



About the Book

Text Type: Fiction/Science Page Count: 16 Word Count: 1,071

Book Summary

While playing hide-and-seek, Zarela discovers a strange machine tucked away in the school basement's utility room. It appears that the WeatherBot was built to control the weather. Zarela is initially excited with her discovery, but she quickly learns that playing with strange machines can be a big mistake. Now she has to figure out a way to fix the weather! *The WeatherBot Warning* is exciting and educational, and can be used to instruct students in determining an author's purpose and using past-tense verbs.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions to understand text
- Determine author's purpose
- Identify and use past-tense verbs
- Identify and apply prefixes *in-* and *un-*

Materials

Green text indicates resources that are available on the website.

- Book—*The WeatherBot Warning* (copy for each student)
- Chalkboard or dry-erase board
- Photographs of weather phenomena
- Sticky notes
- Three books the class read previously
- Sheets of paper
- *Author's purpose, past-tense verbs, prefixes in- and un- worksheets*
- *Discussion cards*



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: **device** (n.), **inexperienced** (adj.), **initiate** (v.), **manipulation** (n.), **sequence** (n.), **unstable** (adj.)

Enrichment: **circuit board** (n.), **forecast** (n.), **intensify** (v.)

Before Reading

Build Background

- Place on the board photographs of various weather phenomena, such as rain, thunderstorms, tornadoes, and so on. Point to each picture and have students identify it. Then, have students draw their own picture of a weather condition, and have volunteers share their picture with the rest of the class so the other students can identify it.
- Discuss with students how weather affects their lives. Guide them with questions such as the following: *How does weather help us? What type of weather can be dangerous?* Then, have students share with a partner what they would do with a machine that could control the weather. Invite volunteers to share their thoughts with the rest of the class.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Review or explain to students that engaged readers make predictions, or educated guesses, about what will happen in a story. Predictions are made on the basis of what characters say, do, and think, and also on the reader's prior knowledge about the topics presented in the story. Remind students that as they read, readers can revise, or adjust, the predictions they made, as well as create new ones.
- Point out that the process of making predictions is more important than having predictions confirmed, or proved right.
- Model making predictions.
Think-aloud: *On the cover, I see a girl staring at a strange contraption. The title of the book is The WeatherBot Warning. That second part of the word, bot, reminds me of the word robots, and the contraption looks like a machine. On the basis of this information, I predict that the girl in the story is going to find a machine or robot that has something to do with the weather. She is using a flashlight, so I predict she will find it in a dark place. Maybe she sneaks into a secret laboratory that is off limits! As I read, I will keep these predictions in mind to see if the story confirms them. Also, I can revise any of my predictions if the story provides information that makes me think along different lines.*
- Draw a three-column chart on the board with the headings *Make, Revise, and Confirm*. Write the predictions from the think-aloud on the board beneath the *Make* heading.
- Have students work with a partner to preview the cover and title page, and make predictions on the basis of this information. Pass out sticky notes to each student, and have them record each prediction on a separate sticky note. Invite students to come to the board and place their sticky notes beneath the *Make* heading.
- Read the sticky note predictions on the board. Remind students to monitor these predictions as they read, to revise as necessary, and to confirm where possible. Encourage students to write predictions they form as they read on new sticky notes.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Review or explain that an author has a purpose, or a reason, for writing. Remind students that the author's purpose can be to inform, entertain, or persuade. Explain to readers that *to inform* means to provide the reader with information, *to entertain* means to amuse the reader, and *to persuade* means to convince the reader to feel or think a certain way.
- Explain to students that readers determine the author's purpose by analyzing the effect the details have on them. Write the following terms on the board and read them aloud with students: *inform*, *entertain*, and *persuade*.
- Model determining an author's purpose using a familiar tale, such as *Cinderella*.
Think-aloud: *In the story "Cinderella," we read about a young girl who is treated cruelly by her stepmother and stepsisters. She has to cook, and clean, and serve them. When the prince of the kingdom invites all the girls to a ball, Cinderella is not permitted to go. Luckily, her fairy godmother arrives after her mean family has left and magically provides her a gown and carriage to take her to the ball. Cinderella meets the prince, flees the ball, and loses her glass slipper. The prince searches for Cinderella using her lost shoe. He finally finds her, and they live happily ever after. This story has suspense and excitement. We feel sorry for Cinderella's plight and are delighted when the fairy godmother helps her. It's exciting when the prince finds her lost slipper. The plot is amusing. The author clearly had a purpose of entertaining with this story.*
- Reinforce with students that an author can write for one purpose or for more than one. Reference a few examples of books that demonstrate two purposes. Your examples could include fables (entertain and persuade), historical fiction (inform and entertain), and an article that teaches students about eating healthy (persuade and inform).
- Place in front of the class three books the students have read previously. Ensure that all three purposes are represented. Review with students the plot or synopsis for each one, and then have students work in groups to discuss the author's purpose for each book. Point to the books one at a time and call on students to share their opinion of the author's purpose for writing it. Guide students to a consensus, and invite volunteers to share evidence that supports their conclusions.
- Have students discuss in groups other examples of books they have read that inform, entertain, or persuade. Invite volunteers to share examples with the rest of the class.

