

Changing Seasons

Word Count: 104 **Text Type:** Information Report

High-Frequency Word Focus: after, come, that, will

Content Words: autumn, cool, cosy, end, grow, leaves, plants, sleep, spring, summer, sun, trees, warm, winter

Language Features: (punctuation, vocabulary, sound and letter knowledge)
CVC patterns; soft *c*, soft *g*

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: create short text to record ideas

LANGUAGE

Language for interaction: use language to express likes

Text structure and organisation: understand directionality; texts can take different forms – purpose of index

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

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: Discuss the four seasons and how climate changes throughout the year. Together, list a few things in our daily lives that are affected by the seasons, for example, clothing, food, and modes of travel.

Encouraging prediction: Read the book's title to students and have them discuss each of the four photographs on the cover. Turn to and read the title page. Ask students to view the photographs of people and animals in different seasons throughout the book. Have them use the photographs to predict what the book might be about.

Outlining focuses: Explain to students that as well as reading about the seasons, they will learn about letter patterns in words and special sounds made by *c* and *g*.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words, and point out details in the photographs, such as the fallen leaves on pages 6 and 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. Have them read the text and look at the pictures on pages 6 to 9, particularly the trees. Ask students which photograph they think shows early autumn and which shows late autumn, and why. Ask how the clothing people wear in summer differs from what they wear in winter. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Language

Language for interaction: Encourage students to talk about what season they like best and why.

Text structure and organisation: Revisit the text on page 12. Remind students of the importance of reading text from the top to the bottom of the page. Discuss the impact of reading the lines on this page from bottom to top. Discuss the purpose and placement of the index on page 16.

Sound and letter knowledge: Draw attention to the words *has* and *sun* on page 14. Discuss the letters and sounds that make up the consonant-vowel-consonant (CVC) patterns in these words. Write on the board, *_ a _*. Have students fill in consonants on either side of *a*. Repeat with *_ u _*.

Have students look at the word *places* on page 2. Write it on the board and circle the *c*. Explain that here the *c* is pronounced as a soft *c*. Model pronouncing this word and have students repeat. Then, model and compare the hard *c* sound made in *comes* on page 2. Repeat this exercise with the soft *g* in *change* on page 2 and *gentle* on page 6. Compare the soft *g* sound in these words to the hard *g* in *go* on page 10.

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 *Changing Seasons* 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.
- Together, compile a list that compares the things we do in summer with the things we do in winter.
- Compare and contrast the differences between spring and autumn. Have students draw pictures of these two seasons.
- Help students divide a page into four sections. Ask them to draw a picture that shows a different season in each section. Tell them to use the index of the book to help them write the name of each season under its picture.
- Have students choose two words from the index and write each word in a sentence. Ask them to illustrate their sentences.

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 _____

6d – Changing Seasons



1. Add consonants to these words to make new words.
The first one has been done for you.

sun _a_ _i_ _e_



a _u_ _e_ _o_

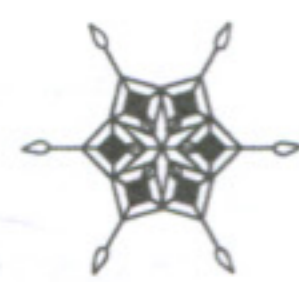


o _i_ _u_ _e_



a _o_ _e_ _i_

u _e_ _a_ _o_



2. Circle the words with a soft *c* sound.
Underline the words with a soft *g* sound.


| | | | |
|--------|------|-------|------|
| prince | go | giant | face |
| change | cat | city | car |
| dance | girl | age | give |



Name _____

6d – Changing Seasons

Draw a picture of what happens in each season.



Spring



Summer



Autumn



Winter

Name _____

6d – Changing Seasons

Draw a picture of yourself
wearing your favourite summer or winter outfit.
Write a sentence about your outfit.



A large rectangular box for drawing and writing. At the bottom of the box, there are three horizontal lines for writing a sentence.