

# Here's What You'll Get in the Weather Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Identifying the Author's Purpose Lesson Plan

Key Vocabulary

Explanation of Strategy

Identifying the Author's Purpose

Weather

By: Kristin Baird Rattini

Grade Level: 1 / Guided Reading Level: J

1

Get Ready to Read

Learn about the book

Get your brain ready to read

Understand the meaning of important words found in the book

2

Learn About Comprehension Strategies

Think about the text you read

Remember your partner confused

Guided Reading Level

Activate Prior Knowledge

Identifying the Author's Purpose Lesson Plan

Summary

Weather by Kristin Baird Rattini is a nonfiction text full of interesting facts about all different types of weather. This book has many colorful photographs that show what rain, snow, sun, clouds, and storms look like. This book also has captions on many pages that explain new weather-related words and tell jokes about weather! From bright sunshine to lightning bolts in the sky, our weather can change fast, and this book will teach us all about it!

Link to What You Know

Look at the front cover and title of this book. Why do you think the author wrote this book?

What types of weather have you seen before? Is there any type of weather you have not seen before?

Important Words to Know and Understand

Blizzard - A heavy snowstorm with wind

Droplet - A very small bit of liquid

Why Readers Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why the author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to persuade you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to inform you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to entertain you.

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Making Predictions

Weather

By: Kristin Baird Rattini

Grade Level: 1 / Guided Reading Level: J

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Retelling and Summarizing

Weather

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Turn, Talk, and Reflect

### Making Predictions

### Retelling and Summarizing

Synthesizing

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Understanding Text Structure

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### Synthesizing

### Understanding Text Structure

### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**Strategy and Text Based Reader's Response Prompt**

**Common Core State Standard**

**"I Can" Statement**

**Common Core Free Option**

**Reading Response Prompts for Each Comprehension Strategy Lesson Plan**

## 5 Comprehension Strategy (with Nonfiction) Graphic Organizers

**Identifying the Author's Purpose**

**Making Predictions**

**Retelling and Summarizing**

**Synthesizing**

**Understanding Text Structure**

## Vocabulary Connections Resources

## Important Words to Know and Understand in Weather Word List







Vocabulary Connections	Weather
	By: Kristin Bang Rattling Grade Level: 1 / Guided Reading Level: J
<b>Important Words to Know and Understand in Weather</b>	
<b>Blizzard</b> A heavy snowstorm with wind	
<b>Cirrus</b> Thin, wispy clouds that float high in the sky	
<b>Cumulus</b> White, fluffy clouds that usually mean good weather	
<b>Droplet</b> A very small bit of liquid	
<b>Drought</b> A long period of time during which there is very little or no rain	
<b>Electricity</b> Energy that can make heat and light	
<b>Furly</b> A light snowfall that barely covers the ground	
<b>Gale</b> A very strong wind	
<b>Hail</b> Pieces of ice that fall from clouds like rain	
<b>Stratus</b> Flat, gray clouds that usually bring rain	

**Vocabulary Connections**

By: Kristin Boyd Rattini  
Grade Level: 1 / Guided Reading Level: J

**Weather**

**Directions:** 1. Cut out the cards. 2. Sort on the grid line. 3. Draw, label, and explain how you feel about each weather.

<b>Blizzard</b>	<b>Cirrus</b>	<b>Cumulus</b>
		
<b>Droplet</b>	<b>Drought</b>	<b>Electricity</b>
		

Picture Vocabulary Sorting Cards | ©BookPage.com

## Word and Picture Sorting Cards

Vocabulary Connections		By: Kristin Board Rottini Grade Level: 1 / Guided Reading Level: J	Weather  Step by Step Directions 1. Cut on the fold line. 2. Fold on the fold line. 3. Glue, taped or stapled the top of each card to a book.
Flurry	Gale	Hail	
A light snowfall that barely covers the ground	A very strong wind	Pieces of ice that fall from clouds like rain	
Stratus			
Flat, gray clouds that usually bring rain			

