



The Day Sky

Word Count: 241 **Text Type:** Factual Description

High-Frequency Word Focus: found, may

Content Words: brightest, clouds, foggy, heats, moon, rain, rainbow, shadow, sky, sun

Language Features: (punctuation, vocabulary, sound and letter knowledge)
base morphemes with suffix *est*; *r*-controlled vowel *ar*

LITERACY

Interacting with others: engage in conversations and discussions; use interaction skills

Interpreting, analysing, evaluating: identify some differences between imaginative and informative texts; read texts using a variety of developing skills; use comprehension strategies to build meaning

Creating texts: create short text that shows emerging use of structure, grammar, punctuation, and word choice; write using unjoined lower case and upper case letters

LANGUAGE

Text structure and organisation: understand concepts about print – chapter headings, contents, index; understand text purpose shapes text structure

Expressing and developing ideas: know how to use morphemes in word families; understand the use of vocabulary; write high-frequency words

Sound and letter knowledge: manipulate sounds in spoken words; recognise sound/letter matches

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Discuss with students what they already know about the day sky. Ask students to turn to the table of contents and, with the help of the topics there, brainstorm a list of things that can be seen in the day sky.

Encouraging prediction: Read the title to students and have them discuss the photograph on the cover. Ask students to look at the photographs throughout the book. Have them use the photos and the chapter headings in the table of contents to predict what the book might be about.

Outlining focuses: Remind students that every book has features the author includes to make it interesting and purposeful. Explain that as well as reading about the day sky, they will be talking about words to which *est* is added, and the sound made by *ar*.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Return students' attention to the start of the book, then read the text to students. Use appropriate expression, pause to clarify unfamiliar words where necessary, and point out the headings, captions, and photographs.

Guiding: Using a positive and encouraging tone, invite students to read from their books. Remind them to keep in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues, knowledge of letter/sound patterns, and rereading. Allow appropriate "wait time" and provide positive

feedback to students when they use learned reading strategies to make meaning from words, sentences, and the whole text (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Ask students to look at page 3 and tell why we should not look at the sun. Have them read pages 4 and 5, and ask why nothing could live on Earth without the sun. Have students read page 12 and tell why they think fog goes away when the air warms up. (*Fog is made of tiny water droplets. When the air warms up, these droplets evaporate.*) Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Language

Text structure and organisation: Have students tell why they think the author wrote this book, and why she included features such as contents and index pages, and chapter headings.

Expressing and developing ideas: Have students find the word *brightest* on page 4. Explain its meaning and discuss how the suffix *est* changes words to mean the most (in this case, *the most bright*). Make a list of base words. Ask students to add *est* to the listed words and explain each word's new meaning. Remind students that sometimes the ending of the base word is changed before adding *est*.

Sound and letter knowledge: Ask students what the words *start* (page 6), *part* and *arch* (page 8), and *dark* (page 14) have in common. Discuss the *r*-controlled *a* and how it is pronounced. Ensure students say the letters *ar* together, rather than sounding them out individually. Play games to find this sound in a list of *ar* words (for example, *bark, cart, market, party*).

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Where facilities allow, students could complete some activities using computers. Prior to any writing/drawing activities, encourage students to sit comfortably and hold their pencils correctly. Remind them of the importance of rereading and editing their work.

- Ask students to complete the *The Day Sky* worksheets. Encourage them to work independently, but assist as required.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Teach students the colours of the rainbow. Ask them to create an artwork featuring a rainbow with the colours in the correct order.
- Help students set up a simple experiment to show how the sun produces shadows of different lengths at different times of the day. For example, together erect a small pole in a clear area of the playground, then have students mark the length of the pole's shadow at different times of the day. Ask them to use these markings to help explain what happened to the shadows as the sun moved across the sky. If facilities allow, have students record their findings and explanations on a computer.
- Ask students to choose three topics from the contents page. Tell them to read the listed pages, then write and illustrate the main idea for each topic.

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

12d – The Day Sky

1. Circle the **(ar)** in the words below.

car park shark mark bark dark barn
start farm party art stars part Mars
yard harp large cards tar far smart

2. Write sentences using these *ar* words.

dark: _____

start: _____

park: _____

party: _____



Name _____

12d – The Day Sky

Finish the sentences.

You can look at the clouds, but not the...

trees

birds

sun

moon

The sun lights and heats...

cars

clouds

beds

Earth

Rainbows have _____ colours.

You can see the sun go down at _____.

Black clouds mean a _____ is coming.

Fog forms when _____ air meets
_____ ground.

Name _____

12d – The Day Sky

For each of these headings, write one fact that you learned from the book.



The Sun

Rainbows

Clouds

Fog