Introduce the Vocabulary

- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes.
- Write the story-critical vocabulary words on the board and read them aloud with students.
- Remind students that they can use the context to work out the meanings of unfamiliar words. For example, say: *If I did not know the meaning of the word device, I could read the definition in the glossary, but I could also turn to the page it's found on and read the words and sentences around it. I could examine the illustration to see if it clarified the word. From the sentence on page 4, I learn that a device is what Zarela found, and the picture shows a strange object, like a machine, built of many parts. On the basis of this information, I can see that the word device must mean an object that has been built out of various parts.*
- Have students work in small groups to find the vocabulary words in the story. Remind them that the vocabulary words are in boldface print in the text. Have student groups use the context to determine their meanings.
- For each word, call on student groups to share the meaning they had inferred, and guide students to a consensus on its definition. Record each definition on the board beneath the appropriate word.
- Direct students to the glossary on page 16. Have students point to the word *device*, and invite a volunteer read the definition aloud to the rest of the class. Have students work with a partner to compare the glossary definition with the one recorded on the board. Repeat the process with the remaining story-critical vocabulary words.

Lesson Plan *(continued)*

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- For each word, have students draw a representative picture. Ask students to share their picture with a partner, and have their partner identify the vocabulary word being depicted in each picture. Then, have student pairs create oral sentences for every word.

Set the Purpose

- Have students read to find out more about the WeatherBot. Remind them to continually make and revise predictions while they read, and to analyze details for their relation to the author's purpose for the story.


During Reading

- **Guide the reading:** Have students read from page 3 to the end of page 7. Encourage those who finish early to go back and reread.
- **Model making and revising predictions.**
Think-aloud: *Having read the first portion of the story, I know that some of my predictions were confirmed. I predicted that the girl, Zarela, would find a machine or robot that was connected to the weather, and she did. She discovered the WeatherBot, a machine that controlled the weather. I predicted that she would find it in a dark place, and this was also confirmed, as she discovered it in the dark utility closet. However, my prediction that she would discover it in a secret laboratory was not correct. This is just fine because making predictions and checking them as I read is what keeps me engaged with the story, not making sure the predictions are confirmed. I also know that I need to keep making new predictions as I read. While I read these first pages of the story, I thought of new predictions on the basis of the text. I predicted that Zarela would create a rainstorm by pushing the buttons on the machine. I also predicted that Zarela would have to return to the machine and stop it. When I read further, the story confirmed the first of those predictions. I will continue to monitor the second prediction as I read.*
- Record your new predictions from the think-aloud in the *Make* column on the board. Have students bring up sticky notes with their new predictions and place them under the *Make* heading.
- Place a check mark in the *Confirm* column beside the corresponding predictions. Point out that you did not revise any of your first predictions, but you will continue monitoring your new predictions and revise any as necessary.
- Ask students to raise their hand if the story confirmed any of their predictions. Call on students to share with the rest of the class their confirmed predictions. Take off the sticky note with the chosen prediction, write it out on the board under the *Make* column, and place a check mark beside it in the *Confirm* column.
- Have students share with a partner any predictions they revised as they read. Invite volunteers to share with the rest of the class their original prediction and how they revised it. On the board, find the prediction on its sticky note, write the prediction out on the board in the *Make* column, and record its revision beside it in the *Revise* column.
- Review with students the three purposes for writing a story. Remind students that to determine an author's purpose, they need to analyze the details in a story to determine their effect on them as readers. Have students discuss with a partner the details they read in the first part of the story.
- Call on students to share a detail with the rest of the class, and record it on the board. Have students work in groups to analyze each detail. Guide groups with the following questions: *Does this detail teach you about a topic? Was this detail fun or exciting? Do these details create the setting and characters for an entertaining story? Does any detail try to convince the reader in any way?* Have students identify the purpose behind each detail.
- Point to a detail on the board, and invite students to share with the rest of the class whether the detail informs, entertains, or persuades. At the end of the detail, write the letter *I* for *informs*, the letter *E* for *entertains*, or the letter *P* for *persuades*. Repeat the process with the remaining details.

