



Sun Hat, Sunscreen, Sun!

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Text type: explanation; recount

Topic: what to wear in different weathers

Synopsis

This wordless non-fiction book follows a girl's adventures in different weather conditions, showing the clothes and equipment she needs to have fun whatever the weather. For a sunny day at the beach, she picks a T-shirt and shorts, and adds a sun hat, sunglasses, sandals and sunscreen. On a rainy city day, she wears a long-sleeved top and trousers, with a hooded raincoat, waterproof trousers, wellies and an umbrella. For a windy walk in the park, she chooses trousers and a warm jumper, topped with a duffel coat, woolly hat and gloves, and sturdy shoes. She has fun in the snow wearing a warm sweatshirt and trousers, a thick, padded waterproof coat, a fleece-lined hat, snow gloves and snow boots.

There is a topic-linked fiction book to partner this title, which is called *In the Sun*.

Group/Guided reading

Introducing the book

- ➔ These wordless books allow children to learn how books work, including the order and direction in which they are read. Children will enjoy talking about the book and discussing what is happening in the pictures. This will help prepare them for their first steps as readers. The pictures provide lots of opportunities for discussion and playing with environmental sounds. Respond to children's ideas by repeating them back and adding to them, using new words to increase their vocabularies.
- ➔ *(Predicting)* Look together at the front cover, and read the title to the children. Ask: *What kind of book do you think this is going to be? Does it look like a story, or an information book?* Share the children's ideas about what the book might be about, and then briefly flick through the book to see if they were right.
- ➔ Talk about the clothes that the girl is wearing on the cover. Ask: *What kind of weather do you think it is in this picture? How do you know?*
- ➔ Read the blurb to the children. Using the weather today as a starting point, talk about the different clothes the children might wear in different weather conditions. Ask: *How do you keep dry if you are outside in the rain? What kinds of clothes or equipment could help you to stay dry?*

Reading the book

- ➡ Ask the children to turn the pages of the book and describe what they see in the pictures.
- ➡ As they talk about each scene in turn, encourage the children to think about the sounds they might hear if they were really there, and make the appropriate sounds. For example, on p2–3 they could try to make the sound of the waves on the sand, the crunching sound of sand underfoot and the swishing sound of water in the rock pools. For p4–5 they could make the splish-splash sound of the rain falling, the swoosh of rainwater being churned up by passing cars, and the tap-tapping of footsteps on the pavement.
- ➡ *(Questioning)* On p2–3, encourage the children to think of their own questions about the seaside scene. Model this if necessary by thinking of your own question, for example: *I wonder what the girl's found in the rock pool. Perhaps it's a crab!* Invite the children to listen to each other's questions and contribute possible answers if they can.
- ➡ Prompt the children to look out for the girl in each scene and talk about what she is doing. Ask: *How do her clothes help her in this type of weather? Do you have any clothes like that? When do you wear them?*
- ➡ If the children are learning about a particular letter sound at the moment, use one of the scenes as a focus for spotting words that start with the appropriate sound. For example, on p9 ask: *How many things starting with a /c/ sound can you see?* (e.g. cup, coat, carrot)

Returning to the book

- ➡ *(Summarizing)* Ask: *Which was your favourite scene in the book? Why did you like it? What is the most fun thing about that type of weather?* Encourage the children to listen and respond to each other's opinions.
- ➡ *(Clarifying)* Check the children understand why the different types of clothing are important in the different weather conditions. For example, look back at p9 and ask: *Why do you think the girl might need a thick, padded, waterproof coat when she is playing in the snow? How would she feel if her coat was very thin, or if the melting snow made it wet?*
- ➡ *(Clarifying)* Turn to p10 and look together at the pictures of the girl wearing the four different types of clothing featured in the book. Say: *Can you tell me which sort of weather the girl is ready for in these pictures? How would these clothes help her?*
- ➡ Point to each of the pictures on p10 in turn and ask the children to find the matching pages in the book. Ask: *Can you spot the girl wearing these clothes in the big picture?*

Independent reading

- ➡ Introduce the book as in the Introducing the book section above.
- ➡ Check the children know how to hold the book and turn the pages, and look at each spread from left to right to help establish the direction of reading.
- ➡ Ask the children to turn the pages of the book and to think about what they see in the pictures. Remember to give them lots of encouragement and praise.
- ➡ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Encourage the children to role-play getting ready to go out in different weather conditions (perhaps using the dressing-up box or other props).
- ➔ If the children are confident enough, you could extend this into a guessing game. Organize the children into small groups and ask them to take turns to act out dressing up to go outside in different weather conditions. Can the other children guess what kind of weather it is?
- ➔ Ask the children to work in pairs, and tell their partners what type of weather they like best. Challenge them to give clear reasons why. Encourage them to listen to each other's views, ask questions and share their own opinions.

