

# Lesson Plan

**Early Emergent  
reading stage  
Level 2**



*Can We Play Today?* reports on a number of children who observe different types of weather. They all want to play outside, but they are unsure if the weather will permit them to.

**Running words: 49**

**Informative text type:**  
**Report**

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## Science Curriculum links

Australia

- **ESS (ACSSU004)** Daily and seasonal changes in our environment, including the weather, affect everyday life
- **NDS (ACSHE013)** Science involves exploring and observing the world using the senses

New Zealand

- **NS:** Linking science to daily life

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## Key concept

- There are different types of weather, and the weather in a place can change.

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## Content vocabulary

cloudy, foggy, rainy, snowy, stormy, sunny, windy

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## Text features

- Picture summary
- Photographs

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## Reading strategy

- Locating known and unknown words

## Before reading

### Introducing the book

Activate students' prior knowledge. Ask: *What is the weather like outside? Could you play outside today, or will the weather stop you?* Invite students to talk about this with a partner and then share their ideas with the group.

Provide each student with a copy of *Can We Play Today?* Say: *This book is called Can We Play Today? It is about some children who want to play outside, but they are not sure if they can because of the weather.*

Have students turn to pages 2 and 3. Ask: *What is the weather like? Can this girl play outside?* Invite students to share their ideas.

Have students browse through the book and look at the photographs.

### Building vocabulary

Ask: *What words or phrases might be in a book about the weather?*

Have students talk to a partner and then share with the group. List the words on a chart and invite the students to make suggestions about what each word means. Where appropriate, have the students add a drawing 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 can find the words they know on a page, and they can also find words they are not sure about.* Have students look at the words on page 2. Say: *Talk with your partner about which words you know, and which ones you don't.*

## 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 search for the words they know on a page. For example, on page 2 you could ask: *Which words do you know on this page?* Have students identify them. Say: *Now, let's work out the words you are not sure of.*

## 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 did the playground look like when it was rainy? What was the weather like when the children played outside?* (Literal)

*When is it not okay to play outside? Is it always okay to play outside when it is sunny?* (Inferential)

*What type of weather stops people from doing things outside? When has the weather stopped you from doing something?* (Applied)

### Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *I noticed you find the words you knew in a sentence. This makes it easier to work out what the other words are. Well done!*

## 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

Have students sit with a partner, with their books open to the word bank on page 16. Say: *Take it in turns to choose a word from the word bank, and say it in a sentence. Listen carefully to your partner's sentence to pick which weather word they used. Try to make your sentences different and interesting.*

## Vocabulary

Write the words *rain* and *rainy* on a chart. Say: *Turn to a partner and say a sentence with the word "rain" in it. Then say a sentence with the word "rainy" in it. Ask: How are these words different? Discuss and draw out that rain is a thing, and rainy is a word that is used to describe what the weather is like.*

Repeat with the words *sun* and *sunny*.

Ask: *What other words can describe the weather? Add students' ideas to the chart. Say: These words can be used to describe the weather. They are describing words (adjectives).*

## Phonological awareness

Ask students to listen carefully as you read out these words: *rainy, sunny, windy, foggy*. As you say the words, emphasise the long /e/ sound.

Ask: *What sound do all of these words have in common? Discuss and draw out that they end in the long /e/ sound.*

Ask: *What other words end with this sound? (happy, jumpy, funny, etc.)*

## Phonics

Have students turn to the word bank on page 16. Ask: *What words on this page begin with the same sound? Use students' ideas to list these words on a chart (sunny, story, snowy). Ask: What letter makes the /s/ sound in these words? Invite a student to put a circle around the letter "s" in each word.*

Ask: *What other words begin with the /s/ sound? Add these to the chart. Point out and discuss that sometimes the letter "c" can also make the /s/ sound at the beginning of a word, such as in the words circle and city.*

## Writing

### Modelled writing

Say: *I am going to write about a time when the weather stopped me from doing something. For example: "One sunny morning, I set out on a bike ride. I was riding on the track when I heard some thunder. The sky turned cloudy. A storm was on the way! I started riding home. Suddenly it rained and rained and rained. I got very wet."*

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *I am going to write about something that happened to me. This is called a personal recount. I will write about the things that happened, in the order that they happened. My first sentence will be about what I did first. Then I will write about what happened next.*

### Independent writing

Ask students to talk to a partner about the things they can and can't do in different types of weather. Have each student choose a weather type to write about, and something they like to do or have done in that weather.

Say: *Draw a picture of yourself doing something when it is sunny, rainy, stormy, etc. Then write about your picture.*

If students need extra support, provide a sentence starter. For example: *It is \_\_\_\_\_. I am \_\_\_\_\_.*

## Sharing and presenting

Have students take turns talking about their pictures and their writing.

Say: *We have all drawn and written about different types of weather. Now, let's find out what everyone's favourite weather type is. Write the seven weather types discussed in the book on a chart. Ask: Who likes rainy weather the best? Count the number of students who chose this weather type and record it on a chart. Repeat with the other weather types. Ask students to share their reason for choosing their favourite type of weather.*

Discuss the results, and ask: *What does this tell us about weather? Discuss students' conclusions.*

# Blackline Master: Can You Play?

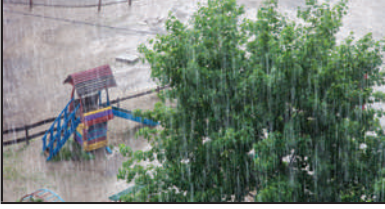
Name: \_\_\_\_\_

Use the words in the word bank to label each picture.

Put a tick if you can play outside. ✓

Put a cross if you can not play outside. ✗

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| foggy | rainy | snowy | sunny | windy |
|-------|-------|-------|-------|-------|

| Weather                                                                            | Can you play outside? |
|------------------------------------------------------------------------------------|-----------------------|
|    | _____                 |
|   | _____                 |
|  | _____                 |
|  | _____                 |
|  | _____                 |

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