Hot, Cold, and In-Between



Written by Rita Mullick

Word Count	698
Text Type	Information Report
High-Frequency Word Focus	warm
Content Words	air, climate, clothes, Earth, houses, ice, rain, seasons, sky, snow, sunshine, weather, zone
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	subheadings; subject and verb agreement; suffix *most*

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Front cover photographs: four seasons background, shutterstock.com/Jenny Sturm; girl, shutterstock.com/Samuel Borges Photography.
iStockphoto.com/webphotographeer, **11** top; shutterstock.com/aargente, background, /Alena Ozerova, **3** bottom right, /Anton Gvozdikov, **9** top, /axily, **15** top, /bikeriderlondon, **21** bottom left, /Christopher Wood, **15** bottom, /Denis Burdin, **5** top, /Dr Ajay Kumar Singh, **21** top left, /Eric Isselee, **12**, /javarman, **21** top right, /Kladej, **11** bottom, /Kotomiti Okuma,**14**, /Levent Konuk, **2–3** bottom middle, /Louie Schoeman, **10**, /Ng Wei Keong, **5** bottom, /Norikazu, **19** top, /Oleg Mikhaylov, **2–3** top middle, / PavelSvoboda, **13**, /Pi-Lens, **21** bottom right, /Poznyakov, **16**, /Renata Apanaviciene, **19** bottom, /Samuel Borges Photography, **22**, /Sergey Novikov, **3** top right, /Shelli Jensen, **17**, /swissmacky, **8**, /Sylvie Bouchard, **9** bottom, /Yuriy Kulik, **4**.

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Published by
Macmillan Education Australia Pty Ltd
Level 1, 15–19 Claremont Street, South Yarra,
Victoria 3141
www.macmillan.com.au

Edited by Adrian Bell and Karen Alexander
Designed by Kuljit Kaur

Printed in China
10 9 8 7 6 5 4 3 2 1
ISBN: 978-1-4586-4853-2



GETTING STARTED

Activating prior knowledge: Ask students to describe the weather they experience throughout the year. Ask if they know of places around the world where the weather is quite different from what they experience.

Book introduction and prediction: Read the book's title to students and have them identify seasons being represented in the photographs on the cover. Ask students to flick through the book, looking at the photographs and map. Have them use the graphics and layout to suggest the text type and to predict what the book may be about. Read the entries on the contents page to confirm their predictions. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that as well as reading about weather and climate, they will talk about the use of subheadings and a map, subject and verb agreement, and the suffix *most*.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals, and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussions. What are the three main climate zones and how do they differ? Countries in which climate zone have the most rainfall? Describe the climate of the polar zones. In which climate zones are there four seasons? How does climate affect the way people live? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: Ask students if reading this book changed their preference for reading informative texts or fictional texts. Encourage them to give reasons for their preference.

Language

Text structure and organisation: Ask students why they think the author chose to write the information in this text under different subheadings. Ask if they would expect to find a map like the one on pages 6 and 7 in a fictional text. Use the text on page 18 to discuss the use of paragraphs. Have students identify the main idea and supporting details in each paragraph.

Expressing and developing ideas: Use the first sentence on page 8 to revise how a clause usually contains a subject and verb that need to be in agreement. Ask how the verb *lies* would have been different if the subject had been *tropical zones*. Repeat with the last sentence, asking how the verb would change if the subject had been plural.

Draw attention to the words *northernmost* and *southernmost* on page 12. Discuss the root words and ask students how the suffix *most* (meaning "furthest") changes the meanings of the words *northern* and *southern*. Draw a compass to demonstrate.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

For Review Only

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Introduction

Can you describe the weather today? Does it feel hot, cold, or in-between? Is the air windy or still? Does it feel wet or dry? Does the sky look cloudy or clear?

The air can be warm, cool, wet, dry, windy, or still. It can change from day to day. Sometimes, it can change from hour to hour. Weather takes place in the air around us. When the air changes, the weather changes, too.





Weather happens all around us, all the time. It can make us hot, cold, wet, or just right.

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Weather Patterns

The weather of a place follows a similar pattern year after year. The usual weather of a place through the year is called its **climate**. A place that usually has hot weather has a hot climate. A place that usually has cold weather has a cold climate. A place that is warm or cool without getting too hot or too cold has a temperate climate.