Writing activities

- ➔ Ask the children to draw pictures of themselves enjoying their favourite weather. If appropriate, encourage them to use their knowledge of letter-sound correspondences to write simple labels for the clothes or other equipment that they are using (e.g. raincoat, sunglasses).
- ➔ You could extend this, if appropriate, by asking the children to write a simple sentence describing what they are doing in the picture. For some children, it may be necessary to scribe all or part of the sentence, but encourage them to write what they can, and to think about the sounds of the words and choose appropriate letters.

Cross-curricular activity

Understanding the world

- ➔ Extend the children's work on weather by looking at the seasons of the year (starting with the current season). Ask the children to find out what kinds of weather we usually have during different seasons.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can gain simple meaning from texts using illustrations, when not yet able to read the text itself. (ORCS Pre-reading Standard, 7)
- Is beginning to talk about texts, e.g. stating simple likes/dislikes. (ORCS Pre-reading Standard, 8)
- Can explore and experiment with sounds and words. (ORCS Pre-reading Standard, 11)
- Can identify objects that begin with the same sound, e.g. table, tiger, tap. (ORCS Pre-reading Standard, 13)
- Can retell an event in a story or information from a non-fiction text (may only be brief). (ORCS Pre-reading Standard, 14)

Letters and Sounds: Phase 1

Explore with Biff, Chip and Kipper Level 1 titles are wordless, which allows children to learn how books work, including the order and direction in which they are read. They each explain a non-fiction topic through detailed and engaging pictures. The pictures provide lots of opportunities for playing with environmental sounds and distinguishing between sounds.

ENGLAND The Early Years Foundation Stage Framework

	Early Learning Goals	Book-related assessment pointers
ELG 03 Speaking	Children express themselves effectively, showing awareness of listeners' needs. (ELG03.1)	Check the children are able to tell their partners about their favourite type of weather and the clothes they wear to prepare for it.
ELG 01 Listening and attention	Children listen attentively in a range of situations. (ELG01.1)	Check the children can listen to each other's views with attention and respond appropriately, when discussing which scene from the book they like most.
ELG 02 Understanding	Children follow instructions involving several ideas or actions. (ELG02.1)	Check the children can accurately follow the instructions you give to act out getting dressed up for different kinds of weather.
ELG 09 Reading	Children demonstrate understanding when talking with others about what they have read. (ELG09.3)	Check the children understand some simple reasons why we might wear different types of clothes in different weather conditions, relating this back to their own experience.
ELG 10 Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. (ELG10.1)	When the children attempt their own labels and sentences to go with their pictures, check that they use some letters and letter sounds that correspond to the sounds of the words.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, Early Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-09a)	Check the children are able to tell their partners about their favourite type of weather and the clothes they wear to prepare for it.
Reading	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0-07a / LIT 0-16a / ENG 0-17a)	Check the children understand some simple reasons why we might wear different types of clothes in different weather conditions, relating this back to their own experience.
Writing	I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. (LIT 0-01a / LIT 0-11a / LIT 0-20a)	When the children attempt their own labels and sentences to go with their pictures, check that they use some letters and letter sounds that correspond to the sounds of the words.

WALES Curriculum for Wales: Foundation Phase Framework, Nursery

	Framework objectives	Book-related assessment pointers
Oracy	retell, in simple terms, an event or experience (YN_OracSpea.3)	Check the children are able to tell their partners about their favourite type of weather and the clothes they wear to prepare for it.
Reading	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YN_OracList.8)	Check the children can identify important elements (such as weather-specific clothing) from the pictures and relate this back to the main message of the book.
Writing	communicate by using symbols and pictures (YN_WritMean.3)	Check the children can relate their writing/ mark-making about the weather back to their own personal experiences.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

	Levels of progression	Book-related assessment pointers
Talking and listening	talk about their experiences (L1_com_talk.4)	Check the children are able to tell their partners about their favourite type of weather and the clothes they wear to prepare for it.
Reading	show understanding of the meaning carried by print, pictures and images (L1_com_read.1)	Check the children understand some simple reasons why we might wear different types of clothes in different weather conditions, relating this back to their own experience.
Writing	write words using sound-symbol correspondence (L1_com_writ.4i)	When the children attempt their own labels and sentences to go with their pictures, check that they use some letters and letter sounds that correspond to the sounds of the words.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Speak confidently to a group to share an experience. (1SL5)	Check the children are able to tell their partners about their favourite type of weather and the clothes they wear to prepare for it.
Reading	Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)	Check the children understand some simple reasons why we might wear different types of clothes in different weather conditions, relating this back to their own experience.
Writing	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	When the children attempt their own labels and sentences to go with their pictures, check that they use their knowledge of phonics to write any simple regular words correctly.