

Sky Changes

PM Levels 20/21

Purple

Text Type Information Report / Procedure / Explanation

Running Words 579



Preparing for Guided Reading

Orientation to the text

- Make a knowledge map of words that describe various parts of the day, e.g. *morning*, *afternoon*, *midnight*, etc. Discuss activities that students associate with these times.

Prior knowledge

- This text describes events over one day as the Earth turns around once. It also introduces children to the phases of the moon over one (lunar) month.

Building the Balanced Reader

Vocabulary

Key vocabulary

brightly, changes, faces, float, write

Content Words

closest, dawn, dusk, farther, horizon, Measure, midday, nectar, petals, pointer, reflects, shadows, sundial, sunrise, sunset, telescope, thousands

Decoding

- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.

Focusing on the story – guided reading

- Study the illustrations on pp. 4–5. Ensure that students are aware that the Earth turns around once in one whole day, and that it spins as it travels around the sun. Read and discuss the *Did you know?* statement.
- Study the photographs on pp. 6–7. List other words that begin with *sun*, e.g. *sunshine*. Turn to p. 24. Read and discuss the meanings of *horizon* and *shadow*. Talk about why shadows are longer in the early morning. Help students to understand that shadows fall in the opposite direction to the light source. Read and discuss the message in the *Warning!* box. Remind students that bright light can permanently damage their eyes.
- Study the girl in the photograph on p. 8. Observe the length of her shadow. Discuss reasons for this. Talk about why the hottest time of the day is a busy time for some animals, e.g. bees, but a resting time for others, e.g. lions. Read and discuss the *Did you know?* statement. Name and order the colours reflected in the rainbow arch.

- Talk about the angle of the sun as it moves down the sky. Discuss the effect of reduced light at this time of the day, e.g. animals begin to move to find food. Read and discuss the *Did you know?* statement. Demonstrate how a compass points to show direction.
- Talk about how sunrise and sunset, and dawn and dusk are opposite times of the day. Recall activities that occur at these times.
- Remind students that the Earth moves round the sun, but the moon moves round the Earth. Explain how the moon shines by reflected light from the sun. Read and discuss the meaning of *reflect* in the glossary on p. 24. Name other things that reflect light. Study the time line featuring the phases of the moon. Help students to understand that when the day side of the moon is turned away from Earth, we cannot see it. Read and discuss the *Did you know?* statement.
- Inform students that stars are huge balls of very hot gases that can be seen from great distances. Explain that people have looked for patterns in the stars for thousands of years. Read and discuss the meanings of *telescope* and *distance* in the glossary. List other words that begin like *telescope*.
- Talk about how the cycle never stops. Ask questions to confirm students' understanding of the movement of the Earth on its own axis.

Comprehension

- Where is the sun shining when we have night? (*Literal*)
- Could you read a sundial at night? Why? (*Inferential*)
- Does the moon really change shape? (*Inferential*)

Follow-up activities

- Revise the importance of key words when locating, recording and remembering essential information. List key words on a chart, e.g. movement words, time of day words, etc. Ask students to write these words in sentences to show their meanings.

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.

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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.

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Guided Reading Notes

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