



Monsoon



Word Count: 149 **Text Type:** Narrative

High-Frequency Word Focus: boy, girl, good, help

Content Words: air, breeze, cool, drain, flood, help, hotter, monsoon, puddle, rainy

Language Features: (punctuation, vocabulary, sound and letter knowledge)
capital letters; full stops; sentences: key units for expressing ideas; vowel digraph *ee*

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: create short text to explore ideas and events

LITERATURE

Literature and context: understand authors can tell stories and share experiences similar or different to their own

Responding and examining: share thoughts and feelings about events and characters

Creating literature: retell text through illustration

LANGUAGE

Language for interaction: use language to express needs

Text structure and organisation: understand concepts about digital text; purpose of capital letters and full stops

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; recognise texts are made up of groups of words that make meaning

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 what they know about monsoons. Discuss heavy rain, strong winds, and floods. Explain that monsoons are important for crops to grow, but too much rain can lead to flooding that can destroy crops and property.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students and discuss what the girl and boy on the cover are doing. Turn to and read the title page. Ask students to look at the illustrations throughout the book, identifying the main characters and using the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as reading about a monsoon, they will be talking about sentences, full stops, capital letters, and words containing *ee*.

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 out details in the illustrations, such as the breeze blowing the leaves and the washing on page 7.

Guiding: Invite students to read from their books, 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. Ask students to recall the sequence of events in the story. Discuss what happens first, what comes next, and what happens after that. Ask how the problem of the blocked drain is solved. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Literature

Literature and context: Ask students if the author has written about something similar to an experience they have had.

Responding and examining: Have students discuss how they felt when the boy and girl asked the neighbours for help.

■ Language

Language for interaction: Recall how the girl and boy needed help. Encourage students to tell of a time when they needed help or when they helped someone in need.

Text structure and organisation/expressing and developing ideas: If you are using the digital text, invite students to take turns to operate it for the following activities. Have students read page 14 and tell how many sentences are on the page. Ask how they know there are two sentences (*there are capital letters and full stops*). Remind them that the words in each sentence make meaning and express an idea. Ask what each of the sentences tells them.

Sound and letter knowledge: Read page 6 and ask students what the words *feel* and *breeze* have in common (the vowel digraph *ee* makes a long *e* sound). Brainstorm other words with this sound in the middle (for example, *been, meet, seed, seen*), and make a list on the board.

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 *Monsoon* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book to the end, then record and save their reading.
- 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 pictures of what happens during a monsoon, then write short phrases to describe each picture, (for example, a breeze comes, winds blow, rain falls, air cools, and flooding starts).
- Have students draw a large outline of an umbrella. Have them look through the book for words related to the seasons and weather, then write these words inside their umbrella.

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 _____

8a – Monsoon

1. In some words, *ee* and *ea* sound like each other.
Circle the words that have the long *e* sound.

green pea bear lean steak
beep head see feel breeze
heavy street seat meat bread

2. Circle the correct word.

The children meet / meat their neighbours
in the street.

The children's feet / feat were wet.







Water flows down the drain to the
see / sea.



Name _____

8a – Monsoon

Answer Yes or No to these questions.

	Yes	No
	<p>Did the children wait for the rain?</p>	
	<p>Did the children like the cool breeze?</p>	
	<p>Did the monsoon come?</p>	
	<p>Did the rain puddle flood the homes?</p>	
	<p>Did the police help clear the drain?</p>	
	<p>Did the children go for a swim?</p>	

Name _____

8a – Monsoon



Use these words to write about a time you saw a storm.
Draw a picture to illustrate your story.

rain

windy

thunder

wet
