

Book Summary

A girl and her father observe the effect the wind has on a variety of outdoor activities.

Repeated Phrases

The wind blows the ____.
I can see the ____ fly.

Text Type – Narrative

Materials

- copies of words and punctuation for this book from page 123
- copies of PCM, pencils, felt-tip pens
- handheld fan, crayons, paper

The Wind Blows

by *Sharon Hill*

illustrations by *Craig Smith*



Set D

Skills and Strategies

Reading *The Wind Blows* will reinforce the following objectives and give the children the opportunity to:

W identify onset and rime within new words

S emphasise left-to-right movement to reinforce directionality

T use the context of the story to make predictions

 use text as a model for writing.

Word Study

- High-frequency words: The, the, I, can, see, My, is
- Highlighting repeated phrases –
The wind blows the ____ .
I can see the ____ fly.
- Punctuation: full stops, exclamation mark, capital letters
- Phonemic awareness:
 - Th, th – The, the
 - b – balloon, blows, bubble
 - f – flag, fly, flying
 - onsets and rimes – c/an, h/at

Speaking and Listening

Use this text to help the children:

- share own experiences related to the content of the story
- predict the storyline using illustrations from the book.

The Guided Reading Lesson

Introducing the text

Wave around a handheld fan to generate a discussion about wind. Discuss the children's experiences of being outside when it is windy. Compare these experiences with the way it feels to be outside on a still day and the different types of activities you can enjoy when there is no wind.

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the illustrator to the children. Now use the outline below to support the children as they read and discuss their way through the book.

Cover – *How can we tell that it is a windy day?*

Title page – Together, read the title and the names of the author and the illustrator again. *Why do you think the girl is holding onto her hat?*

Page 3 – *What do you think they are saying to each other?*

Page 5 – *What do we say a kite does when it moves? (flies)*
What do you think that word would begin with?

Page 7 – *What can you see happening here?*

Reinforce the use of the word “blows” from the title.

Page 9 – *What is the boy flying? Have you ever made one of these?*

Pages 10 and 11 – *What are the children doing here?*

Ask the children to identify the “b” in “bubble” and “blows”.

Pages 12 and 13 – *What has happened here?*

Can you find the words that begin with “b” on page twelve?

Page 15 – *What is the girl trying to do? What do you think will happen next?*

Page 16 – *Were you right?*

The children can now read the book again independently.

Revisiting the Text

- Recall the different things that the wind blew around in the story.
- Locate the word “hat” in the text and write it on the board.
- Using the “at” rime, show the children how the word can be changed to make other words.
- Repeat this process with the word “can”, using the “an” rime.
- Identify the words that begin with “th” and practise articulating the sound of this blend.
- List any other words the children may know that begin with “th”.
- Using the words and punctuation for this book from page 123, reassemble the sentences with the children.

Following Up

 Use text as a model for writing.

- Ask the children to think of something else they know of that is blown about by the wind and have them draw a picture of it, including themselves in the picture. The children could then write two sentences based on the structure in the book to describe what is happening in their picture. The pictures could then be displayed together as a wall story.

P On the PCM activity opposite, children practise writing the high-frequency words “can” and “the” and drawing each item in the box provided.