students think about whether they would prefer to live in a desert or rainforest environment. Ask them to write a list of pros and cons for living in each place.

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Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell events in the text and include details that elaborate on the main ideas.
- _____

Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.
- _____

Guided Reading Notes

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