

### Strand: Earth/Space Science

### Theme: Climate

**Purpose for Reading:** To develop an understanding of different kinds of weather and how they can be bad.

**Comprehension Strategies:** Making connections to text, asking and answering questions, comparing and contrasting.

#### Vocabulary

*Dictionary Words:* fog, hail, lightning, rain, snow, tornado

*Vocabulary Words:* bolts, cloud, dust, hailstones, headlights, ice, puddle, raindrops, snowdrifts, snowflakes, storm cloud, tail

*High-Frequency Words:* and, are, be, can, get, is, it, the, too, up, when, you

#### Before Reading

- Ask the students to think about different kinds of bad weather. *What makes the weather bad? What happens in bad weather?* Make a chart showing the different kinds of weather and what happens.
- Read the title and have the students talk about the cover photo. *What type of weather is shown in this photo?*
- Read the title page together and ask the students what kind of bad weather it shows and how this kind of weather might be bad.
- Ask the students to share their experiences of being in the type of weather shown in the title page and cover photos.

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary.

Read the labels together and discuss them. At each photo, have the students share their experiences of being in that type of weather.

#### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what kind of weather this is and how it can be bad.
- Pages 6–7: Invite the students to look at these pages and expand on their discussion of the photo from the title page.
- Pages 8–9: Ask the students to look at the photo and ask them if they have ever been driving in fog. *What was it like?*
- Pages 10–11: Ask the students what the child has in her hands. *What type of weather might have made them?*
- Pages 12–13: Ask the students to look at the photo and discuss what causes the lights in the sky.
- Pages 14–15: Ask the students what is in the photo. *Have they ever seen a cloud like this? What did they do?*

#### Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read this page with the students. Remind them to point as they read and check the words as they say them.
- Ask the students to continue reading the book

independently. Provide support where necessary.

## **After Reading**

### **Comprehension**

- Invite the students to return to the book and talk about the different types of weather and how they are the same or different.

Prompt them with questions, such as *How are rain storms and hail storms the same or different?*

- Talk to the students about their experiences of being in the types of weather that were talked about in the text.

### **Vocabulary and Word Recognition**

- Have the students find the high-frequency word *up* in the text. Have the students point to the word and say it aloud.
- Ask the students to make *up* using magnetic letters. Ask them to break it and make it again. Each time, say the word aloud. Add *up* to a high-frequency word chart or word wall.
- Ask the students to help make a list of words that rhyme with *up*. Make a list, writing them one under the other and matching up the common letters.

### **Oral Language**

- Have the students work in pairs, using the book. One student asks questions from the picture dictionary, e.g. why is fog bad? The other student finds the answers in the book.

### **Writing**

- Ask the students to choose their favorite type of bad weather. Have them write about their experiences of being in that type of weather. Have them draw a picture to support their story.

## **Creative Extension Activities**

- Make collage pictures of people wearing clothing to help protect them from bad weather.
- Make a class book to show ways to keep safe in bad weather.
- Make a question-and-answer mural to show information about different types of bad weather.

## **Independent Follow-Up Activities**

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

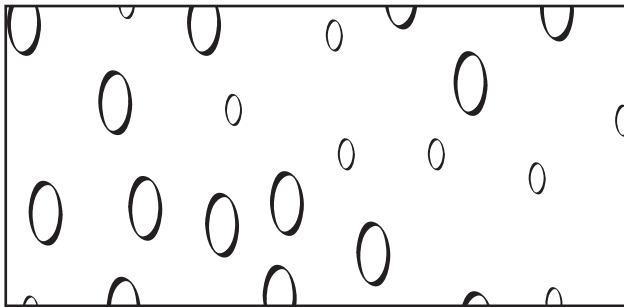
Name: \_\_\_\_\_

Choose one of the types of weather from the book. Draw yourself being careful in the bad weather.

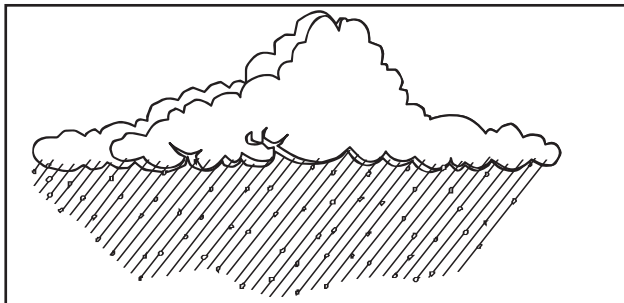
A large, empty rectangular box with a thin black border, intended for a student to draw themselves being careful in bad weather.

Name: \_\_\_\_\_

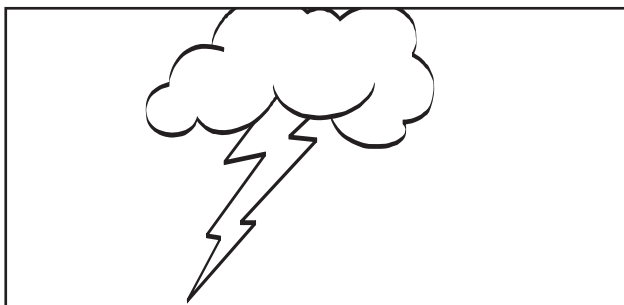
Match each picture of bad weather with its name.



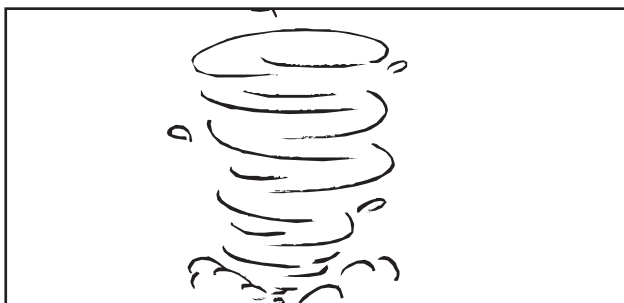
lightning



tornado



snow



rain