



# Weather Tools



**Word Count:** 259    **Text Type:** Information Report

**High-Frequency Word Focus:** put, tell

**Content Words:** anemometer, change, cold, hot, maps, rain, rain gauge, sun, thermometer, weather, weather vane, wind

**Language Features:** (punctuation, vocabulary, sound and letter knowledge) base morphemes with suffixes *est, er; r*-controlled vowel *ur*

## LITERACY

**Interacting with others:** engage in conversations and discussions; use interaction skills

**Interpreting, analysing, evaluating:** identify some differences between imaginative and informative texts; read texts using a variety of developing skills; use comprehension strategies to build meaning

**Creating texts:** create short text that shows emerging use of structure, grammar, punctuation, and word choice; write using unjoined lower case and upper case letters

## LANGUAGE

**Text structure and organisation:** understand concepts about print – chapter headings, contents, index; understand text purpose shapes text structure

**Expressing and developing ideas:** know how to use morphemes in word families; understand the use of vocabulary; write high-frequency words

**Sound and letter knowledge:** manipulate sounds in spoken words; recognise sound/letter matches

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

### GETTING STARTED LISTENING, SPEAKING, VIEWING

**Activating prior knowledge:** Ask students to tell you all the words they know that relate to or describe the weather. Ask them to share their experiences of weather and tell how they protect themselves from it.

**Encouraging prediction:** Using the interactive digital book, or the printed version, read the title to students and have them discuss the photograph on the cover. Ask students to look at the photographs as you move through the book, and use them to predict what the book might be about. Read the entries on the contents page to confirm their predictions.

**Outlining focuses:** Remind students that every book has features the author includes to make it interesting and purposeful. Explain that as well as reading about the weather, they will be talking about words to which *est* and *er* can be added, and the sound made by *ur*.

### DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

#### Literacy

**Modelling:** Return students' attention to the start of the book, then read the text to students. Use appropriate expression, and pause to clarify unfamiliar words where necessary. Draw attention to the pronunciation guides on pages 8, 10, and 12, and model how to use them.

**Guiding:** Using a positive and encouraging tone, invite students to read from their books. Remind them to keep in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues, knowledge of letter/sound patterns, and rereading. Allow appropriate "wait time" and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and the whole text (the main aim of guided reading).



**Interacting, interpreting, analysing, and evaluating:** At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Ask students how they can tell the wind direction in the top picture on page 5 and in the picture on page 7. Ask students how much rain fell according to the rain gauge on page 11. Ask them to name all the weather tools shown in the picture on page 13.

## ■ Language

**Text structure and organisation:** If you are using the digital book, invite students to take turns operating it for the following activities. Have students tell why they think the author wrote this book, and why she included features such as contents and index pages, and chapter headings.

**Expressing and developing ideas:** Have students look at the words *fast*, *faster*, and *fastest* on pages 8 and 9. Identify the base word (*fast*) and discuss the difference between the suffixes *er* and *est*. Look at the words *hotter* and *colder* on page 12. Ask students to identify the base words, then add the suffix *est*. Make a list of base words (such as *big*, *loud*, *sad*, *small*), and have students add the suffixes *er* and *est* to each.

**Sound and letter knowledge:** Ask students to sound out the word *burned* on page 2. Draw their attention to the sound made by *ur*. Point out how the *r* modifies the sound of the *u*. Together, list other words containing an *r*-controlled *u* (for example, *curl*, *hurt*, *nurse*, *purse*). Model each word and have students repeat them after you.

## PUTTING THE LEARNING INTO PRACTICE

### READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

**Small group/independent activities:** Have students reread the text independently, then proceed to the following activities. Where facilities allow, students could complete some activities using computers. Prior to any writing/drawing activities, encourage students to sit comfortably and hold their pencils correctly. Remind them of the importance of rereading and editing their work.

- Ask students to complete the *Weather Tools* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book through, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Keep a weather chart for the week or month. Ask students to try using some simple measuring devices such as a thermometer or rain gauge. Have them record the readings and illustrate the chart according to the weather each day.
- Have students think about ways they could make a simple weather-recording device, for example, to measure rainfall or show wind direction, and draw a diagram. Ask them to list the materials they would need and illustrate what the device would look like. Encourage students to share their work with the class.
- Have students write and illustrate a description of an activity they would do on a very hot or cold day. Encourage them to use adjectives to make their text more interesting and to label important features in their illustrations.

**Assessment:** When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.



Name \_\_\_\_\_

**12e – Weather Tools**1. Add *er* to these words.

cold + er = \_\_\_\_\_

soft + er = \_\_\_\_\_

cool + er = \_\_\_\_\_

tall + er = \_\_\_\_\_

small + er = \_\_\_\_\_

warm + er = \_\_\_\_\_

loud + er = \_\_\_\_\_

dark + er = \_\_\_\_\_

2. Add *est* to these words and write them in the house.

warm

cold

cool

dark





Name \_\_\_\_\_

# 12e – Weather Tools

Read the sentences and tick True or False.

	True	False
Weather vanes tell the speed of wind.		
Rain gauges use a cup.		
Anemometers tell the direction of wind.		
Thermometers tell how hot or cold it is.		
You can see weather reports on TV.		
You should wear a sunhat on rainy days.		





Name \_\_\_\_\_

## 12e - Weather Tools

Write a recount about a day when there was a big change in the weather. Maybe it became very wet or windy, or a big storm struck. Remember to use describing words.

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