

# What Do People Do in Winter?

Science

Level 10

Strand: Earth/Space Science

Theme: Climate

**Purpose for Reading:** To develop an understanding of winter in other places.

**Comprehension Strategies:** Making connections to self, making connections to the world, recognizing factual text structures, asking and answering questions, synthesizing, extracting information, comparing and contrasting.

## Vocabulary

*Dictionary Words:* ice-skating, swimming, tobogganing, walking

*Vocabulary Words:* days, fur hat, house, outside, raincoats, skating rink, snowman, umbrella, waterhole

*High-Frequency Words:* big, do, get, have, little, of, our, people, some, there, too, very, what, when, where, with, your

## Before Reading

- Ask students to think about winter. *What can we do in winter? What can we wear in winter?* Make a list of summer and winter clothes.
- Read the title and discuss the cover photo. *What might these people do in winter? Is it cold or warm in winter where they live? What tells you it is very cold?*
- Read the title page together and discuss what is happening in the photo. *What are these people doing? Do we ice-skate in winter?*

## Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe what is happening in each

photo. Use questions such as, *What does winter look like in each of these places? Does winter look cold/hot/wet/dry? What is winter like where we live?*

## Take a Photo Walk

- Pages 4–5: Ask students to look at these pages and describe what they see. Read the label and caption and discuss winter in this place. *What else do you think these people might do in winter?*
- Pages 6–7: Invite students to look at the map and photo. Read the label and caption and have students chat about what people do in Darwin in winter. *What does the weather look like in Darwin in winter? What else might people do?*
- Pages 8–9: Have students look at the map and photo and discuss what winter looks like in Cape Town. Read the label and caption. *What kind of play could children in Cape Town do in winter?* Find Cape Town on a globe.
- Pages 10–11: Invite students to look at these pages and describe what is happening. Read the label and caption. *What do these people do in winter?* Tell students to look on the map to find the city of Dawson in Canada. Locate Dawson on a globe.
- Pages 12–13: Ask students to look at these pages and chat about what is happening. Read the label and caption. *What is skating? What is a skating rink?* Discuss what the weather is like in New York. Tell students that this photo was taken in Central Park. Ask them what other things people in New York could do in winter. Locate New York on a globe.
- Pages 14–15: Ask students to look at these pages

and discuss what they think the diagram on page 15 means. Discuss the word *polar*, and support students to read the diagram.

## Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

## After Reading

### Comprehension

- Revisit the book. Write the name of each city and country on the board. *What do people do in winter in each of these places?* List the activities beneath the headings. *What else might people in each city do?* Add responses to the lists. Guide with questions such as, *What other snow sports or activities could you do on a slope? What sort of equipment would you need?*
- Have students compare and contrast the different winters from the book with their own winter. *Is winter here colder or warmer than winter in Dawson, Canada?* Copy the diagram from page 15 onto the board. *Where would our city sit on the diagram?* Add your city to the diagram on the board.
- Talk to students about the clothing people are wearing in the photographs. Prompt students to discuss what they wear in winter.

### Vocabulary and Word Recognition

- Have students locate the word *some* on page 3.

Have them point to the word each time it appears on page 3, saying it as they point. Show students the letters *s, o, m,* and *e* on the board and ask a student to make the word using the letters. Mix up the letters and ask another student to make the word.

Ask students how to change *some* to *come*. Place a *c* on the board. Ask a student to change *some* to *come*.

- Ask students to look at the words in the picture dictionary. *What do the words have in common?*

Write the words on the board, adding the *-ing* in a different colour. *What do the letters i, n, and g say in the words?* Ask students to tell you more words ending in *-ing*. Add responses to the board, adding the *-ing* in a different colour.

### Oral Language

- Have students work in pairs, telling each other about their favourite things to do in winter.

### Writing

- Have students think of an outside winter activity. Have them list the clothing they need to wear for this activity, as well as the equipment they may need.