## Word and Definition Sorting Cards


Vocabulary Connections			Weather By: Kristin Bardi Kottlin Grade Level: 1 / Guided Reading Level: J	Weather Heidi Bardi Kottlin Reading Level: J
<b>Blizzard</b> is a/an noun verb adverb adjective	<b>Cirrus</b> is a/an noun verb adverb adjective	<b>Cumulus</b> is a/an noun verb adverb adjective		
Definition of <b>Blizzard:</b>	Definition of <b>Cirrus:</b>	Definition of <b>Cumulus:</b>		
<b>Blizzard</b> looks like this:	<b>Cirrus</b> looks like this:	<b>Cumulus</b> looks like this:		
<b>Blizzard</b> reminds me of:	<b>Cirrus</b> reminds me of:	<b>Cumulus</b> reminds me of:		
I saw this word in	I saw this word in	I saw this word in		

Step by Step Directions:  
1. Cut out the word cards.  
2. Read or read aloud line 3. Complete the Vocabulary Connection card.  
3. Write the vocabulary word on the front of the card.  
4. Glue the back of the card into the notebook.  
5. Write the vocabulary word on the first of five lines.

Interactive Vocabulary Notebook Cards | @BookPages.com

Interactive Vocabulary Notebook Cards | @BookPages.com


## Interactive Vocabulary Notebook Cards

Weather	
<p>By Kristin Baird Rattini</p>	
	<p>A new word that I learned in this book is:</p> <p>_____ it means _____</p>
<p>Name: _____</p>	

### Word Games

with Words from **Weather**

**Directions:** Draw a line to match the pictures with the words.





gale

blizzard

hail

droplet

**Directions:** Choose your favorite cloud from the Word Bank. Practice writing the word on the lines below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

Name: \_\_\_\_\_

### Answer Key

on **Weather**

Draw a line to match the pictures with the words.





gale

blizzard

hail

droplet

**Directions:** Choose your favorite cloud from the Word Bank. Practice writing the word on the lines below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

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## Word Games and Answer Key

## Vocabulary Connections

Name: \_\_\_\_\_

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**Directions:**  
 Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Visualize  
  
Draw a picture to illustrate the meaning of the word.

Define  
  
Write the definition of the word.

Connect to Your Life  
  
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Context Clues  
  
Look in the text around the word for clues to its meaning.

Word Relationships  
  
Write down words that are related to the word.

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Spring Words | [BookPages.com](http://BookPages.com)

## Vocabulary Word Extension Activities

[illegible]

## Personalized Vocabulary Bookmark

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Weather**  
By: Kristin Baird Rattini  
Grade Level: 1 / Guided Reading Level: J

**Word Work**

**Instructional Focus:**  
Vowels (-ea and -ee)

**Background:**  
ea - When two vowels go walking, the first one does the talking and says its name.  
ee - The letters ee are pronounced with the long e sound.

**Examples:**

	ea
Read	
Sea	
Eat	
beat	

**Materials and Preparation:**

- A Copy of *Weather*
- Markers
- Scissors
- Chart Paper
- A set of 'ea' and 'ee' Rainclouds (1 set per student)
- Optional - Extend
- Optional - Word Detective

**Word Work**  
By: Kristin Baird Rattini  
Grade Level: 1 / Guided Reading Level: J

**Step 1: Introduce the Focus of Word Work**

**Sample Anchor Chart**

Words with the long e Vowel Sound	
ee	ea
The letters ee are pronounced with the long e sound. These two letters make one sound.	When two vowels go walking, the first one does the talking and says its name. These two letters make one sound.
Feet Meek Peep	Read Seat Eat

**Step 2: Connect Word Work to Reading**

**Extend Engagement**

- Explain to students that sometimes words with the 'ea' spelling break this rule.
- Challenge students to flip through the book and find words that have this spelling but are not pronounced with the long e sound. (weather, wear, heavy)

**Introduce Vowels (-ea and -ee)**

- Direct students' attention to the anchor chart.
- Point out the sound that is written on the left side of the board 'ee'. Read to students the sentence on the chart that explains the rule for this sound: "The letters ee are pronounced with the long e sound. These two letters make one sound."
- Explain that this means that many words are built by using the two vowels ee together. When this happens, the rule is that we say the long e sound.
- Next, point out the sound that is written on the right side of the board 'ea'.
- Read to students the sentence on the chart that explains the rule for this sound: "When two vowels go walking, the first one does the talking and says its name." Explain that this means that many words are built by using the two vowels ee together. When this happens, the rule is that we say the long e sound.
- On the chart, look at the examples under each heading. Talk through each example and practice reading each word as a class, sounding out the individual phonemes. You can circle the vowels in each word as you discuss to emphasize the way it is pronounced. Discuss how even though the spellings are different, the sounds are the same.
- Have students turn and talk to a partner and brainstorm more examples of words with the ea or ee sounds. Write them on the chart as you discuss.

