

Lesson Plan

**Fluent
reading stage
Levels 21–22**



Weather explains the ways that different weather patterns form.

Informative text types:
Explanation

Science Curriculum links

Australia

- **NDS (ACSHE034)** Science involves observing, asking questions about, and describing changes in, objects and events

New Zealand

- **PW:** Explore, describe, and represent patterns and trends for everyday examples of physical phenomena

Key concepts

- There are many different types of weather conditions.
- Changes in the weather are brought about by changes in the atmosphere.
- Some types of weather can be dangerous.

Content vocabulary

atmosphere, breeze, clouds, crystals, dew, evaporates, fog, frost, gale-force, gas, hail, heat waves, liquid, rain, snow, snowflakes, storms, sun, temperature, weather, wind

Text features

- Chapters with headings and sub-headings
- Labelled diagrams, text boxes
- Glossary and index

Reading strategy

- Linking graphics and visual images to the written text

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *What is your favourite kind of weather? What kind of weather do you like least? Why do we have different kinds of weather?* Invite students to compare their responses with others in a small group.

Ask: *What do you know about what makes weather happen and change? Why is it important to know what weather is coming?* Have students turn and talk about this with a partner. Discuss as a whole group.

Provide each student with a copy of *Weather*. Say: *This book has information about different kinds of weather and why it happens.* Have students browse through the book.

Exploring vocabulary

Ask: *What words or phrases might be in this book?* Have students work with a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *This book has some diagrams that show how wind and rain are formed. Use the diagrams to help you understand the information in the text.* Have students turn to page 7. Point out the labels, arrows and wavy lines from the land to the sun. Ensure the students understand how to read this diagram.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *What have you learnt about weather? What is a heat wave?*

Have students read chapter 1 independently. Say: *As you read, remember to pay attention to the diagrams. This can help you to understand the text better.*

Second reading session

Building understanding

Ask: *What have you learnt about weather so far? Where does the weather happen? What role does the sun have in changing the weather?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *What are some kinds of cold weather? What is the difference between snow and hail? Why might it be dangerous if the weather becomes too cold?*

Have students turn and talk to a partner about their ideas.

Final reading session

Have students read chapter 3 and the conclusion independently. Say: *As you read, make sure to pay attention to the information in the photographs. Think about how this information adds to your understanding of what storms are like.*

Bringing it all together

Ask: *What have you learnt about weather? What can it be like and why does it change?* Have students turn and talk with a partner. Invite students to share their knowledge and create a group chart by recording their responses.

Ask: *What do all storms have in common? Why are storms dangerous?* Discuss as a whole group.

Students could complete the Blackline Master about the features of different types of weather.

Reflecting on the reading strategy

With a partner, have students return to the diagrams on pages 7 and 8. Ask: *What are the important features of these diagrams? How do you "read" them?* Invite pairs to share their ideas.

Ask: *How do diagrams and photographs improve non-fiction books? Why do you think the author used them in this book?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Make word cards from the vocabulary list on the front of these teacher notes. Have students take turns to select a card and then explain what they have learnt about that word from reading the book. Encourage students to use complete sentences in these responses.

Vocabulary

Write the word *evaporate* on a chart. Ask: *What would we have to do to this word if we want to show that it is happening in the past?* Write the word *evaporated* on the chart under the heading “Past tense”. Ask: *What would we need to do if we want to show that this is happening now?* Record *evaporates* under the heading “Present tense”. Say: *These are regular forms of the present and past tense.*

Have the students explore other verbs, including words in the text such as *change*, *rain* and *form*.

Visual literacy

Have students turn to pages 16 and 17. Discuss the photographs on these pages. Point to each photo in turn and ask: *What does this photo show?* Discuss how the text can be used to work out what is happening in each photo.

Writing

Have students write an explanation about the wind or rain cycle. Provide the students with a template detailing the structure and elements of an explanation.

Planning to write an explanation

Name: _____

Getting started

What is my topic? _____

What do I want to explain? _____

Who am I writing for? _____

Where will I find information? _____

Planning my explanation

1. General statement

What am I explaining? _____

2. Explanation of the process

First _____

Next _____

Then _____

Finally _____

 **Hint:** Explanations tell *how* and *why* things happen. They use words like *as*, *because* and *result*. They use phrases that describe time.

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: *Have another look at the diagram you are going to write about.* Students can also use research skills to find out extra information.

Encourage students to share their ideas with a partner. Say: *Talk about the information in the diagram you are writing about and how you will explain this information in writing, as opposed to the way it is shown in the diagram.*

Use the template to remind the students about the structure of an explanation. Say: *Follow the template when you write.* Remember to use words that show cause and effect, such as: “The sun warms the air. This causes the air to rise and take up more space.”

Blackline Master: Why weather happens

Name/s: _____

Explain what each type of weather is and why it happens.

Weather	Why does it happen?
	
	
	
	
	

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