

Lesson Plan

**Emergent
reading stage
Levels 5–6**



In the Hot Sun reports on the amount of heat from the sun that a range of living things like, including a snake, a horse and a plant.

Running words: 120

**Informative text type:
Description**

Science Curriculum links

Australia

- **BS (ACSSU002)** Living things have basic needs, including food and water
- **ESS (ACSSU004)** Daily and seasonal changes in our environment, including the weather, affect everyday life

New Zealand

- **LW:** All living things have certain requirements so they can stay alive
- **NS:** Linking science to daily life

Key concepts

- Sunlight warms the Earth's surface.
- Some living things like more heat than others.

Content vocabulary

horse, hot, plant, snake, sun, tree, turtle

Text features

- Conclusion
- Photographs

Reading strategy

- Identifying the main idea

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What does the sun look and feel like on a hot sunny day?* Discuss and draw out that the sun gives us light and heat. Ask: *What plants and animals like the hot sun?*

Invite students to talk about this with a partner and then share their ideas with the group.

Provide each student with a copy of *In the Hot Sun*. Say: *This book is called In the Hot Sun. It is about some plants and animals that like the hot sun, and some that don't.*

Have students turn to pages 4 and 5. Ask: *Do you think this flower likes the hot sun? What makes you think this?* 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 about the sun, and the plants and animals that like the hot sun?* 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 think about what they have read and what the main idea was.* Have students talk with a partner about why it is important to know what the main idea in a sentence or on a page is. Say: *As you read, think about what the main idea on each page is.*

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 think about what the main idea on each page is. For example, on pages 2 and 3 you could say: *Think about what you read and look at the photographs. What is the main idea on these pages?*

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.

Does the snake in this book like the hot sun? What did the horse do to get out of the hot sun? (Literal)

What happened to the plant that got too much sun? What did it look like? Why did the girl say that the sun was not too hot for her? (Inferential)

What are some ways that people and animals can avoid the hot sun if they need to? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *You were able to tell me what you thought the main idea was on each page. This shows me you understand what you are reading about.*

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 in a circle in a small group. Have each member of the group take a turn to be the “describer”. Say: *The “describer” chooses a picture from the book and describes it without using the name or names of any of the things in the picture. The rest of the group tries to guess what the picture is.*

Vocabulary

Write the content words (*horse, hot, plant, snake, sun, tree, turtle*) on a chart. Read the list aloud and then say: *Most of these words are things. Can you tell me the one word on the list that is not a thing?* Discuss and draw out that *hot* is not a thing. Say: *The word “hot” is used to describe the way something is. It is a describing word (adjective).*

Have students work with a partner to browse through the book and use a describing word for each of the pictures – for example, *yellow sunflower* and *scaly snake*.

Phonological awareness

Say: *Listen to the sounds in the word “hot” when I say it slowly: /h/ /o/ /t/.* Have students say the word slowly to a partner, emphasising the three sounds in the word.

Ask: *What other sounds can we put at the beginning of the word “hot” to make another word?* Discuss students’ ideas (such as /c/ to make *cot* and /g/ to make *got*).

Phonics

Write the words *hot* and *heat* on a chart. Ask: *How are these words alike?* Discuss and draw out that they both start with “h” and they both begin with the /h/ sound.

Say: *Turn and talk with your partner about other words that start with /h/.* Have pairs share their ideas and add these words to the chart.

Say: *All of these words begin with the letter “h” and they all start with the /h/ sound.*

Writing

Modelled writing

Say: *I am going to write about an animal that likes the hot sun. For example: “Lizards like the hot sun. They need the heat of the sun to warm up their bodies. This helps them to do the things they need to do to survive.”*

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *This writing is factual, so I need to make sure that what I write is true. I know that lizards need sun for their bodies to work properly. I will put this information in my writing.*

When I write, I need to start each sentence with an uppercase letter and finish with a full stop. I also need to leave a space in between each word.

Independent writing

Ask students to talk to a partner about animals or plants that like the heat of the sun, or animals and plants that cannot survive in the hot sun. Have each student draw a picture of the plant or animal that they are going to write about.

Say: *Write about the animal or plant that you have drawn, including if they like the hot sun or not.*

If students need extra support, provide a sentence starter. For example: *This is a _____.* *It _____ like the hot sun.*

Sharing and presenting

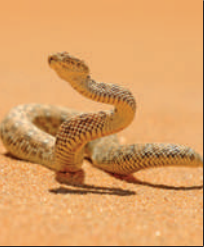
Have students take turns talking about their drawing and their writing. As students share, list on a T-chart the animals and plants that like the hot sun, and the animals and plants that do not like the hot sun.

Say: *We have learnt that some animals and plants need a lot of hot sun, while some only need a little bit.* Ask: *What can you now tell me about the importance of the sun? How does the sun help all living things?* Discuss and draw out that all living things need the sun. It gives light and heat. But some things need a lot more of the sun’s heat than others.

Blackline Master: What Likes the Hot Sun?

Name: _____

Write the name of each animal or plant under the correct heading in the table.

						
sunflower	plant	snake	horse	turtle	seals	bat

Likes the hot sun	Does not like the hot sun

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