Walking in the Winter

By Beverley Randell



For teachers' inspection ONLY

Walking in the Winter

Levels 14/15 **Running words** 256
Text Type Non-fiction

Key High-frequency Words

dark, end, Everything, give, longer, most, short, their, them, time, turns

Key Teaching Points

Read the title. Identify signs of winter in the cover photograph.

Discuss the text fully on each page. Ensure students understand the words *ice, birdseed* and *hibernate.*

Key Questions

Why do we put on warm things in winter? *(Literal)*

Why do garden birds get hungry in winter? *(Inferential)*

Why do frogs hibernate in mud? (*Inferential*)

Oral and Written Language Activities

Talk about outdoor winter games played by children and adults.

Write and draw pictures of students' favourite winter games

Links with other PM Books

PM Guided Reading	Levels 14/15	*Walking in the Autumn*
PM Guided Reading	Levels 14/15	*Walking in the Spring*
PM Science Facts	Levels 14/15	*The Coldest Places*

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In **winter**, the days are short.

It is dark in the mornings.

We get up in the dark,

and it is dark again by bedtime.

Winter is a cold time,

and we put on warm things.



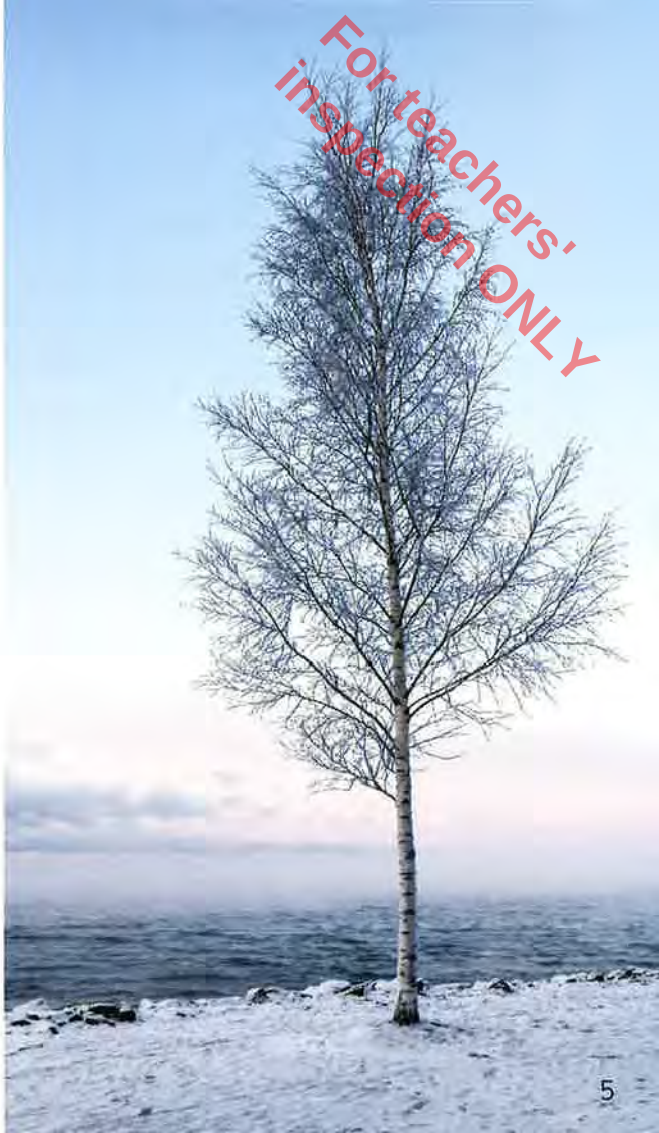
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If you go for a walk
in winter,
look at the trees.
Some trees still
have green leaves.
They are
evergreen trees.



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Some trees have
old brown leaves,
or no leaves at all,
in the winter.
They are
deciduous trees.



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Everything out of doors
gets cold in the winter.
Water gets cold at night.
Very cold water
turns into **ice**.
Winter is the time
for ice and snow.

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