Lesson Plan *(continued)*

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- Ask students to count the number of times *I*, *E*, and *P* appear on the board. Then, have them share with a partner what they think is the author's purpose for writing this story. Point out that students will need to finish the entire story before finalizing their decision.
- **Check for understanding:** Have students read pages 8 through 11. Have them write new predictions on sticky notes and bring them to the board to place in the *Make* column. Invite volunteers to share how they revised any previous predictions, and record these changes in the *Revise* column. Ask students to point to any predictions already confirmed by the book, and invite students to come to the board and place a check mark in the *Confirm* column beside the appropriate prediction.
- Ask students to review in their mind the details they read in the middle portion of the story. Call on students to share a detail with the rest of the class, and record it on the board.
- Have students work with a partner to analyze the details and determine the purpose behind each one. Invite volunteers to come to the board and add the letter *I*, *E*, or *P* to the end of each detail, as appropriate.
- Explain to students that when the majority of details in a story reflects one purpose, students can assume that to be the author's purpose for writing. If the details are evenly split between two or more purposes, the author has more than one purpose for writing.
- Have students whisper toward the front of the classroom their opinion on the author's purpose for the story.
- Have students read the remainder of the book. Remind them to continue making and revising predictions as they read, and to take note of any confirmed predictions. Encourage students to continue analyzing the details of the book to see if they confirm their opinion about the author's purpose for writing.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students bring up any final predictions on sticky notes and place them under the *Make* heading in the chart on the board.
- **Think-aloud:** *Earlier, I predicted that Zarela would return to the machine and try to stop it from changing the weather. As I read the story, I revised my prediction. I guessed that Zarela would have to work with her mom to stop the machine, as I learned that her scientist mother was the one who made the WeatherBot in the first place. The end of the story confirmed my revised prediction. Making predictions increased my enjoyment of this story and helped me remember what I read.*
- Record your revision in the *Revise* column beside the appropriate prediction, and place a check mark beside it in the *Confirm* column.
- Ask students to share with the rest of the class predictions they revised or confirmed. Write out the predictions in the *Make* column and remove their sticky notes. Invite volunteers to come to the board and record their revision in the *Revise* column or place a check in the *Confirm* column beside the corresponding prediction.
- Have students discuss with a partner how making, revising, and confirming predictions helped them to better remember and enjoy the story. Invite students to share their thoughts with the rest of the class.

Reflect on the Comprehension Skill

- **Discussion:** Review the details recorded on the board. Invite students to share additional details from the end of the story and record them on the board. Ask students to analyze the details for their effect on the reader.
- Have students work with a partner to determine the author's purpose for writing the story and justify their choice. Have students call out the author's purpose. Circle the word *entertain* on the board. Invite volunteers to share with the rest of the class how they know the author wanted to entertain the reader.
- Discuss with students whether the author had any other purpose beside the main one of entertaining. Refer to details that inform or persuade, and discuss with students what the author might want the reader to learn about the weather.
- Point out to students that fictional stories generally have the purpose of entertaining the reader. Explain to students that people have told stories to each other as far back as history records; it is one of the earliest forms of entertainment, predating movies and television and video games. Discuss with students the reasons stories are so entertaining.
- **Independent practice:** Introduce, explain, and have students complete the **author's purpose worksheet**. Have students compare their worksheet with a partner's.
- **Enduring understanding:** In this story, Zarela finds a machine that can control the weather. She plays with some buttons, not really believing the machine will work, and is shocked to see a rainstorm she created. What would you do if you found a WeatherBot? Why would it be dangerous to play with the weather?

