



Night and Day

Word Count: 90 **Text Type:** Factual Description

High-Frequency Word Focus: are, do, they, who

Content Words: bakers, cleaners, doctors, drivers, job, nurses, police, sleep, trucks

Language Features: (punctuation, vocabulary, sound and letter knowledge) initial consonant *b*; topic-specific words

LITERACY

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

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

Creating texts: produce some lower and upper case letters; attempt to create short text to report events

LANGUAGE

Language for interaction: use language to express needs

Text structure and organisation: understand how a book works – index

Expressing and developing ideas: know that spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words; understand the use of topic-specific vocabulary

Sound and letter knowledge: recognise sounds in spoken words; letters of the alphabet

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 if people in their families work during the day or night. Together, make a list of day and night jobs.

Encouraging prediction: Explain to students that this book is about the different jobs people do. Read the title and have students discuss why they think the city on the cover shows night and day. Turn to and read the title page. Ask students to look at the photographs throughout the book, noting the people in each. Have them use the photographs to predict what jobs they might read about.

Outlining focuses: Explain to students that as well as reading about jobs people do, they will learn the special words used to describe people who do certain jobs. They will also talk about words that begin with the letter *b*.

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 man in the foreground and the man driving the truck on page 3.

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. Have them look at the photographs on pages 4 and 5 and tell you why it is easier to clean the streets at night than during the day. Ask them to look at pages 6 and 7 and tell you why bakers make bread at night. Ask what jobs people do during the day. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Language

Language for interaction: Choose one of the jobs in the text and ask students if they think this is an important job, and why or why not.

Text structure and organisation: Discuss the purpose and placement of the index on page 16.

Expressing and developing ideas: Explain to students that some words are specific to a certain topic or subject. Point to the word *drivers* on page 2. Explain that this word describes the people who drive trucks. Have students locate other words in the text that are used to describe people and their jobs.

Sound and letter knowledge: Have students turn to page 6 and locate three words that begin with the letter *b* (*bake, baker, bread*). Remind them that *b* is a consonant. Have them play a game of I Spy, choosing objects that begin with *b*.

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 *Night and Day* 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.
- Ask students to draw a picture of an adult they know doing their job. Help them write under their picture if it is a day or night job.
- Make collages for day jobs and night jobs. These could be included in a class book called *We Work*.
- Have students divide a page in two and draw a day and a night sky. Underneath the pictures, have them copy from the book the words *night* and *day*.
- Have students take turns to make a short oral presentation on what job they would like to do and why.

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 _____

4c – Night and Day

1. Write *b* in these words.

___all ___ig ___ox ___ut

2. You can change words to *they*.

Change the first word in these sentences to *they*.

Drivers drive trucks.

_____ drive trucks.

Bakers bake bread.

_____ bake bread.

Cleaners clean streets.

_____ clean streets.

Doctors do a hard job.

_____ do a hard job.



Name _____

4c – Night and Day



1. Match the workers to their jobs.

Workers	Jobs
Cleaners	bake bread
Bakers	keep us safe
Drivers	help sick people
Police	clean streets
Doctors	drive trucks

2. Draw a picture of yourself doing a job you would like.

Name _____

4c – Night and Day

Draw a picture of a family member or friend at work. Write in the spaces to finish the sentence.



_____ works as a _____
in the _____.