

# Warm in Winter Cool in Summer

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## Suggested Teaching and Learning

**Text Type:** Non-Fiction

**Genre:** Description

**Suggested Reading Recovery Level:** 5

**Word Count:** 94

### ACARA F-1 references

**Learning Areas:** English; Humanities and Social Sciences

**General Capabilities:** Literacy; Ethical Understanding

**Cross Curriculum Priorities:** Sustainability

### Understanding Texts

- Before reading, build background knowledge by discussing the ways people keep their homes cool in summer and warm in winter. In particular, reference the draft excluder and pink batts in the text. \*UnT4, UnT5
- After reading, have students recall the ways to keep the house cool or warm. Help students understand that each way helps to keep the hot or cold air **out** of the house. \*UnT4, UnT5
- Talk with students about the ways they can keep themselves cool in summer or warm in winter. \*UnT4

**Vocabulary:** curtains, verandah

**High Frequency Words:** can, help, look, our, these, they, this, we, when, will

### Phonic Knowledge and Word Recognition + Phonological Awareness

- Locate the compound words inside and outside. Clap to hear the two parts. Have students make each word with magnetic letters and break into two parts after clapping. Repeat with other compound words such as onto, into and away. \*PhA2
- Locate the words this, these and they. Use these words to prompt students to look carefully at visually similar words. Repeat with other visually similar high frequency words such as will and when and look and like. \*PKW6

\*National Literacy Learning Progressions

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# Cool in Summer

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# Our house

This is our house.

SAMPLE



# Winter

When it is cold outside,  
we can keep  
our house warm inside.

SAMPLE



# Pink batts

Look at these.

They will help to keep  
our house warm inside.

SAMPLE





# Glossary



curtains



verandah

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## Warm in Winter Cool in Summer

**Warm in Winter Cool in Summer** is a simple informational text designed to encourage the return to traditional ways to heat and cool the home. Highlighting things such as heavy drape curtains, draft excluders and insulation, the text urges the reader to think twice before turning on the cooling.

### The Authors

Carole and Suzanne are sisters and educators.

Carole has over 30 years teaching experience. The last 15 years have been spent specialising in early literacy acquisition, training teachers and designing and delivering early reading and writing interventions. Carole has a Master of Education and a Master of Teaching English to Speakers of Other Languages.

Suzanne has 15 years teaching experience 13 of which have been spent teaching ESL students. She has a Master of Education (IT in Education) and a Bachelor of Vocational Education and Training.