Build Skills

Grammar and Mechanics: **Past-tense verbs**

- Write the following sentence on the board and read it aloud with students: *Zarela turned on her watch light and studied the device.* Ask students to point to the verbs in the sentence, and have students share with a partner how they know the words are verbs. Invite volunteers to come to the board and circle the words *turned* and *studied*.
- Remind students that *verbs* are *words that identify actions*. Have students clap their desk once if the verbs in the sentence describe actions in the present and clap twice if the verbs describe actions in the past.
- Explain to students that *past-tense verbs* are words that describe *actions that happened in the past*. Cover the suffix *-ed* on the word *turned* and have students identify the first-person singular form of the verb. Repeat with the word *studied*. Write the first-person singular forms of *turn* and *study* on the board.
- Remind students that verbs are conjugated by changing their endings. Explain that to show a verb is in the past tense, students will usually add the suffix *-ed* to the end of the first-person singular tense of the verb. Write the words *ask* and *wonder* on the board. Have students work with a partner to change the verbs to the past-tense form. Invite volunteers to share the past-tense forms with the rest of the class, and adjust the verbs on the board.
- Refer to the word *studied* on the board. Point out that the first-person singular form of the verb is *study*. Explain to students that when a verb ends in the letter *y*, they change the *y* to an *i* before adding *-ed*.
- Explain to students that the first-person singular form of the verb might be slightly changed before adding the suffix *-ed*, as in the word *studied*. Explain that if the verb ends in the letter *e*, they simply add the letter *-d* to the end, and for some verbs that end in a consonant, they have to double the consonant before adding *-ed*. Demonstrate with the verbs *move* and *clap*.
- Ask students to work with a partner to rewrite the sentence on the board so it is in the present tense. Have students write the new sentence on a separate sheet of paper. Call on a student to share the sentence with the rest of the class, and have other students give a thumbs-up signal if they agree. Record the new version of the sentence on the board.

Lesson Plan *(continued)*

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- Point out to students that the third-person form of the present-tense verb is formed by adding the letter *s* to the end of a word. Therefore, the first-person singular form of the verb *turn* becomes *turns* and the verb *study* becomes *studies*. Reinforce with students that verbs are changed by altering the ending of the word.
- Have students work in groups to review pages 3 through 5 and locate and circle every past-tense verb they find. Remind students that most past-tense verbs end with the suffix *-ed*, but point out that some verbs have irregular past-tense forms, so they should be looking for any word that describes action in the past. Call on students to share with the rest of the class a word they circled, and have other students give a thumbs-up signal if they agree the word is a past-tense verb.
- Ask students to identify the verbs on page 5 that do not follow the rule of adding the suffix *-ed* to create the past-tense form (*said* and *did*). Explain to students that these words are *irregular verbs*. Explain that some verbs take entirely different forms when converted to the past tense, which is why they are called *irregular*. Point out to students that they will need to memorize the forms of these irregular verbs, but they should still recognize them as verbs, since they are words that describe actions.
- **Check for understanding:** Write the verbs *jump*, *hurry*, *joke*, and *laugh* on the board. Have students work with a partner to create past- and present-tense sentences for each verb. Invite students to come to the board and record a sentence they created. Ask students to point to the past-tense verbs on the board. Confirm with students that each past-tense verb is spelled correctly. Then, have students work with their partner to practice transforming the present-tense sentences to the past tense and the past-tense sentences to the present.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their answers aloud.

