

About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 180

Book Summary

How Is the Weather Today? introduces readers to various types of weather that occur during each season. The text discusses typical activities and clothing for each type of weather. Supportive illustrations accompany the text.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualization to understand and remember factual information
- Identify characters and setting
- Segment onset from rime
- Identify consonant *ch* digraph
- Locate and read nouns in text
- Identify and form compound words

Materials

Green text indicates resources available on the website

- Book—*How Is the Weather Today?* (copy for each student)
- Chalkboard or dry erase board
- Word journal (optional)
- [Story elements, nouns, compound words worksheets](#)
- [Discussion cards](#)



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

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *how*, *know*, *want*, *will*
- Content words:

Story critical: *icy* (adj.), *seasons* (n.), *showers* (n.), *stormy* (adj.), *weather* (n.), *windy* (adj.)

Enrichment: *blow* (v.), *fall* (n.), *snowman* (n.), *spring* (n.), *summer* (n.), *weatherman* (n.), *winter* (n.)

Before Reading

Build Background

- Have students describe the current weather outside. Draw and label a picture of the current weather as students describe it.
- Ask students to share what the weather is typically like in the spring, summer, fall, and winter. List words students use to describe each season on the board. If you live where weather does not change much, show students pictures of weather in different seasons and ask them to describe what the weather is like in each picture. Have students describe what kinds of clothes people wear and activities they do during each season.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they might read about in a book called *How Is the Weather Today?* Explain that the book tells about the weather in the different seasons.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers visualize, or make pictures in their mind, as they read. Readers often use the words in the story and what they already know about a topic to make the pictures in their mind.
- Read page 3 aloud to students. Model how to visualize.
Think-aloud: When I read about the weatherman on TV, certain pictures came to mind. I pictured a man in a suit in front of a large map of our area. Temperatures for different places were listed on the map. The weatherman was moving his hands to show how a storm was moving into the area. As I read this book, I am going to make a movie in my mind about what I am reading. This is called visualizing. I will use what I picture to help me understand the story.
- Read page 4 aloud to students. Have them close their eyes and listen as you read. Ask them to make pictures in their mind, or visualize, as you read. After you have finished reading, have students share what they visualized.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Use the illustrations to preview the book with students. Reinforce the language patterns and new vocabulary by incorporating them into the discussion. For example on page 5, you might say: *How is the weather today? What do you think the weatherman will say? It will be warm with showers. They call light rain, showers.*
- Draw students' attention to the bold words in the text. Explain to them that the author put these words in bold print to help the reader know that they are important. Have students locate and read each bold word.
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *stormy* on page 6 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a girl inside the house but through the window I see dark clouds and rain. When I look at the first part of the word, it starts with the /st/ sound. I know the word rain starts with the /r/ sound, so this cannot be the word. I know that another word for rain and clouds is stormy. The word stormy begins with the /st/ sound. The sentence makes sense with this word. The word must be stormy.*
- Encourage students to add new vocabulary words to their word journals.

Set the Purpose

- Have students read to find out about weather. Remind them to visualize as they read.

During Reading


Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3. Read the word together (*Every*). Point out where to begin reading on each page. Remind students to read words from left to right. Point to each word as you read it aloud while students follow along in their own book.

Lesson Plan *(continued)*

How Is the Weather Today?

- Ask students to place a finger on the page number on the bottom corner of the first page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- **Think-aloud:** *As I read each page, I created a picture in my mind about the weather. On page 5, I read about the spring showers. I pictured a soft rain falling on bright spring flowers and splashing in puddles. I saw people with raincoats and hats holding umbrellas over their heads to keep the rain off their faces.*
- Invite students to share what they visualized, or pictured in their mind, while they read the book.
- Have students read the remainder of the book. Remind them to continue visualizing as they read.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

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

- **Think-aloud:** *As I read, I continued to create pictures in my mind about the weather. When I read the words cold and icy on page 10, I pictured people bundled up in warm jackets, mittens, hats, and scarves. I pictured long icicles hanging from the roofs of houses and people driving slowly on ice-covered streets. Stopping to visualize as I read the book helped me understand and enjoy the book.*
- Have students share how visualizing helped them better understand and enjoy what they read. Invite students to describe additional examples of how they visualized as they read the book.
- Discuss additional strategies students used to gain meaning from the book.

