

Lesson Plan

**Transitional
reading stage
Levels 11–12**



Summer Days, Winter Days describes what can be seen in the sky at different times of the day in both summer and winter. It compares and contrasts these two seasons, and discusses the differences in daylight hours.

Running words: 324

Informative text type:
Explanation

Science Curriculum links

Australia

- **BS (ACSSU211)** Living things live in different places where their needs are met
- **ESS (ACSSU019)** Observable changes occur in the sky and landscape

New Zealand

- **LW:** Living things are suited to their particular habitats
- **PEB:** Observations of the sun and the moon and their physical effects on the heat and light available on Earth

Key concepts

- In summer, the daylight hours last for a longer time than in winter.
- In winter, we see the sunrise later than in summer.
- In winter, we see the sunset earlier than in summer.

Content vocabulary

bright, colder, dark, dim, dull, evening, garden, light, midday, morning, rays, sky, summer, sun, sunlight, wake up, winter

Text features

- Photographs
- Headings and subheadings
- Photographic summary chart
- Index

Reading strategy

- Making inferences

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What did the sky look like when you woke up this morning? Is the sky the same each morning? Why might it look different?* Invite students to talk with a partner and then share their ideas with the group. Ask: *What season are we in now? Are our days different in different seasons? How?* Talk about this as a group.

Provide each student with a copy of *Summer Days, Winter Days*. Say: *This book is called Summer Days, Winter Days. It is about what the sky looks like at different times of the day during summer and what it looks like at different times of the day during winter.* Have students browse through the book, looking at the photographs, and the headings and subheadings.

Building vocabulary

Ask: *What words or phrases might be in a book about winter days and summer days?* Have students talk to a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers use what they know about a topic together with what they are reading about to come to a conclusion or idea that is not actually written about in the book.* Ask: *Why is it important to be able to draw conclusions when you read?* Have students talk about this with a partner.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to infer meaning from the text by using prior knowledge to draw conclusions. For example, you could stop students and ask: *What does the text say? What do you know about summer and winter mornings? What conclusions can you make?* Support students in identifying the inferred meaning, for example: "There is less daylight in winter than summer."

After reading

Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

What was growing in the garden in summer? What is the sky like at bedtime in winter? (Literal)

Why do different plants grow in the garden during summer and winter? (Inferential)

What is it like in the morning and the evening where you live? Is it light or dark? Why? (Applied)

Reviewing the reading strategy

Give positive feedback on the reading strategy the students used as they read the book. Say: *I like how you can infer meaning. You use what the text says and what you already know to draw conclusions.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Speaking and listening

Write the words *summer* and *winter* onto blue cards. Write the words *morning*, *midday* and *evening* onto red cards. Choose one blue card and one red card (such as *summer* and *midday*).

Say: *Take turns telling your partner what it is like at midday in summer. Remember to use interesting describing words.*

Repeat by picking other combinations for the students to discuss with their partner.

Vocabulary

Turn to page 6 and read the text out loud. Ask: *What words describe what the sun is like? (big, bright, yellow, hot)* Have students talk with a partner and then share their ideas. Use students' ideas to write a list of describing words (adjectives) on a chart.

Turn to page 8 and read the text out loud. Ask: *What words describe the sky and the sun? (small, dim, dull, grey)* Use students' ideas to add words to the chart.

Say: *These words are describing words. They tell us what something is like.* Have students work with a partner to find other describing words in the book.

Phonological awareness

Say the word *sun* out loud. Ask: *What sounds do you hear in the word "sun"? (/s/, /u/, /n/)* Say: *The middle sound is the /u/ sound. Listen to the word "summer". Do you hear the /u/ sound?* Say the word *summer* and talk with the group about the /u/ sound.

Talk about other words that have this sound (such as *jump*, *cup*, *run* and *hut*).

Phonics

Write the word *sunlight* on a chart. Ask: *What two words can you see in this word?* Discuss and draw out that *sunlight* is made up of the words *sun* and *light*. Say: *Breaking words into smaller parts can help you to read them.*

Repeat with other two-syllable words from the book, such as *midday* and *daylight*.

Writing

Shared writing

Ask: *In what ways are the seasons of summer and winter similar? How are they different?* Talk about this as a group.

Say: *We are going to write about what it is like here today. We will include information about what it looks like outside at different parts of the day, what it feels like and the things that we do.*

Have students contribute ideas about both the content and writing conventions. For example, you could ask: *What part of the day will I begin writing about first? How will I write that as a sentence so that it is clear and makes sense? What describing words can we use to explain what it looks like and feels like?*

Share the pen by asking students to write known high-frequency words, as needed.

Independent writing

Ask: *What is your favourite season? Why do you like it?* Have students turn and talk with a partner about this.

Say: *Write about your favourite season and why you like it. Include interesting describing words in your writing.*

Have students complete their writing and then do an illustration.

Sharing and presenting

Have students sit in a circle and share their writing in a small group.

Say: *We have learnt about what the days look like for the boy in this book. Use what you already know and what you learnt from the book to help me fill in this T-chart.*

Draw up a T-chart with the headings "Summer Days" and "Winter Days". Use students' ideas to scribe points onto the chart.

Blackline Master: Summer Sky and Winter Sky

Name: _____

Draw and write about what the sky looks like in summer and winter.

[illegible]

WorldWise Lesson Plan *Summer Days, Winter Days* © 2021 EC Licensing Pty Ltd.

© 2021 EC Licensing Pty Ltd. This work is protected by copyright law, and under international copyright conventions, applicable in the jurisdictions in which it is published. The trademark "Flying Start to Literacy" and Star device is a registered trademark of EC Licensing Pty Ltd in Australia and New Zealand. The trademark "WorldWise Content-based Learning" and Star device is owned by EC Licensing Pty Ltd.

In addition to certain rights under applicable copyright law to copy parts of this work, the purchaser may make copies of those sections of this work displaying the footnote: "© 2021 EC Licensing Pty Ltd", provided that: (a) the number of copies made does not exceed the number reasonably required by the purchaser for its teaching purposes; (b) those copies are only made by means of photocopying and are not further copied or stored or transmitted by any means; (c) those copies are not sold, hired, lent or offered for sale, hire or loan; and (d) every copy made clearly shows the footnote copyright notice.

All other rights reserved.

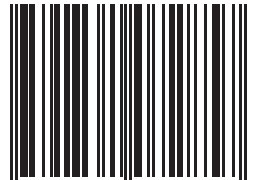


Developed by
Eleanor Curtain Publishing
Text: Kerrie Shanahan, Jenny Feely
Consultant: Lyn Reggett
Designed by Derek Schneider
Printed in China through
Colorcraft Ltd, Hong Kong

Distribution details:
www.ecpublishing.com.au/contact-us

More information:
www.WorldWiseReading.com.au
www.ecpublishing.com.au

ISBN: 978-1-76107-285-7



9 781761 072857