**Vowels (-ea and -ee) in the Text**

- Explain to students that the book they are reading today will have several examples of words with the long e vowel sound spelled as 'ea' or 'ee'.
- Next, pass out one sticky note to each student. Explain that they are going to listen as you read the book, and when they hear or see one of the words with this sound, they should write it on the sticky note (one example per student). Model listening for these words by reading pages 6-7 and having the students identify the words 'peek' and 'keep' on these pages as 'ee' examples. Discuss these words and them to the chart under the 'ee' side.
- After reading the book, have students place their sticky notes on the chart under the correct heading. Discuss the examples they heard and saw.

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

**Weather**  
By: Kristin Baird Rattini  
Grade Level: 1 / Guided Reading Level: J

**Word Work**

**Step 2: Connect Word Work to Reading (continued)**

**Examples of Long e Vowel Sounds that are Found in the Text:**

ea	ee
heat	peek
means	seen
stream	keep
each	green
	need
	see
	freeze
	breeze

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Explain to students that they are now going to practice what they've learned by playing a game called "Rainstorm."
- Group students into pairs.
- Give each pair of students a set of 'ea' and 'ee' rainclouds.
- Instruct students to turn the raindrops upside down on their desk.
- Instruct students to take turns picking a raindrop from the pile and reading the long e sound word. Once they read the word correctly, they can place the raindrop under the correct raincloud based on the spelling of the word.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of the Long e Vowel Sounds practice page.
- Read the directions with the class.
- Tell students to complete the practice page.
- Monitor students as they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their Word Work.
- Invite 2-3 students to share what they learned with the group.

Word Work Lesson Plan | @BookPages.com

List of words in the book that match the instructional focus

Interactive Activity

Independent Practice Page

**Rainstorm (rainclouds) Interactive Activity**

ea

ee

Guided Word Work Practice | @BookPages.com

**Long e Vowel Sounds Word Work Practice Page**

**Directions:**  
Circle the letters that makes the long e vowel sound in each of these words.

1. cheat      4. freeze  
2. keep      5. leap  
3. team

**Directions:**  
Complete each of these words with the correct spelling of the long e sound 'ea' or 'ee.' Use the pictures as clues for each word.

1. p \_\_\_\_ k      4. b \_\_\_\_ k

2. d \_\_\_\_ r      5. p \_\_\_\_ l

3. t \_\_\_\_

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPages.com

Extension Activity

**Word Detective: Long e Vowel Sounds Extension Activity**

**Directions:**  
Be a word detective!  
Be on the lookout for words with long e vowel sounds while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | @BookPages.com



# Assessments

Running Record				
Title: Weather		Guided Reading Text Level: J	Word Count: 100	
Name: _____		Date: _____		
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____		
Easy 95 % - 100 % Accuracy		Instructional 90 % - 94 % Accuracy		Hard 50 % - 89 % Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT
Page		E	SC	INFORMATION USED E MSV SC MSV
4	Look Up at the Sky  The weather helps us know what to wear, and do, and grow. It brings rain, wind, and sun. Let's go outside for some fun!			
6	What Is Weather?  Peek out your window at the sky. Is it sunny or cloudy?  Rainy or windy? You are checking the weather!			
Tested By: _____		©BookPagez.com		

