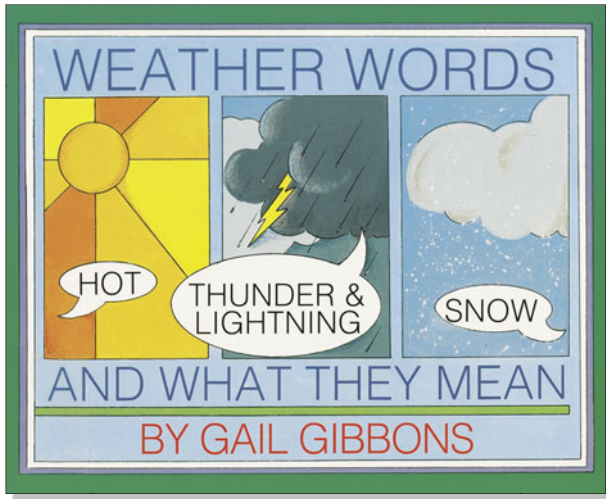


Weather Words



Leveling Systems

Avenues: ●● More Fluent Readers
DRA: NF38
Fountas and Pinnell: P
Lexile: 450

This nonfiction book uses headings, captions, and labels to organize and present information about weather. Simple illustrations and diagrams provide visual support for weather cycles and processes. Students are exposed to scientific words associated with weather. *32 pages, 926 words*

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Weather Adjectives: breezy cloudy fair humid partly sunny</p> <p>Elements of Weather: moisture temperature vapor</p>	<p style="text-align: center;">Spotlight STRATEGY</p> <p style="text-align: center;">Use Visuals</p>	<p>Weather Words: Weather Dictionary</p> <p>Causes and Effects of Weather: Matching Game</p>	<p>Summarize (PDF)</p> <p>Vocabulary Strategy: Context Clues (PDF)</p>

Build Background

Weather Survey Name and identify different types of weather, such as sunny and cloudy. Have students list types of weather in a chart, then ask others which is their favorite. Students should tally the responses on the chart. When the survey is finished, have students make statements, such as: *More students like sunny weather than stormy weather.*

Kind of Weather	Number of People
sunny	
rainy	
stormy	
cloudy	

Build Vocabulary

Weather Forecast Describe each kind of weather in the Key Vocabulary list. Then model a weather report that includes advice about what to wear for the weather:

- ▶ **Today's weather will be very breezy. Leave your hats at home so they don't blow away.**
- ▶ **Tomorrow will be sunny. Don't forget your sunglasses!**

Have partners prepare and deliver a weather report.

Water Vapor Activity Use this experiment to introduce the Key Vocabulary. Use a plastic bag that can be sealed completely. Put approximately two inches of water into the bag, seal it, and tape it to a sunny window. Have students observe how moisture forms. Explain that water in the bag evaporates when the temperature is warm. The evaporated water is called *water vapor*, and it is invisible. The vapor moves up and forms drops of water. This is similar to how rain is formed.

Key Vocabulary

breezy
cloudy
fair
humid
partly
sunny

Key Vocabulary

moisture
temperature
vapor

1 Preview the Book

Cover The weather changes. It can be hot, cold, snowy, or rainy. This book gives information about weather.

Pages 3–7 Let’s read the speech balloons to find out what people are talking about. They tell that weather is made up of temperature, air pressure, moisture, and wind.

Pages 8–11 This heading, “Temperature,” tells what pages 8 and 9 are about. The **temperature** is how hot or cold it is. The heading on page 10 tells that these pages are about air pressure. High pressure usually brings **fair**, or nice, weather. Low pressure often brings bad weather.

Pages 12–13 What is the heading on this page? (Moisture) Flip through the book—pages 12–27 are about moisture. **Moisture** is how much water is in the air. When there’s a lot of water in the air, we say that it’s **humid**.

Pages 14–15 Good readers use visuals like these arrows and dotted lines. They show that water is evaporating and moving up. When water evaporates, it’s called **vapor**. It moves up with the warm air and forms a cloud.

Pages 16–21 When there are clouds and some sun, it’s **partly cloudy**. When there are no clouds, it’s **sunny**. Page 19 shows how clouds produce rain. Look at page 20. What are some names for rain?

Pages 22–23 These pages are about thunder and lightning. What can we use to understand these pages better? (visuals) This yellow circle is like a magnifying glass. It shows a close-up view of what’s happening in the cloud.

Pages 24–29 Read the heading to find out what pages 28 and 29 are about. (wind) The arrows show cool air pushing warm air up. This makes windy, or **breezy**, weather.

Pages 30–32 Temperature, air pressure, moisture, and wind come together to make different kinds of weather. The pictures and captions on page 32 tell weather facts.



2 Read the Book

Independent Reading Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Use Visuals** Students may have trouble understanding what they read (pages 5, 6, 10, 28, 30, and 32). Remind these students to use visuals to help them understand different aspects of weather.

3 Respond to the Book

Weather Words Work with students to brainstorm a list of weather words and their meanings. Then make a picture dictionary. Assign each student one or more weather words. Have students write each word and its definition, and then illustrate it. Help students organize the entries into a book.

Causes and Effects of Weather Display a Cause-and-Effect Chart. Help students create five *why* questions about the information in the book. For example, *Why does dew form on flowers?* Use the questions and answers to complete the chart.

Invite partners to use the chart to make a set of *cause cards* and a set of *effect cards*. Have them mix up and place the cards face down. Then partners take turns turning over two cards. If they match a cause and an effect, the student keeps the pair. The student with the most pairs wins.

Materials

- drawing paper
- art supplies

Materials

- index cards, 5 per student
- Cause-and-Effect Chart from *Picture It! Big Book*, page 1

from Weather Words

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
3	The weather changes from day to day. Weather words explain what the weather is like outside.		
4	The weather is made up of temperature, air pressure, how much moisture is in the air and how fast the wind is moving. The position of the sun is what causes temperature change.		
5	Air pressure is the force produced by the weight of the air pressing down on the earth.		
6	Moisture in the air comes from water that evaporates, mostly from the oceans.		
7	Wind is air in motion.		
8	The temperature goes up and down. When the sun rises in the morning, the air becomes warmer and the temperature goes up. When the sun sets, the air becomes cooler and the temperature goes down.		
		Total	Total

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate

(119 words - _____) ÷ 119 words = _____ %
total errors

Determine Instructional Needs

<p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text 	<p>Student needs more coaching in</p> <p>_____</p> <p>_____</p>
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Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	The rocket is gro... going very fast.	<ul style="list-style-type: none">Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.
	Hesitates or self-corrects after a miscue	
The shuttle orbits the Earth.	The shuttle...?	<ul style="list-style-type: none">Prompt student to find clues in pictures and/or surrounding context.Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.Have student skip the word and read on.
	"Freezes" when faced with an unfamiliar or long word	
No one has been to Mars.	Nobody has been to Mars.	<ul style="list-style-type: none">Ignore if the miscue does not affect comprehension.Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.
	Substitutes an incorrect word that makes sense	
There is no liquid water on the Moon.	There is no little water on the Moon.	<ul style="list-style-type: none">Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.
	Substitutes an incorrect word that does not make sense	

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. Skips important words	<ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line.
There are mountains on the Moon.	There...are mountains...on...the... Moon Reads slowly, word-by-word, without comprehension	<ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience.
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind Reads aloud with poor phrasing	<ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression.
The Moon is full tonight.	TheMoonisfulltonight Reads quickly, without comprehension	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
The Moon is Earth's only natural satellite.	? Gets stuck; is unable to use any strategies	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.