

# Walking in the Winter

PM Level 14/15

Green

**Text Type** Description

**Running Words** 256



## Preparing for Guided Reading

### Orientation to the Text

- In winter, the days get shorter and the weather gets colder. This book shows how nature changes in this season. Some small animals hibernate while many others adapt to cope with the cold.
- Re-read *Walking in the Autumn* (PM level 14/15). Then list what students know about winter and what they expect to find in the new book.

### Prior Knowledge

- Observe and describe changes in the weather, the length of the days, living things and landscapes during winter.
- 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 the winter is very cold, garden birds get hungry*. Note that this is an inverted sentence.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*dark, end, Everything, give, longer, most, short, their, them, time, turns*

#### Content Words

*birdseed, deciduous, evergreen, fruit, hedgehogs, hibernate, ice*

### 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 and discuss the cover and title page photographs. Compare these photographs with what students saw during their own walk. Encourage discussion, as their experiences and understandings may differ (e.g. students in the northern hemisphere may expect to see squirrels).
- First discuss the photograph on p. 3. Ask, *What signs of winter can you see?* After reading p. 2, identify key phrases – days are short, mornings are dark, it gets dark before bedtime, it is a cold time, we put on warm things.
- Observe on pp. 6–7 that the water has turned to ice. Explain that icicles form when dripping water freezes.
- Talk about the birds in your local environment and then read the text on pp. 8–9.
- Ask students if they can guess why snowdrops got their name. Read the page and ask students what the next season is.

### Comprehension

- Why do we put on warm things in winter? (*Literal*)
- Why do garden birds get hungry in winter? (*Inferential*)
- Why do frogs hibernate in mud? (*Inferential*)

### Follow-up Activities

- Make a wall story using students' experiences and also information from *Walking in the Winter*. Illustrate the wall story.
- Use words describing extreme weather to trigger expressive or poetic writing, e.g. *bone-chilling wind, tapering icicles, roaring gale, brave snowdrops, crisp white snow*.
- Talk about outdoor winter games played by children and adults, e.g. football, netball, skiing. Students could write about their favourite games.
- Find out more about animals that hibernate during the winter, and how those that don't hibernate adapt to meet their needs. You will need to help students to find relevant resources, search using the contents page references, isolate key words, identify required information and work out how best to record the information, e.g. by making a list.

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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