## Running Record Assessment

Weather CCSS Assessment		Name: _____
		Score: / 9
<b>Directions:</b> Use what you know about <b>Weather</b> to answer each of the following questions.		
1. In the book <i>Weather</i> , we learned about many different types of weather. Which of these types of weather was NOT mentioned in the book?		
<input type="radio"/> (A) rain <input type="radio"/> (B) snow <input type="radio"/> (C) sleef <input type="radio"/> (D) sun		
2. Which of these best describes the main topic of <i>Weather</i> ?		
<input type="radio"/> (A) Facts about weather <input type="radio"/> (B) Tips for staying safe during a tornado <input type="radio"/> (C) Different types of cold weather <input type="radio"/> (D) Fun things to do in the summer		
3. According to <i>Weather</i> , how are sunshine, plants, and animals related?		
<input type="radio"/> (A) They are all types of weather. <input type="radio"/> (B) Sunshine, plants, and animals are related to weather. <input type="radio"/> (C) Sunshine is a name of a type of plant. <input type="radio"/> (D) Plants and animals need sunshine to grow.		
4. <i>Weather</i> contains many new weather-related words. Which of these is the BEST strategy to use to find the meaning of a new word?		
<input type="radio"/> (A) Ask your friend for help. <input type="radio"/> (B) Look for clues in the words around it. <input type="radio"/> (C) Skip it and forget about it. <input type="radio"/> (D) Try to think of words with the same meaning.		
5. Imagine your teacher asks you to use <i>Weather</i> to learn about lightning and thunder. Which text feature could you use to quickly find information about lightning and thunder? (RI.1.5)		
<input type="radio"/> (A) Table of Contents <input type="radio"/> (B) Glossary <input type="radio"/> (C) Captions <input type="radio"/> (D) Photographs		
6. What was the author's main purpose for writing <i>Weather</i> ? (RI.1.6)		
<input type="radio"/> (A) The author wants to convince the reader to become a meteorologist. <input type="radio"/> (B) The author wants to tell the reader an exciting story. <input type="radio"/> (C) The author wants to make the reader laugh. <input checked="" type="radio"/> (D) The author wants to teach the reader about weather.		
7. Why did the author use real photographs in this book instead of drawings? (RI.1.7)		
<input type="radio"/> (A) The author could not find an illustrator to draw pictures. <input type="radio"/> (B) The photographs help the reader see that snow is not a real type of weather. <input checked="" type="radio"/> (C) The photographs help the reader see that this is a nonfiction book with true information about weather. <input type="radio"/> (D) The photographs help the reader see that this book is made to believe.		
8. The author named one of the chapters, "6 Ways Weather is Wild." Which of these is NOT a way that weather can be wild according to the text and photographs in the chapter? (RI.1.8)		
<input type="radio"/> (A) When a flood happens, water flows where it is usually dry. <input type="radio"/> (B) When a tornado happens, strong winds can sometimes twist. <input type="radio"/> (C) It is ice raining from the sky that can be small or bigger than a baseball. <input checked="" type="radio"/> (D) Fog happens when tiny water drops hover in the air.		
9. According to this book, how are rain and snow the same? (RI.1.9)		
<input checked="" type="radio"/> (A) Rain and snow both start as water droplets. <input type="radio"/> (B) Rain and snow are both types of cold weather. <input type="radio"/> (C) Rain and snow are both types of warm weather. <input type="radio"/> (D) Rain and snow are not the same at all.		
CCSS Assessment 1 <sup>st</sup> Grade Reading Standards for Information   BookPagez.com		

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)

Answer Key

# Extension Activity

Name: \_\_\_\_\_Date: \_\_\_\_\_

Directions:  
Pretend you are a meteorologist. Watch your weather each day of the next week. Record the day's weather in the chart below. You can use words from the weather word bank to help you.

DAY OF THE WEEK	TEMPERATURE		WEATHER	PICTURE
	HIGH	LOW		
Sunday				
Monday	HIGH	LOW		
Tuesday	HIGH	LOW		
Wednesday	HIGH	LOW		
Thursday	HIGH	LOW		
Friday	HIGH	LOW		
Saturday	HIGH	LOW		

WEATHER WORD BANK

Blizzard	Flurry	Gale	Breeze	Drought	Tornado
Flood	Hurricane	Hail	Lightning	Thunder	Rainbow
Snow	Rain	Stratus Clouds	Cirrus Clouds	Cumulus Clouds	Sun

