

# Seasons and Weather

PM Levels 20/21

Purple

**Text Type** Information Report / Procedure / Explanation

**Running Words** 579



## Preparing for Guided Reading

### Orientation to the text

- Take students for a walk outside to look for signs of seasonal change. To guide discoveries, give each student or small group a brown paper bag with a list of *things to find* written on it. On returning to the classroom, display and discuss each bag of 'finds'.

### Prior knowledge

- This text will help students develop an understanding of seasonal change. Changes in the amount of light and warmth reaching the Earth, produces this repeating cycle.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*change, clothes, die, different, months, passes, whole*

#### Content Words

*blossoms, deciduous, evergreen, flows, hibernation, lower, melts, migration, passed, shade, shelter*

### Decoding

- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Predict events and vocabulary in the non-fiction text, based on attention to Contents, photographs and other visual references. Provide support when necessary.

### Focusing on the story – guided reading

- Revise the seasonal sequence of change. Ask, *Why is the weather different at different times of the year?* Talk about changes in the length of day, and the amount of warmth during the day and over a year.
- Study the diagrams on pp. 6–7. Point out the Earth's movements at different times of the year. Recall that the Earth spins as it goes around the sun. Explain that it is tilted slightly on its axis and discuss how this affects the seasons. Read and discuss the *Did you know?* statement.
- Study the photographs on pp. 8–9. Identify key weather words that relate to summer. Talk about how changes in the length of day and the amount of warmth are responsible for changes in landscape and lifestyles during this time of the year.

- Study the features of the procedural text on pp. 10–11. Discuss the procedure for pressing flowers. Ask, *How else might pressed flowers be used?*
- Study the photographs on pp. 12–13 and discuss seasonal changes that occur in autumn. Talk about how the length of a day and the amount of warmth over a day have changed. Recall that autumn comes after summer, but before winter. Many animals, especially birds, instinctively know that when the hours of daylight decrease and the days become shorter, that it is time for them to move to a warmer place.
- Revise the meanings of *deciduous* and *evergreen*. Read and discuss the *Did you know?* statement.
- On p. 24, read and discuss the meaning of *migration*. Ensure that students understand that migration is the regular movement of some animals to a warmer place for the winter, and then back again for the spring. Inform them that many kinds of animals, including insects and fish, migrate. Discuss the risks that many migratory animals take, e.g. birds and insects blown off course by strong winds, etc. Read and discuss the *Did you know?* statement.
- Talk about why some animals hibernate. Read and discuss the meanings of *hibernation* and *shelter* in the glossary. Revise the features of the explanation text type. Discuss the reasons why black bears hibernate.
- Study the photographs on pp. 22–23 and discuss the signs of seasonal change that reflect spring. Read and discuss the meaning of *blossom* on p. 24.

### Comprehension

- Why do the seasons change? (*Literal*)
- Why are there lots of insects in the summer? (*Inferential*)
- Why do whales have their babies in warmer water? (*Inferential*)

### Follow-up activities

- Re-read the explanation about the black bear on p. 21. Observe that the opening sentence introduces the reader to the topic, while the other sentences provide supporting information. Model how to write an explanation about a similar topic, e.g. how frogs hibernate. Help students to research information before writing their own explanations.

## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, vocabulary, and attention to contents, photographs and other visual references.

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, vocabulary and attention to contents, photographs and other visual forms.

## Guided Reading Notes

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