There are three main kinds of climate – hot, cold, and temperate. Can you figure out which is which in these pictures?



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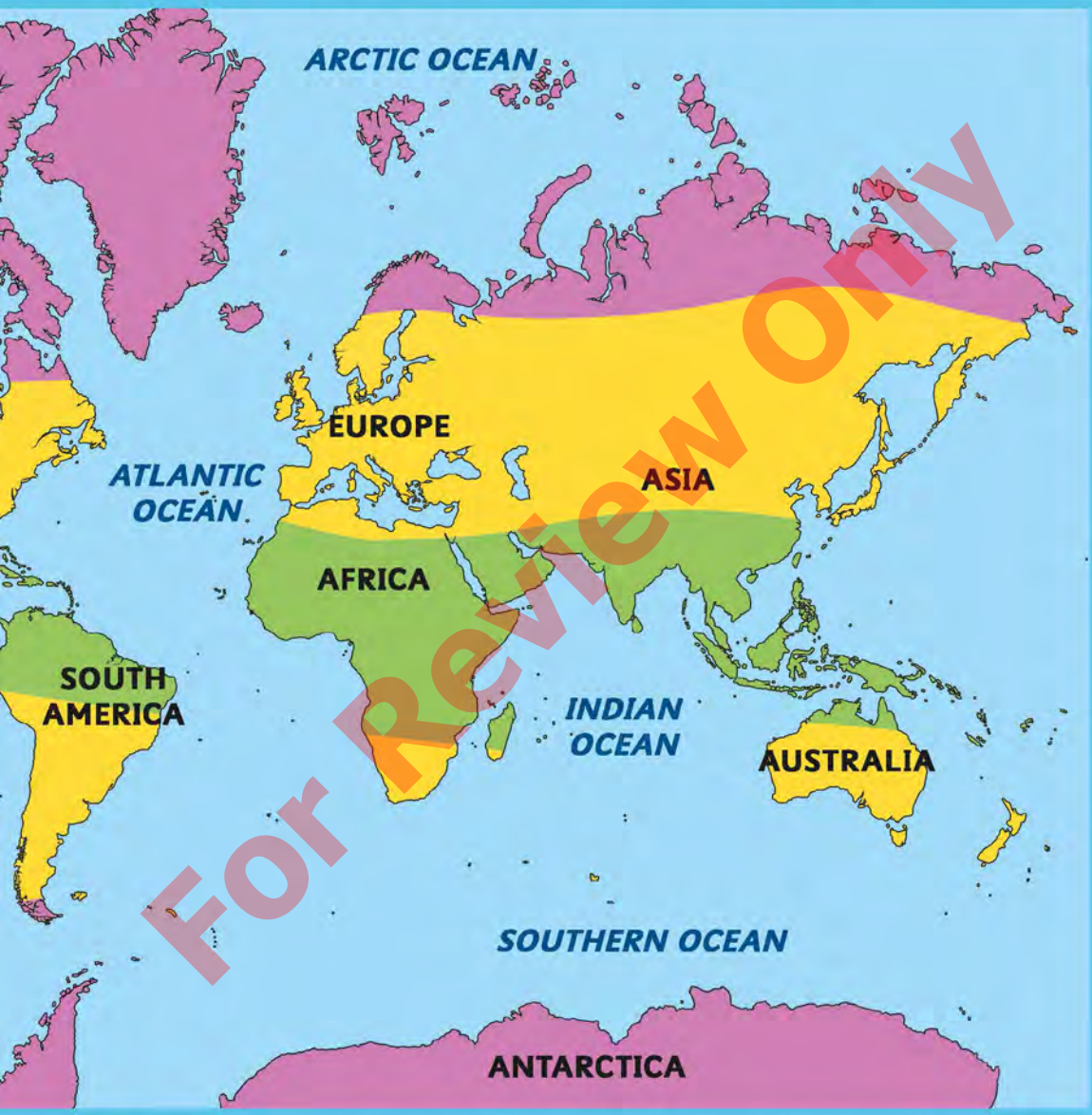
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Scientists divide Earth into three main kinds of climate zones. Places with the same kind of climate are located in the same climate zone. Places with a hot climate are in the **tropical zone**. Places with a cold climate are in the **polar zones**. Places with an in-between climate are in the **temperate zones**.



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Earth's Climate Zones



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