Extension Activity | @BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation
Weather Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Weather correlate with the following English Language Arts Common Core State Standards for first grade.
<b>Identifying the Author's Purpose Lesson Plan and Resources</b>
Reading: Informational Text <b>RI.1</b> - Ask and answer questions about key details in the text. <b>RI.2</b> - Identify the main topic and relevant details of a text. <b>RI.3</b> - Describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>RI.4</b> - Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. <b>RI.5</b> - Use the illustrations and details in a text to describe its key ideas. <b>RI.6</b> - Identify the reasons an author gives to support points in a text. <b>RI.7</b> - With prompting and support, read informational text appropriately complex for grade 1.
Reading: Foundational Skills <b>RF.1</b> - Demonstrate understanding of the organization of basic features of print. <b>RF.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>RF.3</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <b>RF.4</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening <b>SL.1</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <b>SL.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <b>SL.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <b>SL.4</b> - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Language <b>L.1</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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<b>Identifying the Author's Purpose Lesson Plan and Resources</b>
Reading: Informational Text <b>RI.1</b> - Ask and answer questions about key details in the text. <b>RI.2</b> - Identify the main topic and relevant details of a text. <b>RI.3</b> - Describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>RI.4</b> - Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. <b>RI.5</b> - Use the illustrations and details in a text to describe its key ideas. <b>RI.6</b> - Identify the reasons an author gives to support points in a text. <b>RI.7</b> - With prompting and support, read informational text appropriately complex for grade 1.
Reading: Foundational Skills <b>RF.1</b> - Demonstrate understanding of the organization of basic features of print. <b>RF.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>RF.3</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <b>RF.4</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening <b>SL.1</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. <b>SL.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <b>SL.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <b>SL.4</b> - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Language <b>L.1</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Common Core State Standards Correlation
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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
Weather Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Weather correlate with the following English Language Arts Common Core State Standards for first grade.
<b>Vocabulary Lesson Plan and Resources</b>
Language <b>L.1</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
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Common Core State Standards Correlation
Weather Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with Weather correlate with the following English Language Arts Common Core State Standards for first grade.
<b>Word Work Lesson Plan and Resources</b>
Reading: Foundational Skills <b>RF.1</b> - Demonstrate understanding of the organization of basic features of print. <b>RF.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>RF.3</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <b>RF.4</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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## Vocabulary Connections Common Core Alignment

## Word Work Common Core Alignment

# Student Facing Resources in Spanish for Weather Super Pack

## 5 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar Volver a contar y resumir con El Tiempo (Weather)**

**Páginas 4 a 7:**  
Según el texto, ¿qué es el tiempo?

\_\_\_\_\_

\_\_\_\_\_

Según el texto, ¿qué es el tiempo?

\_\_\_\_\_

\_\_\_\_\_

**Páginas 8 a 11:**  
El texto y las fotografías de estas páginas hablan del sol. ¿Por qué el Sol es importante para la Tierra?

\_\_\_\_\_

\_\_\_\_\_

Describe lo que podrías hacer en un día soleado.

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

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### Page by Page Guided Questions

Sample answers written in Spanish

### Answer Key

**Volver a contar y resumir con El Tiempo (Weather)**

**Páginas 12 a 15:**  
El texto, las fotografías y las leyendas de estas páginas cuentan todo sobre las nubes. ¿Qué es una nube? Resume los tipos de nubes que aprendió en estas páginas.

Una nube son pequeñas gotas de agua que flotan en el aire y se agrupan. Los cúmulos son blancos y esponjosos y significan buen tiempo. Las nubes estratos son planas y grises y traen lluvia. Los cirros son delgados y tenués y flotan alto en el cielo.

¿Cómo te ayuda el resumen como lector?

Resumir me ayuda como lector al ayudarme a recordar lo que estoy leyendo.

**Páginas 16 a 19:**  
Estas páginas utilizan texto y fotografías para describir las diferentes formas de agua que caen de las nubes. Vuelve a contar lo que aprendiste sobre los diferentes tipos de agua que pueden caer de las nubes. ¿Has visto alguno de estos tipos de clima antes de donde vives? Explica.

Las gotas de agua pueden caer de las nubes en forma de lluvia, hielo o nieve. He visto lluvia antes donde vivo, pero no nieva ni cae como hielo.

**Página 21:**  
Esta página habla sobre el viento. ¿Qué es el viento? ¿Qué puede hacer el viento? Resume los diferentes tipos de viento.

El viento es aire en movimiento que tiene energía y empuja las nubes y la lluvia a través del cielo. Una brisa es un viento suave y un vendaval es un viento fuerte.

Nombre: \_\_\_\_\_

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**Hacer predicciones con El Tiempo (Weather)**

**Página 3:**  
Esta página contiene una función. ¿De qué predice que se trata? Predice lo que podría suceder.

**Tu turno para practicar Hacer predicciones con El Tiempo (Weather)**

**Página 3:**  
Esta página contiene una función. ¿De qué predice que se trata? Predice lo que podría suceder.

**Identificar el propósito del autor con El Tiempo (Weather)**

**Páginas 12, 14, y 15:**  
El autor incluyó una característica de texto de no ficción llamada leyenda junto a las fotografías en estas páginas. Lea los subtítulos. ¿Qué explican los subtítulos? ¿Cuál es el propósito del autor al incluir las leyendas en estas páginas?

