

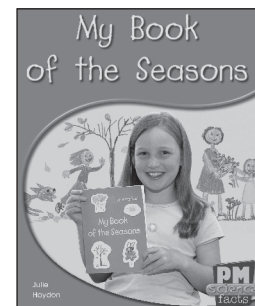
# My Book of the Seasons

PM Level 14/15

Green

**Text Type** Recount/Report

**Running Words** 271



## Preparing for Guided Reading

### Prior Knowledge

- Explain that the seasons are determined by the length of the day.
- Use two balls to demonstrate how the seasons are reversed on the other side of Earth.

### Orientation to the Text

- In this book, a girl makes her own book about the seasons, and how they affect her choices of activities, food and clothing.

### Key Language Structures

- First person, present tense language that provides a personal tone.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*about, cool, give, ground, short, sometimes, warm*

#### Content Words

*seasons, magazines, summer, sandals, beach, autumn, jacket, winter, chocolate, scarf, gloves, spring, dress, sandals, flowers, garden*

### Decoding

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

### Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- 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.

### Focusing on the Book – Guided Reading

- Talk about the materials the girl is using to make her book. Discuss why magazines are useful to find pictures for pasting.

- Discuss with students the foods the girl eats in summer. Ask, *What is it about these foods that help the girl to keep cool?*
- Talk about the sun protection the family are wearing at the beach. Ask, *Why do people go to the beach on hot days?*
- Ask, *What do the girl's clothes tell you about how the weather is changing now that it is autumn?* Discuss with students how the activities she enjoys at this time of year are different from the ones she enjoyed in summer.
- Discuss how the days are shorter in winter, which means that it gets dark earlier. Discuss the girl's choices of warming foods at this time of year.
- Discuss the fact that in winter we stay inside and find different activities. Ask, *What is the girl making with Grandpa in her drawing?*
- How does the girl's clothing change in spring? Ask, *What has changed about the type of food she is enjoying?*
- Talk about that the way the girl wears loose-fitting clothing and only wears warm tops when needed. Discuss how spring is a good time to start doing outdoor activities again, such as gardening.

### Comprehension

- Why do you think we have hot drinks in winter? (*Inferential*)
- Why do you think leaves fall off some trees in autumn? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: categorising foods, activities and clothing into the seasons when they are most commonly eaten/done/worn; choosing correct tenses to complete sentences from the book; choosing adjectives to complete sentences from the book, then drawing pictures to match.
- Have students make their own book of the seasons. Alternatively, have them choose a favourite season, and write/draw a double-page spread about that season, including information about what they wear and eat at that time of year.
- Talk about these past tenses: *made, put, wrote*. Have students write other tenses for each of these verbs.

## 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