



Weather Changes

by Molly Blaisdell

Guided Reading Level: A/B

Lexile: 280

Word Count: 48

Vocabulary

- **High-Frequency Words:** a, day, on
- **Content Words:** blows, clouds, cloudy, cover, falls, floats, fog, foggy, rain, rainy, shines, snow, snowy, sun, sunny, wind, windy

Preview the Book

Ask children to think like scientists and offer words that describe the weather. Create a class list on chart paper or the board. Encourage the students to use scientific words as opposed to judgement words such as nice, beautiful, etc. Then ask a volunteer to describe the current day's weather in one sentence. Record the sentence.

Read Together Before Reading

Front cover, back cover, and title page

- Introduce *Weather Changes* by discussing the cover of the book. Point out and read the title and the author. Ask children to repeat each word of the title after you.
- Then have children look at the back cover. Point out and read the sentences about the book and the corresponding photo. Ask a volunteer to explain what he/she expects to learn by reading the book.
- Then have children turn to the title page and ask a volunteer to read the title and the author. Guide children to understand that a title page offers the same information as the front cover.

During Reading

Page 2

- Call children's attention to the photograph on page 2.

How would you describe the weather?

Read the sentence aloud. Then ask children to read the sentence with you as they follow along in their books. Point out that the sentence begins with a capital letter and ends with a period.

- Point out the cloud illustration next to the sentence on page 2. Explain that this illustration is a feature to help readers with unfamiliar text. Nonfiction books often have illustrations to help the reader.
- Call children's attention to the content words in the sentence.

*What two words in the sentence are nearly the same?
(clouds, cloudy)*

Establish that the two words are the same except for the last letter. Ask a volunteer to read the two words. Explain that a "day with *clouds*" is a "*cloudy* day."

- Refer to the list of weather words that children offered before reading.

Was cloudy one of the weather words?

If so, ask a volunteer to find the word in the list. If not, add the word to the list.

Page 3

- Call children's attention to the photograph on page 3.

What kind of coat is the child wearing? What kind of weather is shown in the photograph?

Read the sentence aloud. Then ask children to read the sentence with you as they follow along in their books. Note the cloud with the rain illustration next to the sentence.

- Ask children about the content words.

What is a day with rain called? (rainy day) How are the two words rain and rainy different?

- Refer to the list of weather words that children offered before reading and ask a volunteer to point out *rainy* or add the word to the list.

Pages 4–7

- Continue in the same manner described above for pages 4–7.

Page 8

- Explain that this picture glossary shows all six weather changes. Ask children to point to the cloud illustration. Then ask for a volunteer to read the words below the illustration. Continue in the same manner with the other five illustrations and types of weather.

After Reading

- Refer to page 2. Introduce the concept of syllables by saying the word *clouds* as you clap once. Ask children to clap as they say the word. Explain that one clap means the word has one syllable. Then say the word *cloudy* as you clap for both syllables.

How many times did you clap? (two times) How many syllables are in cloudy? (two)

Follow the same procedure for the pairs of weather words on pages 3–7.

Think Like a Scientist

- Refer to the list of recorded weather words. Read them together. Have children create their own weather words web.
- Write the following sentence on the board.

Today is a _____ day.

Each morning invite a volunteer to finish the sentence by using one of the recorded weather words. Discuss how more than one word might correctly complete the sentence on any given day. Invite children to keep their own weather journals for several days using the same sentence to show how the weather changes from day to day.

