



# It Was So Hot

**Word Count:** 63    **Text Type:** Factual Recount

**High-Frequency Word Focus:** but, not, so, was

**Content Words:** cold, hot

**Language Features:** (punctuation, vocabulary, sound and letter knowledge)  
capital letters; full stops; CVC patterns, short *i*, short *o*, short *u*

## LITERACY

**Interacting with others:** listen to and respond orally to text and others; use interaction skills

**Interpreting, analysing, evaluating:** identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text

**Creating texts:** produce some lower case letters

## LANGUAGE

**Language for interaction:** use language to express needs, likes and dislikes

**Text structure and organisation:** understand the purpose of capital letters and full stops

**Expressing and developing ideas:** write some high-frequency and known words

**Sound and letter knowledge:** recognise sounds and rhyme in spoken words; letters of the alphabet; know how to use onset and rime

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:** Ask students how they dress when the weather is hot and when it is cold. Discuss things they enjoy doing in each season, such as water sports when it is hot and eating hot soup when it is cold.

**Encouraging prediction:** Read the book's title to students. Discuss the girl on the cover and why she might be wearing a sunhat. Turn to and read the title page. Ask students to look at the photographs throughout the book and take note of the different seasons that are represented. Then, have them use the photographs to predict what the book might be about.

**Outlining focuses:** Explain to students that as well as reading about being hot and cold, they will be talking about capital letters, full stops, and word patterns. They will also learn more about the short *i*, short *o*, and short *u* sounds.

## DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

### ■ Literacy

**Modelling:** Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point to details in the photographs, such as the girl's clothing on page 5 and the fan on page 7.

**Guiding:** Invite students to read, keeping 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 and knowledge of letter/sound patterns. Allow appropriate "wait time" and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (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 by reviewing each page and asking students

why the child was not hot or not cold. Ask them to explain what helped the child feel comfortable. Explain the difference between imaginary and informative texts, and ask which they think this book is and why.

## ■ Language

**Language for interaction:** Ask students how they should protect themselves from the weather on very hot or cold days. Ask what they like to do when it is very hot or cold.

**Text structure and organisation:** Use each page to demonstrate where a sentence starts and ends. Highlight the capital letters as a signal to the reader that a new sentence is starting and the full stops as the signal that the sentence has ended.

**Sound and letter knowledge:** Ask students to read the words *hot* and *not* on page 2. Point out the consonant-vowel-consonant (CVC) pattern. Explain how these words rhyme and invite students to suggest more words that rhyme with *hot* (for example, *cot*, *dot*, *got*, *pot*). Repeat each of these words, then have students use onset and rime to spell them. Focus on the short *i*, short *o*, and short *u* sounds in the words *it*, *hot*, and *but*. Write these words on the board, and have students circle the short *i*, short *o*, or short *u* sound in each word.

## 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. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *It Was So Hot* 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.
- Create two charts, one headed *It Was So Hot* and the other *It Was So Cold*. Ask students to draw or cut out pictures from magazines to show things they like doing when it is hot or cold. Paste the pictures on the correct charts and share results.
- Give students a sheet of paper with *When it is very hot, I should...* written across the top. Ask them to illustrate things they should do when it is very hot.
- Ask students to decorate a sheet of paper with “hot” colours. Help them fold it to make a fan.

**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 \_\_\_\_\_

## 2e – It Was So Hot

1. Write the capital letters.

Add the full stops.



\_\_\_t was so hot

\_\_\_ut I was not hot

\_\_\_t was so cold

\_\_\_ut I was not cold

2. Add the short *i* to these words.

w\_\_\_n

s\_\_\_t

t\_\_\_n

3. Add the short *o* to these words.

h\_\_\_t

t\_\_\_p

j\_\_\_b

4. Add the short *u* to these words.

s\_\_\_n

b\_\_\_t

b\_\_\_s

Name \_\_\_\_\_

# 2e – It Was So Hot



Draw how we dress  
when it is hot.

Draw how we dress  
when it is cold.

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Name \_\_\_\_\_

# 2e – It Was So Hot

1. Draw or paste a hat, a face, and buttons on the snowman.



2. Fill in the blank.

It was so \_\_\_\_\_.

