

Strand: Earth/Space Science

Theme: Climate

Purpose for Reading: To develop an understanding of how seasons are different in other parts of the world.

Comprehension Strategies: Making connections to text, comparing and contrasting, predicting.

Vocabulary

Dictionary Words: beach, park, rain, snow, warm clothes

Vocabulary Words: gloves, jacket, jeans, raincoat, sand, shorts, surfboard, sweater, T-shirt, umbrella

High-Frequency Words: a, all, and, bit, do, go, his, in, is, it, like, likes, live, lives, not, the, to, too, very, what, where, with, you

Before Reading

- Read the title and ask the students to suggest what this book might be about. Make a list of their responses.
- Discuss the photo on the cover. Ask the students to predict which season this picture shows and which part of the world the girl might live in.
- Read the title page together and add any new information to the list.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. Ask the students to predict the place and the season each photo shows.
- Tell the students that the weather in other parts of the world may not be the same as it is where they live. Ask the students to share their knowledge of the seasons in other parts of the world.

Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and discuss the Venn diagram. *How might this Venn diagram help us with reading and understanding the book?* Discuss the features of the Venn diagram.
- Pages 6–7: Invite the students to recap the information they shared about this photo from the cover. Do they want to add to or change their predictions? Tell the students that this photo was taken in winter in Melbourne, Australia.
- Pages 8–9: Ask the students to look at this photo. Discuss the labels and guess which season this is. Which part of the world might the photo have been taken in? Tell the students that this photo was taken in summer in Melbourne, Australia.
- Pages 10–11: Ask the students to look at this photo and discuss it. Ask them to guess which season it might be and which part of the world the girl might come from. Tell them that the girl is from Lapland.
- Pages 12–13: Ask the students to look at this photo. Tell them that although the girl looks like she is wearing warm clothes it does not mean it is winter. Tell the students that some countries have cold summers and even colder winters. Tell them that this photo was taken in summer in Lapland.
- Pages 14–15: Ask the students to look at this photo and discuss what they see. Read and discuss the labels. Ask them to predict where the girl is from and which season it is. Tell them the photo was taken in Hawaii and it could be either winter or summer.

Read the Book

- Ask the students to return to the title and read it independently.
- Turn to pages 2–3. Have the students read the dictionary words.
- Turn to pages 4–5. Ask the students to read this page independently. Remind them to use their eyes instead of pointing, but to point if they get lost or need to check the words they are saying.
- Ask the students to use the features of the book to help their understanding, e.g. the labels and the Venn diagram.
- Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite the students to return to the book and talk about the seasonal weather in different parts of the world. Prompt them with questions, such as *What type of weather would you expect in Melbourne in summer? How is the weather different from Melbourne in winter?*
- Make comparisons between the weather in different parts of the world. Prompt with questions, such as *How is the winter weather in Lapland different from the winter weather in Hawaii?*
- Discuss the different clothes worn in different seasons in different parts of the world. Prompt with questions, such as *How would the clothes you wear in summer in Lapland and summer in Hawaii be different?*

Vocabulary and Word Recognition

- Have the students find the high-frequency word *not* in the text. Ask the students to suggest sentences using the word *not*. Ask the students to write *not* five

times independently, checking each time to make sure they are correct. Add *not* to a high-frequency word chart or word wall.

- Ask the students to find a word that rhymes with *not* in the book. Can they suggest other words that rhyme with *not*? Write them on the board.

Oral Language

- Have the students work in pairs, asking and answering questions out of the book. For example, *Which part of the world has snow in winter? What sort of clothes would you wear in Melbourne in summer?*

Writing

- Choose one season from the book. Write two facts about it.

Creative Extension Activities

- Have the students make a Venn diagram to compare and contrast two countries' seasons from the book.
- Choose another country and research seasonal changes in that country. Draw two pictures to show the information.

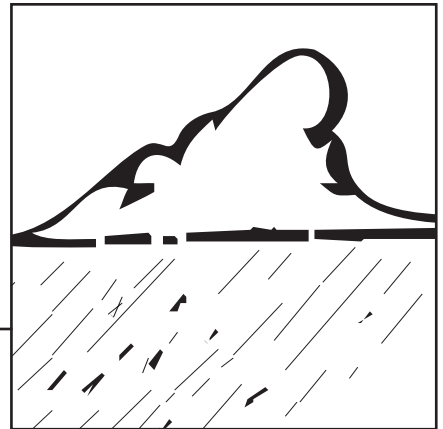
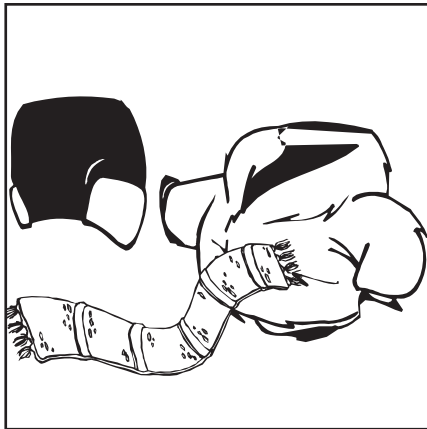
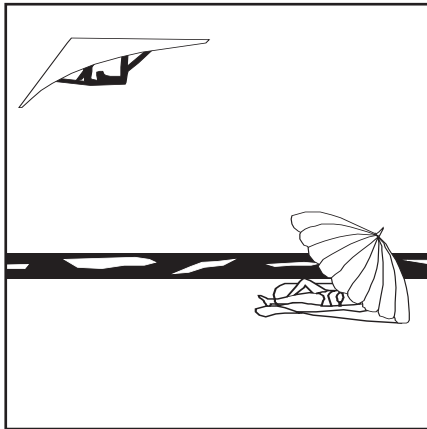
Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Write the words next to the correct picture:

warm clothes *park* *rain* *beach* *snow*



Name: _____

Label this picture.

