

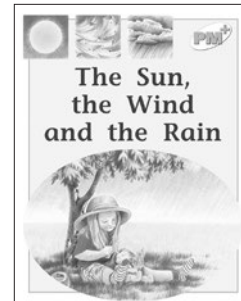
The Sun, the Wind and the Rain

PM Level 8/9

Yellow

Text Type Poetry

Running Words 187



Preparing for Guided Reading

Orientation to the Text

- Re-read PM books linked to the same theme, e.g. *Max and the Little Plant* (PM level 8), *Sam and the Waves* (PM level 6) and *Sam's Picnic* (PM level 5). Discuss the weather concepts in each book and how they affected the different characters.

Prior Knowledge

- This book has many small verses for children to recite individually or in small groups. The rhythmic patterns of the language will assist children to decode unknown words.

Key Language Structures

- Rhythmic language patterns and rhyming words will assist students to decode unknown words.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

can, goes, here, play

Content Words

everywhere, face, fine, grew, gutters, hair, muddy, shady, splash, street, sunflower

Decoding

- Remind students of the importance of recognising high-frequency words quickly.
- Teach students to apply their phonological knowledge to articulate and blend the sounds of unknown words, e.g. *g-u-tt-er, spl-a-sh*,
- *gr-ew*

Fluency and Phrasing

- Explain that poetry has a different text layout. When reading the verses aloud, emphasise the rhythmic patterns.
- 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.

Focusing on the Book – Guided Reading

- The verses should be studied over a period of several days.
- Read the title of the book to students and discuss the illustrations.

- Discuss each illustration. Encourage students to share their own experiences about the sun, wind and rain as they find an illustration of personal interest.
- Read each verse twice to students, emphasising the rhythmic patterns. As a group have students read each verse aloud. Observe students as they read the verses independently. Provide any individual support that may be required.
- Listen to the sounds that rhyme and notice the letter patterns. Change the onset of some words to make rhyming words, e.g. *sun, fun; day, play; feet, street*
- Emphasise the skill of cross checking the letter patterns and picture clues.

Comprehension

- What can we do on fine days? (*Literal*)
- What other items in the cover picture protect the girl from the sun? (*Inferential*)
- When does a rainbow occur? (*Inferential*)

Follow-up Activities

- Using crayon and dye, have students draw a picture of themselves out in the sun, wind or rain. Encourage them to write a short explanation. Sort the pictures into the three different weather patterns and paste them to the sides of painted cardboard boxes.
- Have students learn a favourite verse by heart. Invite them or a partner to dress up as the character/s and role-play the actions as they recite the verse.
- Locate further verses about the sun, wind and rain from other publications. Include these along with the verses from *The Sun, the Wind and the Rain* in a class anthology.

The Sun, the Wind and the Rain

Date _____

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Learning Intentions

- We are learning that some rhyming words have similar letter patterns.
- 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 change the onset of some words to make rhyming words.
- 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