

For students reading at
Literacy Level B/2, including:

- English-language learners
- Students reading below grade level
- Kindergarten emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Draw conclusions
- Visualize
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

GRAMMAR AND LANGUAGE DEVELOPMENT

Students will:

- Recognize the sentence structures
What is the ___ and Look at the ___
- Ask “what” questions

PHONEMIC AWARENESS

Students will:

- Listen for initial //

PHONICS

Students will:

- Use first-letter cues to solve words
- Recognize words with initial “I”

FLUENCY

Students will:

- Read exclamation points

CONCEPTS ABOUT PRINT

Students will:

- Locate the first letter of a word

WRITING

Students will:

- Write to a picture prompt

A Week of Weather

Theme: Weather

- A Week of Weather (B/2)
- Rainy Day (D/6)

Science Big Idea:

Readers examine photographs and read about different weather indicators, including clouds, wind, snow, ice, lightning, rain, and the sun.



ISBN 978-1-4108-7511-2



9 781410 875112



BENCHMARK EDUCATION COMPANY

Before Reading

Related Resources

The following Benchmark Education resources support this lesson.

Other Early Explorers Books

- Summer to Fall (F/10)
- Ready for Fall (F/10)
- Winter to Spring (H/14)
- See You in Spring (H/14)

Fluency and Language Development

- *A Week of Weather* Audio CD

Comprehension Resources

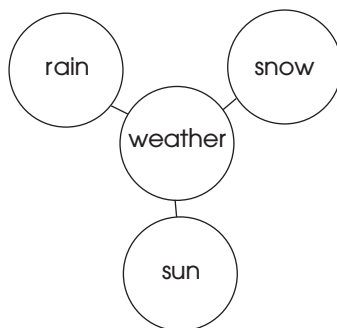
- *A Week of Weather* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Draw Conclusions poster

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K Comprehension Strategy Assessment Book*

Make Connections and Build Background

- **Use Art** Give each student a pencil and piece of paper. **Say:** *We will read a book about weather. I will draw a picture of one kind of weather. Sketch some clouds with falling raindrops. Show your drawing to the group and name the type of weather. Then invite each student to sketch a weather picture to share with the group.*
- **Use a Graphic Organizer** Draw a circle on the board and write the word **weather** in the center. Read the word. **Ask:** *What are some things we see in different kinds of weather?* As students respond, create a concept web about weather. Then read each word and ask students to echo-read.



Introduce the Book

- Give each student a copy of the book. Remind students they will read about weather. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Cover Graphic Feature** *The cover has a **photograph**. Photographs are pictures that show us what the book is about. What does the photograph on the cover show you about the book?* Allow time for students to share their ideas.
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photo			
2–3	photos	clouds, lightning, weather, wind		
4–5	photo	weather, clouds		What is the ____? Look at the ____.
6–7	photo	wind		
8–9	photo	snow		
10–11	photo	ice		
12–13	photo	lightning		
14–15	photo	rain		
16	photo	sun		

- **Page 4 Sentence Structure** Write *What is the ____ ?* on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We use this sentence structure to ask a question. Model using the sentence structure to ask a question about the photograph, such as *What is the road made of?* Then assist students in forming their own questions using the structure. **Say:** *This sentence structure is in the book. Can you find the structure on page 4? Frame the question. Let's read the question together.**

Rehearse Reading Strategies

- **Say:** *One word in this book is **rain**. What letter do you expect to see at the beginning?* Allow time for students to respond, assisting as needed. Then ask them to find the word **rain** on page 14. **Say:** *Use first-letter sounds to help you when you read.*
- Remind students to use other reading strategies they are learning as well, such as checking the pictures and returning to the beginning of the sentence if something doesn't sound right.

Set a Purpose for Reading

- Direct students' attention to the weather web. **Say:** *Now it's time to whisper-read the book. Read to learn what we see in different kinds of weather.*

Cue Source	Prompt	Example	Page
Graphophonic	Look at the first letter.	sun	16
Syntactic	Think about the sentence structure.	Look at the wind.	6
Semantic	Check the picture.	ice	10

During Reading

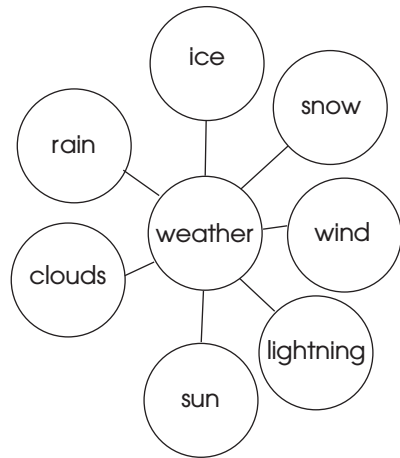
Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

After Reading

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our web. What other things do we see in different kinds of weather?* Record students' suggestions. Choral-read the entire web. Then ask students to use the graphic organizer to tell a partner about the book.