Word Work: Prefixes *in-* and *un-*

- Write the word *unstable* on the board and read it aloud with students. Review with students the meaning of the word, referring to the Vocabulary portion of the lesson. Cover part of the word so only the prefix *un-* is showing.
- Explain to students that the word part *un-* is a prefix meaning *not*. Point out that when they add the prefix *un-* to words, it gives the opposite or negative meaning of the root word. Reinforce this aspect in the definition of *unstable*, meaning *not* balanced or steady.
- Remind students that a *prefix* is a word part that comes at the beginning of a word and changes the word's meaning.
- Write the following sentence on the board, and have students read it aloud: *Zarela's mom was too inexperienced to realize that controlling the weather was a bad idea.* Circle the word *inexperienced*.
- Have students discuss with a partner the meaning of the word *experienced*. Invite volunteers to share their definition with the rest of the class, and guide students to a consensus on the meaning of the word.
- Explain to students that the meaning of the word *inexperienced* is marked by a lack of experience or understanding, in other words, not experienced. Underline the prefix *in-* and have students point to it. Point out that *in-* is another prefix. Have students work with a partner to compare the definitions of the words *experienced* and *inexperienced*, and determine how the prefix *in-* affects a word's meaning.
- Explain to students that both the prefix *un-* and the prefix *in-* alter a word's meaning to reflect the opposite of the original definition. They are prefixes that mean *not*.
- Write the words *unable* and *insensitive* on the board. Have students work in groups to define the root words *able* and *sensitive*, referring to a dictionary as necessary, and then use the prefixes to determine the definitions for the words *unable* and *insensitive*. Call on groups to share their definitions of the words on the board with the rest of the class, and have other students give a thumbs-up signal if they agree.

- Point out to students that not all words beginning with the letters *in* and *un* are using those particular prefixes. Explain that sometimes a word is just spelled with those two letters at the beginning. Invite volunteers to explain how they can tell the difference between words that are using the prefix and words that are not, and lead students to an understanding that they can determine which words are employing prefixes by referring to their definitions.
- **Check for understanding:** Write the following words on the board: *invalid*, *unteachable*, *unfounded*, *inedible*, *ineffective*, and *unassigned*. Have students copy the words on a separate sheet of paper and circle the prefixes. Ask partners to discuss the meaning of the root words, referring to a dictionary if necessary, and to determine the meaning of each word by applying the prefix to the meaning of the root word. Call on students to come to the board and circle the prefixes. Then, invite volunteers to share a definition for one of the words and how they determined its meaning. Repeat the process until all of the words have been correctly defined.
- **Independent practice:** Introduce, explain, and have students complete the [prefixes in- and un- worksheet](#). If time allows, have students discuss their answers aloud.

Build Fluency

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students demonstrate to someone at home how a reader makes, revises, and confirms predictions while reading.

Extend the Reading

Science Fiction Writing and Art Connection

Discuss with students the characteristics of the science-fiction genre. Brainstorm with students to generate a list of common science-fiction topics, and record them on the board. A list of potential topics could include robots, machines, the future, and so on. Have students discuss with a partner a setting for a science-fiction story and characters that would work in that setting. Then, have students write a science-fiction story using their setting and characters. Remind students that plots need an introduction, rising action, climax, falling action, and resolution. Encourage students to create illustrations to accompany their story.

Science Connection

Have students work in groups to read several books about the weather, such as *Magic School Bus* stories, *DK*, or *National Geographic Readers*. Have groups share with the rest of the class details they learned about their particular weather condition studied. Discuss with students various weather patterns, from calm conditions to more extreme phenomena. Call on students to share different types of weather conditions (cloudy, windy, clear, sunny, rainy, hurricane, tornado, typhoon, and so on) and record them on the board. Have student groups rate the list from safest to most dangerous, and invite groups to share their rating with the rest of the class. Demonstrate to students how to read a thermometer and have them practice with a partner. Take students outside to observe the weather. Have students measure the temperature with a thermometer, draw a picture of the observed weather, and write notes on what they see. Have students keep a weather journal, where they record their pictures, notes, and temperature once a day for a month. Then, have students analyze their results and discuss what they learned.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

- consistently use the strategy of making, revising, and confirming predictions in the text and during discussion;
- accurately determine the author's purpose for writing—in the text, during discussion, and on a worksheet;
- correctly identify and use past-tense verbs in the text, during discussion, and on a worksheet;
- accurately identify and apply prefixes *in-* and *un-* during discussion and on a worksheet.

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**