

Strand: Earth/Space Science

Theme: Climate

Purpose for Reading: To develop understandings of how different aspects of the weather can be measured.

Comprehension Strategies: Setting a purpose for reading, identifying cause and effect, applying knowledge.

Vocabulary

Dictionary Words: rain gauge, thermometer, weather chart, weather map, weathervane

Vocabulary Words: man, park, picnic, temperature, way, weather, wind

High-Frequency Words: all, be, day, do, from, had, has, help, his, if, make, may, not, of, one, out, people, put, some, take, that, them, there, they, too, two, want, was, what, where, who, will, would, your

Before Reading

- Ask students to describe today's weather. *Have you seen a weather report on television? What kind of information does the reporter give?*
- Read the title and invite students to talk about what is happening in the cover photo. Ask students what the words *measure the weather* could mean. *What could you measure? What could this person be measuring?*
- Read the title page together and have students describe the object in the photo. *What is this and what is it used for?*
- Ask students why they might be reading this book. Guide them to understand that they will learn about ways to measure different elements of the weather.

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe what each photo shows. As students discuss the photos, provide background information to build their understandings.

Take a Photo Walk

- Pages 4–5: Invite students to look at the picture and discuss what a weather chart is. *What does this weather chart say about the weather? How many sunny days have there been?*
- Pages 6–7: Ask students to look at the photo and read the caption. Have students point to the part of the weathervane that shows where the wind is coming from. *When might knowing the direction of the wind be useful? Where is this weathervane situated? Why do you think it is up high?*
- Pages 8–9: Have students read the caption and look at the photo. *What is the temperature on the thermometer? Would this be a hot, warm, cool, or cold day? How does it help us to know the temperature?*
- Pages 10–11: Have students read the caption. *What is the man looking at?* Tell students that a rain gauge measures how much rain there has been. *Why is this a useful measurement to know?*
- Pages 12–13: Have students read the caption. *Why it is not good weather for a picnic? How can you find out what the weather is predicted to be?* Explain that the weather can be different from what scientists predict. It is difficult to know for certain so people often talk about the predicted weather.

Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and just point if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Have students return to the book and talk about each of the ways to measure the weather. Support them to apply information from the book to the weather where they live. Prompt with questions such as, *Would you expect our thermometer to show a high or low temperature today?* Have students check the thermometer. *What would you expect the thermometer to show as summer/winter gets closer? How can it help us to know the outside temperature? Have you ever been on an outing and not known that it was going to rain? What happened? How would it have helped you to know the weather forecast on that day?*
- Support students to build understandings of cause and effect. *What do you think could happen if it rained in one place for a very long time? How might a flood affect people/animals/homes/the community?* Support students to summarize what could happen in one sentence. For example, *Lots of rain could cause a flood and a flood could cause homes to be damaged.* Repeat the discussion to show the cause and effect of a drought.

Vocabulary and Word Recognition

- Have students find the word *which* on page 6 of the book. Write the word on the board and ask students to find the parts of the word they know. Have students think of sentences containing the word *which*. Write them on the board. Ask students to come out to write the word *which* in each sentence. Ask students to write the word *which* five times, saying it as they write it.
- Have students suggest other words that have either the *wh* or *ch* digraphs. Write them on the board, inviting volunteers to insert the digraphs.

Oral Language

- Have students work with a partner to give each other True or False statements about the book. For example, *A weathervane measures rainfall. True or false?*

Writing

- Have students choose one thing from the picture dictionary and write three sentences about it.

Creative Extension Activities

- Have students keep a weather journal for two weeks. Have them draw and write about the weather each day.
- Have students take a daily thermometer reading.
- Have students design clothing suitable for a very hot day and a very cold day.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Choose one of these kinds of weather.
Draw and write in the boxes.

hot and sunny day

cold and rainy day

windy and stormy day

cold and snowy day

Looks like:	Feels like:
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Write three things you like to do on a day like this.

1. _____
2. _____
3. _____

Name: _____

Finish these sentences. Use the book to help you.

A weather chart tells you _____ .

A weathervane measures _____ .

A thermometer measures _____ .

A rain gauge measures _____ .

A weather map shows _____

Draw a picture of the weather today.