Reading Strategy Mini-Lesson: Visualize

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. One way is to visualize what I'm reading. To visualize means to make a picture in my mind. Ask students to turn to pages 8 and 9. Say: I will shut my eyes. I will imagine chilly air against my face. I see white flakes of snow falling from the sky. I hear a crunching sound as people walk in the snow. I pick up some cold, wet snow to make a snowman. Can you think of other things I might see, hear, or feel? Allow time for students to share their ideas. Say: Visualizing the pages helped me. Now I better understand snowy weather.*
- **Guide** Invite students to read page 6 with you. **Ask:** *What do you see? Can you imagine how the wind sounds? Can you imagine how the wind feels as it blows against you? Can you hear the waves crashing? How do you feel? Allow time for students to share their visualizations. Then invite them to tell how visualizing the scene helped them better understand page 6.*
- **Apply** Ask students to read their favorite page to a partner and then visualize it out loud. Observe students as they share their visualizations, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students'

understanding of the monitor-reading strategy. Then **say:** *You can visualize any time you read. Remember to visualize to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind. Tell students today they will practice answering Find It! questions. Say: The answer to a Find It! question is in the book. You can find the answer if you know what to look for. The answer is in one place. You can put your finger right on the answer.*
- **Model** Use the *Find It!* question on the question card. **Say:** *I will read the question: ___ at the rain. The important word shows me what to look for in the book. What word do you think will help me? (Allow student responses.) Yes, I'm looking for the word **rain**. Model looking through the book. Say: On page 14 I read: Look at the rain. This sentence has the word **rain**. Put your finger on this sentence. The sentence completes the statement. The answer makes sense. I have found the answer in the book.*
- **Guide** Ask students to answer the other questions on the question card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension:
Draw Conclusions

- **Explain** Create an overhead transparency of the “A Week of Weather” graphic organizer on page 12 or draw it on the board. **Say:** *An author can’t give us every bit of information in a book. We figure out some things on our own. We use the author’s words and photographs for clues. Figuring something out using three or more clues is **drawing a conclusion**.*
- **Model Say:** *Let’s draw a conclusion in A Week of Weather. On page 4 we read about clouds. On page 5 we see large, dark clouds. The clouds cover the sun. We also see a road. Record this evidence in the first Clues box on the graphic organizer. Then **say:** Now we need to use the clues to draw a conclusion. We can conclude that drivers on this road are not wearing sunglasses. Write this statement in the first Conclusion box.*
- **Guide Say:** *Now let’s draw a conclusion about pages 6 and 7. Page 6 is about wind. What do we see in the picture on page 7? (Allow time for students to respond, assisting if needed.) Yes, the trees are blowing. The sand is blowing. The water is choppy. Record this evidence in the second Clues box on the graphic organizer. Then **ask:** What can we figure out from these clues? (Allow time for students to respond.) Yes, we can conclude that riding in a boat is not safe in this weather. Write this statement in the second Conclusion box.*

- **Apply** Ask students to work with a partner to draw one more conclusion from the remaining pages. Remind them to use word and illustration clues to figure out things the author doesn’t say. After the partnerships share, record their ideas on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

Name: _____ Date: _____

A Week of Weather

Clues	Conclusion
large clouds, dark clouds, cover sun, road	Drivers are not wearing sunglasses.
blowing trees, blowing sand, choppy water	Riding in a boat is not safe.
falling snow, snow piles, cars stuck, people walking	School is cancelled because of the snow.
snow on roof, snow melted and then froze again, long icicles, short icicles	Different parts of the roof get different amounts of sunlight.
dark sky, cloudy sky, lightning	A thunderstorm is coming soon.
falling rain, umbrella, hurrying	The people are eager to get out of the rain.

A WEEK OF WEATHER©2007 Benchmark Education Company, LLC

Home Connection

- Give students the take-home version of *A Week of Weather* to read to family members. Encourage students to work with a friend or family member to draw a picture about the day's weather. Invite them to bring their drawings to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Draw a picture of one kind of weather and label it.
- Act out something from the book with a partner.
- Tell about another weather book you have seen.
- Name your favorite kind of weather in the book. Tell why you like it.
- Write what you thought was most important in the book.
- Use the photographs in the book to retell the information to a partner.

