



Level 10 Book d

Summer and Winter



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Level	10
Word Count	190
Text Type	Discussion
High Frequency Word/s Introduced	



Time to Play

Clown About

Freaky Frank

Summer
and Winter

Lenny and
the Comet

A Real Dinosaur

Places Where
Animals Live

A Scarecrow
for the Field

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.

 This symbol relates to comprehension (meaning maker)

 This symbol relates to decoding (code breaker)

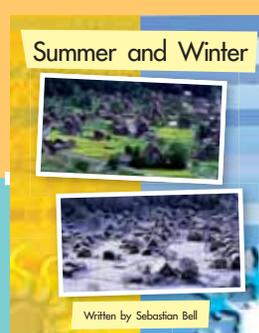
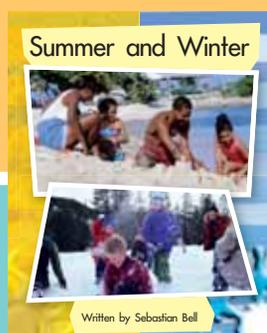
 This symbol relates to critical analysis (text critic or analyser)

 This symbol relates to use (text user)

BEFORE READING

Cover & Title Page

 Ask the children to describe the cover and title page. What are the people doing? What differences do we notice about the two photos on the cover? What about the two photos on the title page?



 Talk to the children about the things they do in the summer and winter. Talk about how people's activities can change depending on the seasons.

 Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word.

AFTER READING

BEFORE READING 2/3

Ask the children to describe the photo. Have they ever been to a place like this? What is the boy doing? What would the children do if they were in place like this one?



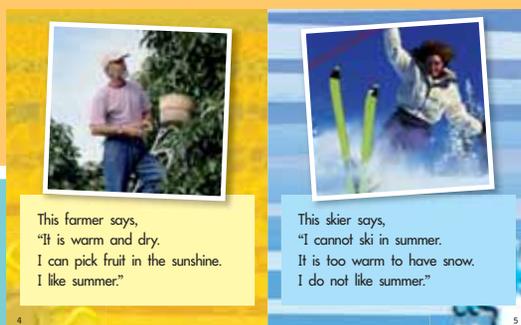
AFTER READING

What does the text say about the weather? Is it summer or winter? Ask the children if they like summer. Why or why not?

Have the children find the word *Do*. Have them place the word in sentences to share with the group. Ask them to find the word *beach*. Identify the *ea* sound. What other words have the same *ea* sound? Make a list on the board. Do the words have the same spelling?

BEFORE READING 4/5

Ask the children what the people are doing in the photos. Which activity would the children prefer? Why? Which photo shows winter? Which photo shows summer? Ask the children if the farmer will like winter. Why or why not?



AFTER READING

Ask the children who likes summer. Why does the skier not like summer? Why might the children also like rain at other times?

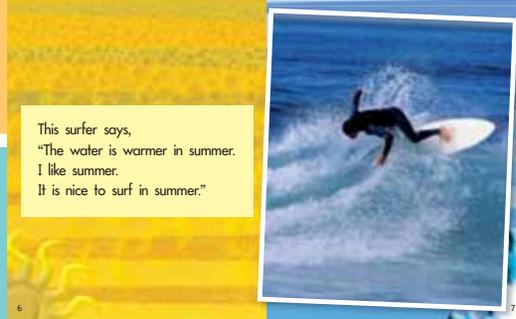
Identify the word *says*. Have the children place it in sentences to clarify meaning and use. What other words have the same *ay* ending? Identify the word *ski*. Tell the children that some words end with a vowel. What vowel does *ski* end with?



Ask the children what is happening in this photo. Do any of the children like surfing? Do they surf in winter? Which season do they think this surfer likes most?



What might the surfer say? Why might he like summer?



Were the children correct? Have the children point to the words that say which season the surfer likes and why.



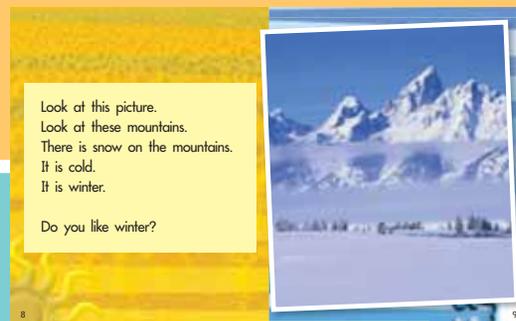
What word means the opposite of summer? Make a list on the board. Have the children think of words that describe the activity or the person and things in the photo.



