

Walking in the Summer

PM Level 14/15

Green

Text Type Description

Running Words 238



Preparing for Guided Reading

Orientation to the Text

- Summer is the hottest time of the year when the days are longest. Many plants have flowers and fruit, and small animals are active.
- Introduce the topic by showing students a jar of tadpoles, a bird's nest or a monarch butterfly hatching.

Prior Knowledge

- Observe and describe changes in the weather, the length of the days, living things, landscapes and lifestyles during summer.
- 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 down by the water, you will see dragonflies.* Note that this is an inverted sentence.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

feed, ready, Soon, their, time, warmer

Content Words

autumn, dragonflies, gardening, holidays, honey, insects, lizards, tadpoles, tomatoes, worms

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 the signs of summer in the cover and title page photographs.
- After reading p. 2, ask why summer is a good time for baby birds to be in nests up in trees, e.g. protection by the greenery, it's warm, good food supplies.
- Discuss the photographs on pp. 4–5 first, encouraging students to use the words *dragonflies* and *tadpoles*.
- Before reading pp. 14–15, identify the fruit and vegetables in the photographs.
- Discuss about farmers cutting hay, how they store it, and why it needs to be cut while dry. Notice that the dried grass has turned yellow. Read the last sentence together.

Comprehension

- What are tadpoles? (*Literal*)
- Why does the mother bird have to find worms for her babies? (*Inferential*)
- Why are lizards good at catching little flies? (*Inferential*)

Follow-up Activities

- Students can make a 'summer' mural and write the captions for it.
- Grow some summer plants in containers. Try radishes, bean-sprouts, geraniums (grown from cuttings), nasturtiums and marigolds (grown from seeds).
- Discuss summer holidays. Talk about places students have been to, and what they did there. Talk about what they took with them and compare these things with what they would take on a winter holiday.
- Find books that show the monarch butterfly's life cycle. Make butterflies from coloured paper. Talk about symmetry.
- Draw pictures to illustrate the four seasons on four strips of paper of the same size. Join them together to make a circle that shows the ongoing cycle of the seasons. Keep this and refer to it.
- Make a water safety book. Each student could write and illustrate a water safety rule, beginning with ideas triggered by *Walking in the Summer* pp. 12–13, e.g. people in small boats must wear life jackets, swim where your parents can see you and learn how to swim.

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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