Mini-Lessons

for Differentiating Instruction

Write to a Picture Prompt

- **Describe a Place** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 11. **Say:** *I can use this picture to describe a place in the book: **icicles hang from the roof of a cabin.** Now I will write my idea.* Model writing your sentence on the board. Ask students to use a picture to tell a partner about a place in the book. Allow time for students to share their descriptions, providing assistance as needed. Then **say:** *You used a picture to tell about a place in the book. Now write your idea. After you are finished, read your writing to a partner.*

Concepts About Print

- **Locate the First Letter of a Word** Turn to page 4. **Say:** *A sentence is made of words. Our eyes look for the first letter of each word.* Invite students to read the first sentence with you. Then ask them to point to the first letter of each word, assisting as needed. **Say:** *Now let's count the first letters.* Point to the first letter of each word again as you count aloud. **Ask:** *How many words are in the sentence? Yes—four words. We see four first letters, so we read four words.*

Phonemic Awareness: Initial /I/

- Tell students you will read a sentence from *A Week of Weather*. Ask them to listen for a word that begins with the /I/ sound: *Look at the ice* (page 10). Reread the sentence if needed so students can identify the word **look**.

- **Say:** *I will name some things I see in the book. Some begin with the **ll** sound and some do not. Please listen carefully. Clap your hands if you hear a word that begins with **ll**: **lake, hill, leaves, car, boy, light.***

Phonics: Initial “l”

- Write the letter “**l**” on the board. Tell students they will go on a letter “**l**” hunt in *A Week of Weather*. Ask them to locate words that begin with “**l**” on pages 4, 6, 8, 10, 12, 14, and 16.
- Ask students to brainstorm words that begin with **ll**. Make a list on the board. Read each word, inviting students to echo-read.
- **Say:** *I will give a clue about one of the words. You can guess which word it is. I will circle the letter “**l**” in the word. Then you will know you guessed correctly.* Model the process using one of the words on the list, such as *I turn this on at night. (light)* Then invite each student to make up a clue about one of the words and circle the letter that makes the **ll** sound in the word.

Vocabulary

- **Tier Two Vocabulary** Pronounce the word **examine** and ask students to repeat it. **Say:** *To **examine** an object is to look at it closely. Then we use what we see to figure something out. We **examine** the sky every day. We use what we see to figure out what the weather is like.* Discuss other things you **examine**, such as looking through a book to figure out what it’s about. Then model a sentence, such as *The doctor will **examine** my eyes to*

*see if I need glasses. Ask: What word have we been talking about? Yes—examine. Let’s try to use the word **examine** many times today. We can use the word at school and at home.*

- **Tier Three Vocabulary** Review the book with students and write the word **weather** on the board. Then record the words **rain, ice, snow, sun, wind, lightning,** and **clouds** on index cards. Ask students to read the words with you. Mix the word cards and place them facedown on the table. Choose a card, read the word, and model an oral sentence using that word and the word **weather**. Finally, invite students to take turns making their own sentences. Continue the game until each student has had several turns with different words. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

Grammar and Language Development

“What” Questions

- **Model** Explain that authors sometimes ask questions beginning with the word **what**. Ask students to read page 4 with you: *What is the weather?* **Say:** *I see the word **what** at the beginning of this question. The author answers the “what” question in the book. I can ask “what” questions, too.* Model asking “what” sentences as you point to a corresponding item. Invite students to whisper the answers to a partner:
What time is it?
What is on the floor?
What is on the board?

- **Guide** Invite students to read the first sentence on page 12. **Ask:** *Is this sentence a “what” question? How do you know? Does the author answer the question in the book?*

- **Apply** Ask student partners to make up their own “what” questions. Encourage them to act out their questions as well, and invite other group members to offer answers.

Fluency: Read Exclamation Points

- **Say:** *Sometimes authors tell about amazing or exciting things. Authors sometimes show something is amazing or exciting by using an exclamation point. Our voices sound different when we are excited or amazed. We speak a bit faster and our voices move to a higher pitch.*

- Ask students to turn to page 16. First, read the page in a flat voice. Discuss how this makes listeners feel. Then read the page again, saying the exclamation more quickly and in a higher pitch. Ask students to echo-read.

- Ask students to turn to page 8. Tell students they can add exclamation points to other sentences, too. Write *Look at the snow!* on the board. Choral-read the sentence with students, using a faster, higher voice for the exclamation.

- Invite students to take turns rereading *A Week of Weather* with a partner. Remind them to speak faster and use a higher pitch when they read a sentence ending with an exclamation point.

Name: _____

Date: _____

Vocabulary

Read each sentence. Look at the underlined word. Draw a picture for each word. Then tell a story about your favorite picture.

Look at the snow.

Look at the lightning.

Look at the rain.

Look at the sun.

Name: _____ Date: _____

A Week of Weather

Clues	Conclusion