

Walking in the Autumn

PM Level 14/15

Green

Text Type Description

Running Words 208



Preparing for Guided Reading

Orientation to the Text

- This book shows the changes that occur in autumn, as the days become shorter, the nights longer and the weather becomes colder. Leaves change colour on deciduous trees and then fall, and animals prepare for the coming winter.
- Discuss something related to autumn, e.g. an early frost, a change in leaf colour, autumn fruit, berries or seeds.
- Ask students what they expect to find in a book about autumn.

Prior Knowledge

- Discuss and describe changes in the weather, the length of the days, living things and landscapes during autumn.
- Observe, compare and explain that seasonal changes occur in a repeating cycle.

Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *If you go for a walk in autumn, look for red fruits and berries.* Note that this is an inverted sentence.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

falling, pick, ready, sometimes, turn, them, time, warmer

Content Words

deciduous, evergreen, harvest, mushrooms, oak, poisonous, sometimes

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.

- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

Focusing on the Book – Guided Reading

- Read the title. Talk about some of the signs of autumn in the cover and title page photographs, e.g. warm clothes, autumn colours, falling leaves.
- After reading pp. 4–5, talk about how blackberries and mushrooms are good to eat, but toadstools are poisonous. Bought mushrooms are safe, but young children can't identify wild fungi and so the safe rule is, *Don't pick any mushrooms.*
- Check that students have understood pp. 10–11, and write the word *evergreen* beside *deciduous* on the whiteboard. The evergreens in the photographs are holly, eucalypt (gum tree) and cypress.
- After reading p. 12, check that students know not to taste wild berries which may be poisonous. The rosehips on p. 12 are edible, but students must not sample any wild berries. The holly berries on p. 13 are poisonous to humans, even though birds eat them in winter when food is scarce.

Comprehension

- Why aren't toadstools good to eat? (*Literal*)
- Why do acorns grow into oak trees? (*Inferential*)
- Why do the leaves fall off some trees in autumn? (*Inferential*)

Follow-up Activities

- Go for an autumn walk to collect leaves and seeds. Prepare students for the walk by giving them a list of objects to find, e.g. find a very big brown leaf with five fingers, find an acorn. After the walk, classify the finds, e.g. leaves by colour or size, seeds from plants in the garden or under trees.
- Press leaves overnight in a heavy book. Attach them to a bare branch to make a mobile. Students can write stories about where they found their leaves (perhaps on cardboard leaf shapes). Hang the stories from the branch as well.
- Use autumn finds for art and craft activities, e.g. crayon rubbings, leaf prints. Put leaves between greaseproof paper and press them with an iron.
- Set up a display of autumn-related books. Include *Blackberries* (PM level 6), *Mushrooms for Dinner* (PM level 11), *House-hunting* (PM level 12) and *The Waving Sheep* (PM level 14).

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Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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Success Criteria

- I can use word parts to help me decode fluently, e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

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Guided Reading Notes

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