

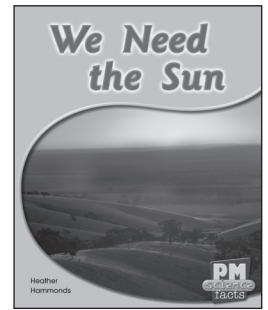
We Need the Sun

PM Level 14/15

Green

Text Type Report

Running Words 214



Preparing for Guided Reading

Prior Knowledge

- Discuss how the sun warms Earth and makes life on Earth possible.
- Clarify the meaning of sunrise and sunset.

Orientation to the Text

- In this book, the reader learns about the sun, and how it affects all life on earth. The text discusses sunset and sunrise, as well as the seasons.

Key Language Structures

- Short, concise sentences.
- Descriptive language, and language that personalises the text: *Lots of animals wake up. We wake up, too.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

end, every, grow, light, live, sometimes, warm, when

Content Words

Sun, Earth, sunshine, animals daytime, sunrise, spring, summer, autumn, winter, rain, snow, plants, flowers, garden, night-time, sunset

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. Read sentences from the text to model changes in tone, pitch and volume.

Focusing on the Book – Guided Reading

- Discuss with students that the light we see when we go outside comes from the sun. Explain that animals and plants need the sun to live.
- Discuss sunrise, and why many animals wake up at this time.
- Discuss why it's important to stay out of the sun on very hot days, and how looking at the sun can badly hurt our eyes.
- Talk about the fact that plants cannot grow without sunshine, and that the more sunshine they get the faster they grow.
- Ask students to imagine what it's like to walk through a desert like the one in the photo on pp. 12–13. Ask if they can see any plants in this photo.
- Talk about the colours of the sky at sunset and sunrise.
- Point out the suffix *-y* on *sunny* and *cloudy*. Have students add the suffix to: *snow, rain, wind*.

Comprehension

- Why should we stay out of the sun on hot days? (*Inferential*)
- Is it better to swim in warm water or cold water? Why? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: adding the suffix *-y* to nouns to change them into adjectives; specifying whether listed events occur at sunrise or sunset, then drawing a sunrise and a sunset; choosing phrases to complete sentences from the book, then drawing pictures to match.
- Have students draw a picture of the sunset as it looks in their street, paying special attention to the colours in the sky.
- Have students write a few sentences about what they are usually doing at the time of sunrise and at the time of sunset.

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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