

# The Wind

by Barbara Hill

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## Overview

This text is a poem that uses rhythm, rhyme, and repetition to evoke the tempestuousness of a very windy day. The complete poem is repeated on the last page, for children to read as a rhythmic whole. Children are often highly motivated to accept this challenge and will reread the poem for enjoyment many times afterwards.

Curriculum link: science

## Text features

(Focus on only one or two per session.)

- the high-frequency words “and”, “my”, “the”
- the initial consonant blends “bl”, “sk”, “tr”
- the digraph “sh” in “shirt”
- the rhyming words “dirt”, “shirt”, “skirt” and “sea”, “me”
- the use of assonance in “sea”, “me”, “trees”, “leaves”
- the plural nouns “trees”, “leaves”, “birds”
- the italic style of print, as if wind-blown
- the ellipsis to create a pause for effect
- the use of upper-case letters and an exclamation mark for the final word in the poem
- sentences that are cumulative and spread over several pages
- the complete poem repeated on page 12
- the dynamic, wind-blown illustrations.

## Setting the scene

The best time to introduce this book to a group is on a very windy day! Before reading the text, the group can then listen to the sound of the wind, watch things being blown around, or venture outside to experience and talk about the sensation of being in the wind.

## The first reading

Discuss the illustrations on the cover and the title page. *What can you see? Can you read the title of this book?* Read the names of the author and the illustrator.

For those children who are not familiar with poetic structures, it may be helpful to share-read the complete poem on the last page first. Other children will be keen to read the text themselves, using the illustrations and repetition as a support.

Page 4 – Discuss the illustration. *What is the wind blowing?*

Page 6 – Some children may read “seagulls” for “birds”. Encourage them to cross-check using word level strategies. *Does “seagulls” look right? Why not? How does this word start? What else would look right and sound right?*

Pages 8 to 10 – Use the whiteboard to help explore the similarities between “dirt”, “shirt”, and “skirt”.

Page 11 – *How does the author want you to read this page?* Encourage expressive reading.

Page 12 – Having the complete poem printed in this way is a wonderful opportunity for children to take control of their reading. They realise that they can manage a whole page of print themselves.

## Ideas for revisiting the text

(Choose only one or two per session.)

Practise reading the poem expressively, in unison.

Examine the “s” ending for “trees”, “leaves”, and “birds” and think of other nouns to which “s” can be added. Discuss how this shows that there is more than one of the item. This is a particularly useful activity for NESB children. Note that the singular form of “leaves” is “leaf”. Use your judgment to decide whether to include this as a teaching point or to leave it until the children are more secure with conventional plural forms.

Locate “blows” in the text and then generate a list of other words that start with “bl”. Do the same for “tr”.

Write the “irt” words on the whiteboard. *What is the same about these words?* Read the list together.

Discuss the way the words in the book are printed in italics. *Draw out the idea that this helps the poem look “windy”?*

Discuss the ellipsis. *Why has the author put it there? How does she want you to read that page?*

Open out the book to see the full cover illustration.

## Suggestions for further activities

Have the children draw or paint their own “windy day” picture and add a caption.

Make a “windy day” chart with pictures and labels showing what gets blown about at our school. Ideas could include paper in the playground, banging doors, our hair, classroom mobiles, and sunhats.

Enlarge the poem for sharing with the class.

Read other “windy day” poems.

Read the Ready to Read books *The Wild Wet Wellington Wind* (Green level) or *Wind Power* (Orange Level) to the group.