

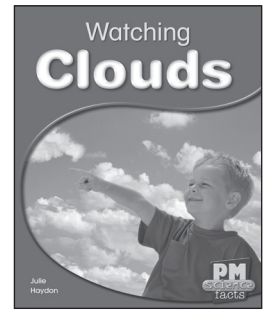
Watching Clouds

PM Level 14/15

Green

Text Type Recount/Explanation

Running Words 206



Preparing for Guided Reading

Prior Knowledge

- Discuss different ways we can find out about the weather.
- Explain the difference between rain, snow and hail.

Orientation to the Text

- In this book, a boy shares his interest in clouds, explaining how certain types of clouds are associated with particular weather events.

Key Language Structures

- Irregular past tenses: *were, was, blew, made*.
- Some sentences contain two clauses joined by a conjunction: *Clouds like this tell us that it will rain or snow or hail soon*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

about, ask, blew, dark, every, fall, people, sometimes, soon, tell, were, watch

Content Words

clouds, wind, weather, computer, water, ice, rain, drops, snow, hail, puffy, pictures

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

- Discuss how Mum and the boy are enjoying looking at the shapes in the clouds. Have students share experiences of this activity.
- Talk about Mum's job. Discuss the fact that Mum can learn about the weather by looking at her computer.
- Discuss the fact that white clouds are made of water, but that sometimes this water is frozen.
- Talk about the fact that rain is water that has fallen from clouds.
- Discuss the difference between hail and snow. Snow is made of tiny bits of ice, while hail is made of larger pieces.
- Have students share their experiences of looking at white puffy clouds, and big dark clouds. Have them look at the sky through the window and say what they think the clouds are telling them about the current weather.
- Ask students what the weather is usually like when there are no clouds.
- Ask students if they have ever sat outside and made drawings of real clouds. Ask, *Did the clouds stay still while you tried to draw them?*

Comprehension

- Where do you think the tiny drops of water come from that make the clouds? (*Inferential*)
- Why do you think there are no clouds on some days? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: using initial blends to complete words in sentences; choosing correct words to complete sentences; using provided words as prompts to rewrite sentences from the book.
- Take the class outside for a live cloud-drawing session. Alternatively, have students draw from clouds that they can see through the window, or from photos.
- Ask students to make a list of all the colours of clouds that they have seen. Remind them to include storm clouds, and the colours of clouds at sunrise and sunset.

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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