Ask the children to discuss what they see in the photo. Have any of the children been to the mountains before? What did they do there?



Have the children predict the text. Encourage the children to use vocabulary and style similar to that of the author.



Ask the children what they think of this book. What is the author trying to teach us about?



Ask the children to point to the word *There*. Have the children place the word in sentences to clarify meaning and use. Identify the word *mountains*. What other words have the same *ou* sound? Have the children point to the word *cold*. What word means the opposite of *cold*?

BEFORE READING 10/11

Ask the children what this man's job is. Would the children like to do this job?

Ask the children to predict the text. Will the lifeguard like summer or winter?



AFTER READING

Ask the children to point to the words the lifeguard says. Which season does he not like? Why?

What words in the text mean the opposite of *summer*, *hot*, and *good*? Praise the children for choosing *winter*, *cold*, and *bad*.

Time to Play

Clown About

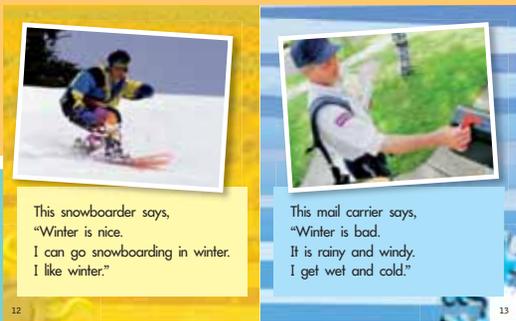
Freaky Frank

Summer and Winter

BEFORE READING 12/13

Have the children describe what these people are doing. What words name these people? What might these people say?

Have the children predict the text. What might the snowboarder say? Will the mail carrier like rain?



AFTER READING

Ask the children if these people agree about winter. What might the snowboarder do in summer?

Ask the children if they agree with the snowboarder or the mail carrier. Tell the children that there can be both good and bad things about all the seasons. What is a good thing about rain? What is a bad thing about rain?

Lenny and the Comet

A Real Dinosaur

Places Where Animals Live

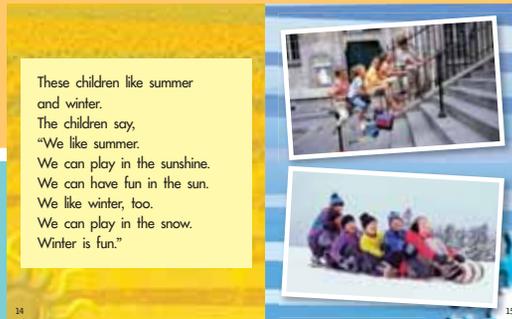
A Scarecrow for the Field



Ask the children what the boys and girls are doing in the photos. How do these photos differ? How are they similar? Talk about how children can have fun in both summer and winter.



Discuss how there can be variation within seasons. Can there be rain in summer? Is it sometimes sunny in winter?



Remind the children that, sometimes, two letters stand for one sound. Ask the children to identify the word *play*. Identify the *ay* ending? What other words have the same *ay* ending? Have the children identify the word *snow*. What other words have the same *ow* sound?



What is this page used for? Tell the children that this page is called an index page. Explain how an index can help the children find the information they need.



Make a list on the board. Make one column for summer and one for winter. List season-specific describing words and their opposites.

Index	
farmer	4
lifeguard	10
mail carrier	13
skier	5
snowboarder	12
surfer	6



Ask the children what they liked about this book. Would they recommend the book to their friends? Why or why not?



Have the children turn to the page about lifeguards. What information would they find on page 5? Ask the children to find the words in the book. Are the words on the correct pages?

10 d Summer and Winter

Name _____

Write the words that mean the opposite.

winter _____

cold _____

wet _____

can _____

long _____

good _____

first _____

day _____

Draw your favourite season.



10 d Summer and Winter

Name _____

What season do the people like?

Write **summer** or **winter**.

snowboarder _____

mail carrier _____

lifeguard _____

surfer _____

farmer _____

skier _____

me _____

Draw your favourite person from the book
on another sheet of paper.

Write a sentence about the person.