Teach the Comprehension Skill: **Story elements: Identify characters and setting**

- **Discussion:** Explain that fictional stories have *characters* and a *setting*. These elements help readers make sense of what is happening in the story. Ask students to share their favorite kind of weather and explain why it is their favorite.
- **Introduce and model:** Review or explain that *characters* are *whom the story is about*. Ask students to name the main character in *How Is the Weather Today?* (a girl). There are also other characters in this book that are less important. Have students name the other two characters (weatherman and Dad). Continue the discussion by explaining to students that authors make stories interesting by providing details about when and where the story takes place. Explain that when and where a story takes place is called the *setting*.
Think-aloud: *When I read a book, I pay attention to the setting, or when and where the story happens. I also notice how characters in the story change when the setting changes. In the book, How Is the Weather Today?, the author writes about several different settings. The first setting is at the lake during the spring. The character is wearing a raincoat because it is raining. This is a detail about the setting. The second setting of the book is inside a house during the summer. The character is inside the house because it is stormy outside. This is a detail about this setting.*
- **Check for understanding:** Have students identify the settings on page 7, 8, and 9. Ask students to share how the setting affected the character's clothing and actions.
- **Independent practice:** Introduce, explain, and have students complete the **story elements worksheet**. If time allows, discuss their answers.

 Have students use the last page of their book to create an illustration and written description of their favorite season. Ask students to share their work with another classmate when they are finished.

Build Skills

Phonological Awareness: Segment onset and rime

- Say the word *hot* and tell students you can say the beginning part and the ending part of the word: *h-ot*. Then blend the sounds together to say the word *hot*. Tell students we call the beginning part the *onset* and the ending part the *rime*. Point out that the beginning part includes the sound(s) before the vowel. Segment the word *hot* again, emphasizing the sounds in each part of the word.
- Say the word *fall* and model segmenting it into its onset and rime: *f-all*. Then blend the sounds in the onset and rime together to say the whole word.
- Say the following words to students: *cold*, *snow*, *beach*, *rain*. Pause after saying each word and have students segment each word into its onset and rime.

Phonics: Consonant *ch* digraph

- Write the word *chin* on the board and read it aloud to students. Circle the *ch* letter combination at the beginning of the word. Have students say the /ch/ sound with you. Explain that the letters *c* and *h* together stand for one sound: /ch/.
- Have students practice writing the *ch* digraph on a separate piece of paper while saying the sound the letter combination represents.
- Have students locate two words that begin with the *ch* letter combination on page 12 (*changes*, *changing*). Have them say each word aloud.
- Write the word *catch* on the board and read it aloud to students. Ask them to identify where they hear the /ch/ sound in the word (at the end). Circle the *ch* letter combination at the end of the word. Have students say the /ch/ sound.
- Have students find two words that end with the *ch* letter combination in the book (*watch*, *beach*).

Grammar and Mechanics: Nouns

- Write an example of a *person* (teacher), a *place* (the park), and a *thing* (toy) on the board. Read each word with students. Review or explain to students that nouns are words that name people, places, and things. Ask them to identify which word names the person, the place, and the thing.
- Invite students to name other nouns they know. Write these words on the board under the appropriate example.
- Have students turn to page 5 in their book. Point to the word *weatherman*. Explain that the word *weatherman* is a noun that names a person.
- Have students read the next sentence on page 5: *I will wear my raincoat*. Ask students to point to the nouns that name a person (*I*) and a thing (*raincoat*).



Ask students to work with a partner to circle all the nouns in their book.

- **Independent practice:** Introduce, explain, and have students complete the [nouns worksheet](#). If time allows, discuss their answers.

Word Work: Compound words

- Have students turn to page 5 and put their finger on the word *weatherman*. Tell them that this word is called a *compound word* because it is made up of two smaller words. Have students use their finger to point to the word *weather* and then point to the word *man*.
- Ask students to identify and point to another compound word on page 5 (*raincoat*). When they locate the word, have them point to each word with their finger that was joined together to create the compound word.
- Repeat this process on page 11 with the word *snowman*.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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.

Extend the Reading

Writing Connection

Write the following sentence on the board: *My favorite season is _____ because the weather is _____ and I can _____.* Have students copy the sentence on a separate piece of paper. Have them fill in the blanks with their favorite season, followed by an adjective that tells about the weather and a verb that tells an activity.

Science Connection

Show students a newspaper weather forecast and read it aloud to them. Have them create and present a weather forecast with a partner about their current weather based on what they read in the newspaper.

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.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently visualize and describe the story settings
- describe how story characters change when the setting changes; use the skill to complete a worksheet
- orally segment onset and rime within words
- identify and read words that contain the *ch* digraph
- locate and read nouns in text and on a worksheet
- correctly identify compound words during discussion; accurately form compound words on a worksheet

Comprehension Checks

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