

Hot Sunny Days

PM Level 8/9

Yellow

Text Type Exposition

Running Words 122



Preparing for Guided Reading

Orientation to the Text

- Make a list of the activities children like to do on hot sunny days. Discuss any comments related to personal safety.

Prior Knowledge

- This text provides many opportunities for children to think, reason and give their own opinion about keeping safe in and around water, and protecting themselves from the sun.

Key Language Structures

- Persuasive language is used to justify a point of view, with reasoning, e.g. *Rivers are too dangerous for boys and girls to swim in.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

for, fun, play, some

Content Words

beaches, dangerous, river, shirt, swim, teach

Decoding

- Teach students to apply their phonemic awareness to decode or predict words, e.g. *b-ea-ch-es, sh-ir-t, r-i-v-er*

Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter–sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- Read the title together and talk about specific features in the photographs.
- Read the text. Encourage the children to give their own opinions.
- Ask, *Why is it important to learn to swim?*
- Reinforce scanning across words for the endings: *er, y, s.*
- Provide additional information for students about the dangers of rivers.
- Encourage thinking and reasoning.

- Focus on the word *dangerous* with students. Write each syllable on the board to help students decode it. Point out that it has the word *danger* in it and refers to anything that poses a threat or a danger.
- Ask students to respond to the question on p. 8 before turning the page. Discuss the importance of swimming between the flags and the role of surf lifeguards.
- Explain the dangers of the sun and the importance of protecting one's eyes and skin.

Comprehension

- Where is it fun to play on hot days? (*Literal*)
- How do you know where to swim safely at the beach? (*Inferential*)
- Why is it fun to play where it is safe? (*Inferential*)

Follow-up Activities

- Make some sun-safety posters. Decorate them with collage cut-outs of sunhats, shirts and sunscreen. Discuss and write sun-safety messages on a chart for the children to copy on to their own poster.
- Suspend a large brimmed hat from the classroom ceiling. From the brim of the hat, hang statements made by the children about their own sunhats.
- Have the children write and draw about safety in and around water. Encourage the more advanced children to give their own opinions, e.g. *I think that . . .*

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Learning Intentions

- We are learning to give reasons for our opinions.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can support my opinion with a reason.
- I can decode unknown words using my knowledge of letter-sound relationships.

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Guided Reading Notes

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