

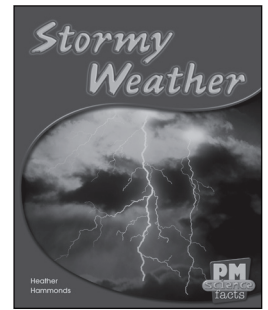
Stormy Weather

PM Level 14/15

Green

Text Type Report

Running Words 208



Preparing for Guided Reading

Prior Knowledge

- Discuss some of the more extreme weather events that students have experienced.
- Explain why we see lightning before we hear thunder in a storm.
- Talk about the force of the wind.

Orientation to the Text

- In this book, the reader learns about storms and other extreme weather events, and some of the damage they have been known to cause.

Key Language Structures

- Longer, more complex sentences: *The weather balloon will help him find out how fast the wind blows.*
- Two clauses joined by a conjunction: *In a cyclone, the wind blows hard and lots of rain falls.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

about, blow, fall, give, hard, how, much, sometimes, start, tell, turn, windy

Content Words

rainy, inside, clouds, computer, weather, snow, snowstorm, lightning, thunder, storm, tornado, cyclone, flood, balloon

Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ...? How did you know that word was ...?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

Focusing on the Book – Guided Reading

- Talk about some of the reasons it's good to stay inside on stormy days, including staying dry and staying safe from lightning.
- Have students look at the computer in the photo on p. 3. Discuss some of the things we can learn about the weather from online maps.
- Discuss with students why it's dangerous to go outside in a big snowstorm.
- Ask students to share their experiences of thunderstorms. Ask, *Did you see the lightning? What did it look like? Was the thunder very loud?*
- Discuss the main differences between tornadoes and cyclones. Ask students if they think one is more dangerous than the other.
- Discuss with students the fact that we need rain so that we can grow food and drink clean water, but that too much rain can cause great damage to farms and homes.
- Ask students why they think a weather balloon is a good piece of equipment for finding out how fast the wind is blowing.
- Say these words and clap the syllables: *computer, dangerous, lightning, sometimes, tornadoes, weather.*

Comprehension

- Why is it dangerous to go outside in a snowstorm? (*Inferential*)
- Why do you think a tornado is sometimes called a twister? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: categorising words by their number of syllables; choosing correct verb forms to complete sentences from the book and drawing a picture to match; writing words to complete sentences from the book, then rewriting with careful attention to letter formation.
- Have students choose one of the weather events in the book that they have personally experienced. Direct them to write a short account of their experience and draw an illustration to match.
- Ask students to draw a picture of themselves enjoying their favourite kind of weather, wearing appropriate clothing.

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Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell events in the text and include details that elaborate on the main ideas.
- _____

Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up