

Lesson Plan

Advanced Fluent
reading stage
Level Q



Wild, Wild Weather examines wild weather such as hurricanes, thunderstorms and heat waves. It includes an interview with a meteorologist storm chaser, accounts of people who have survived different types of wild weather, as well as safety advice.

Informative text types:

Report/Recount/Explanation/Procedure/Discussion

Science Curriculum links

Australia

- **ESS (ACSSU075)** Earth's surface changes over time as a result of natural process and human activity
- **ESS (ACSSU075)** Effects of flood and extreme weather on the landscape

New Zealand

- **PW:** The patterns associated with physical phenomena found in everyday situations involving movement, forces, electricity and magnetism, light, sound, waves and heat
- **PE:** The nature of the water cycle and its effect on climate

Key concepts

- Understanding that the earth's weather can be violent and destructive
- Wild weather events can have devastating effects on people's lives
- Accurately predicting extreme weather events is crucial to the safety and wellbeing of people
- When wild weather is likely, people need to know what to do to stay safe

Content vocabulary

air pressure, anticlockwise, bushfire, clockwise, cyclone, disoriented, evacuate, flash flood, freezing rain, frostbite, heat wave, humidity, hurricane, hypothermia, inundate, landslide, meteorologist, mud slide, sandstorm, simoom, static electricity, storm surge, thunderstorm, tidal waves, tornado, torrential, typhoon

Text features

- Satellite photographs, experiments, maps, tables, lists, newspaper reports, text boxes, sidebars, glossary

Reading strategy

- Identifying similarities and differences in information

First reading session

Getting started

Introducing the book

Give each student a copy of the book *Wild, Wild Weather*. Have the students browse through the book. Say: *As you browse through the book, think about what kind of weather we would call “wild”. What connections are you making?* Have the students discuss their thinking with the group.

Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about wild weather? What kinds of weather are you likely to see in this book?* Have students work with a partner and have them record their words on cards. Say: *When you are finished, think about words that might be used to describe each type of weather you have listed, and write these on the back of each card.*

If some words or phrases are not known, have the student who recorded the word explain what it means. Compare the students' vocabulary words with the words in the glossary.

Introducing the reading strategy focus

Say: *As readers we think about the similarities and differences in the information we read in books. We compare information to understand what is common to all areas the book looks at and what things are different.*

Reading with teacher support

Say: *Read chapters 1 and 2 to yourselves. As you read, write any facts you learn about the weather on the Graphic Organiser.* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *What impact does extreme weather have on people and the environment?* Have the students record facts about weather on the Graphic Organiser and compare it with their partner's. Say: *Be ready to talk about what you noticed with the whole group.*

Second reading session

Building understanding

Choose to ask students to either read independently or, if they need more support, to meet with you in a small group.

Independent and partner work

Have the students read chapter 3 independently. Say: *As you read, use the same process we used for chapters 1 and 2. Read the chapter to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss and compare the information you have found.*

Have the students meet as a group to share and talk about what they have read and what they recorded on their Graphic Organiser. Monitor the group's progress and support them, if necessary.

Have the students read the rest of the book and complete their Graphic Organiser. On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reading with teacher support

Ask: *What have we learned so far about the different kinds of extreme weather? Share your ideas with a partner.* Have the students read chapter 3 to themselves. Review what the students have read. Ask: *What advice would you give to others about how to survive in a storm? Why do some people not survive?* Invite the students to talk about their understandings. Have the students read chapter 4 to themselves. Say: *Now add your thinking about heat waves to your Graphic Organiser.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *How did identifying the similarities and differences in the various kinds of wild weather help you understand the big ideas in the book?*

Final reading session

Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

Why are ice storms one of the most dangerous forms of weather? Why should people have emergency kits? (Inferential)

What else would you include in your emergency kit? Which world weather disaster do you think is the worst and why? Why do meteorologists need to measure things like wind speed, air pressure, temperature and rainfall? (Synthesising)

Why did the author choose to include newspaper reports and personal recounts? What do these add to the book? (Critical)

Invite students to ask their own questions.

Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs or in a small group.

Speaking and listening

Have students write and then perform an on-the-spot report from a TV crew sent to cover a wild weather event.

Vocabulary

Have students select one type of wild weather from the book and write a list of words that are used to show the severity of the event, e.g. for rainfall: torrent, drizzle. Words can then be ordered from least to most extreme.

Visual literacy

Have students refer to the local or national weather service website and explore and discuss the types of information it includes. Ask: *How do you read this weather map? What does the 7-day forecast tell us?*

Writing

Have the students look at the newspaper reports on pages 26 and 28 as a model for writing a report about a wild weather event, using the prompt: *Wild weather strikes _____* [their town's name]. Provide the students with a template detailing how to plan and write a report. Remind them to include facts, reports of events, and how the weather affected the local population and area.

Planning to write a report

Name: _____

Getting started

What is my topic? _____

What do I want to describe? _____

Who am I writing for? _____

Where will I find information? _____

Planning my report

1. General statement

What am I describing? _____

2. Description

What do I describe first? _____

What do I describe next? _____

3. Conclusion

Can I summarise what I have written? _____



Hint: The verbs *is*, *are*, *has* and *have* will help your description.

Additional features I could use

- ☐ Maps to show location
- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support text
- ☐ Captions and labels to explain photographs and diagrams
- ☐ Time line to show history of key events

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Say: *What wild weather event could happen here?* Encourage the students to talk about their ideas with a partner, then write their report. Say: *You will need to refer to the book for information about such weather or research further on the Internet.*

Alternatively, the students could choose to write a safety poster about the dangers of a type of wild weather.

Graphic Organiser: Compare the weather

Name/s: _____

Type of weather	Facts	Similarities to other wild weather	Differences from other wild weather
Hurricane/cyclone			
Tornado			
Flood			
Thunderstorm			
Sandstorm			
Heat wave			

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**Flying Start
to Literacy**



**ELEANOR CURTAIN
PUBLISHING**

Developed by
Eleanor Curtain Publishing

Text: Kerrie Shanahan, Jenny Feely
Consultants: Linda Hoyt, Lyn Reggett
Designed by Derek Schneider
Printed in China through
Colorcraft Ltd, Hong Kong

Distribution details:
www.ecpublishing.com.au/contact-us

More information:
www.WorldWiseReading.com.au
www.ecpublishing.com.au

ISBN: 978-1-76086-186-5



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