### Creative Extension Activities

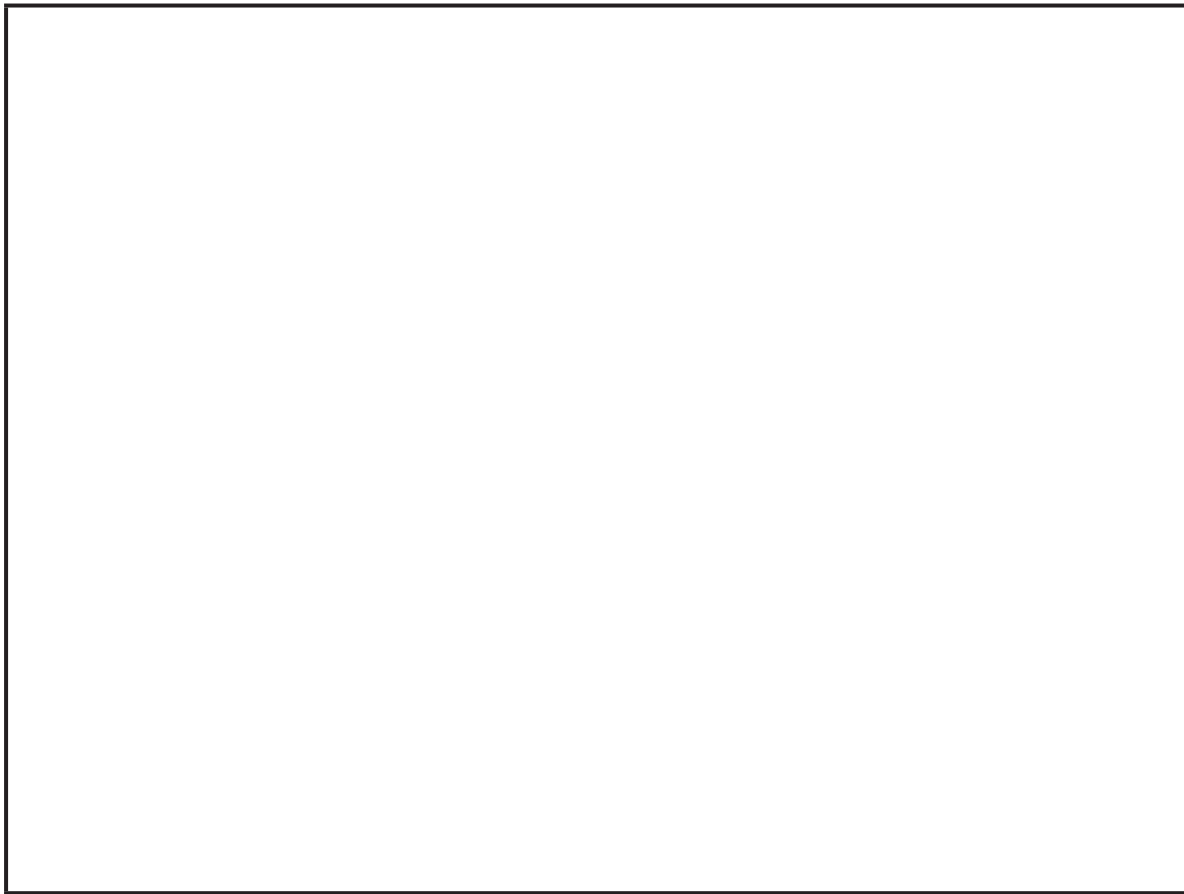
- Have students use modelling clay to make a model of something they like to do in winter.
- Have students draw themselves doing something inside and something outside in winter.

### Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Draw yourself dressed in your winter clothing.  
Label all the items of clothing you are wearing.



Write your favourite things to do in winter.

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Name: \_\_\_\_\_

Think of all the things you can do inside and outside in winter. List them in the table.

Things I Can Do Inside	Things I Can Do Outside