**Tu turno para practicar Identificación del propósito del autor con El Tiempo (Weather)**

**Páginas 17, 18, y 21:**  
El autor incluye palabras para describir sonidos en estas páginas, como 'gota', 'salpicadura', 'brin', 'lash' y 'boom'. ¿Cuál fue el propósito del autor al incluir este tipo de palabras en el texto?

**Entender la estructura del texto con El Tiempo (Weather)**

**Páginas 9 a 11:**  
El autor utiliza una estructura de texto de causa y efecto para explicar por qué el sol es importante para la Tierra. ¿Qué efectos del sol que brilla sobre la Tierra? Si el Sol no brillara, ¿qué negativos habría en la Tierra?

**Tu turno para practicar Entender la estructura del texto con El Tiempo (Weather)**

**Páginas 13 a 15:**  
Aquí, el autor utiliza una estructura de texto de descripción para describir los diferentes tipos de nubes. ¿Qué tipos de nubes ves en las fotografías?

**Sintetizar con El Tiempo (Weather)**

**Página 20:**  
Describe un momento en el que hayas visto y escuchado una tormenta en el lugar donde vives.

**Tu turno para practicar Sintetizar con El Tiempo (Weather)**

**Páginas 24 y 25:**  
Lea la lista de Datos Solvaje Tiempo en estas páginas. ¿Qué información nueva aprendiste en esta página que no conocías antes?

Nombre: \_\_\_\_\_

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Making Predictions

Understanding Text Structure

Author's Purpose

Synthesizing

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

"I Can"  
Statement  
written in  
Spanish

Common Core  
Free Option

Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy (with Nonfiction) Graphic Organizers

The image displays five graphic organizers, each corresponding to a specific comprehension strategy. Each organizer includes a title, a set of instructions, and a structured area for student responses.

- Retelling and Summarizing:** Includes a section for 'Volver a contar y resumir' (Retelling and summarizing) with a timeline for 'Antes' (Before), 'Durante' (During), and 'Después' (After). It also has a section for 'Hacer predicciones' (Making predictions) with a table for 'Mi predicción fue...' (My prediction was...) and 'Yo sé porque...' (I know because...). The instructions are: 1. Contesta todas las preguntas. 2. Círculo cuidadosamente en las líneas de puntos. 3. Pega o engrapa en la cuadrícula del lector.
- Making Predictions:** Includes a section for 'Hacer predicciones' (Making predictions) with a table for 'Yo predigo...' (I predict...) and 'Yo sé porque...' (I know because...). The instructions are: 1. Contesta todas las preguntas. 2. Círculo cuidadosamente en las líneas de puntos. 3. Pega o engrapa en la cuadrícula del lector.
- Author's Purpose:** Includes a section for 'Identificar el propósito del autor' (Identify the author's purpose) with a table for '¿Cuál fue el propósito del autor para escribir este libro?' (What was the author's purpose for writing this book?). The instructions are: 1. Contesta todas las preguntas. 2. Círculo cuidadosamente en las líneas de puntos. 3. Pega o engrapa en la cuadrícula del lector.
- Understanding Text Structure:** Includes a section for 'Entender la estructura del texto' (Understand the text structure) with a table for '¿Cómo se organiza el texto?' (How is the text organized?). The instructions are: 1. Contesta todas las preguntas. 2. Círculo cuidadosamente en las líneas de puntos. 3. Pega o engrapa en la cuadrícula del lector.
- Synthesizing:** Includes a section for 'Entender la estructura del texto' (Understand the text structure) with a table for '¿Cómo se organiza el texto?' (How is the text organized?). The instructions are: 1. Contesta todas las preguntas. 2. Círculo cuidadosamente en las líneas de puntos. 3. Pega o engrapa en la cuadrícula del lector.

Retelling and  
Summarizing

Making  
Predictions

Author's  
Purpose

Understanding  
Text Structure

Synthesizing



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Direcciones:**

Imagina que eres un meteorólogo. Mire su tiempo todos los días de la próxima semana. Registre el tiempo del día en la tabla a continuación. Puede utilizar palabras del banco de palabras meteorológicas para ayudarlo.

DÍA DE LA SEMANA	TEMPERATURA		El Tiempo	La Foto	
Sunday	ALTA	BAJA			
Monday	ALTA	BAJA			
Tuesday	ALTA	BAJA			
Wednesday	ALTA	BAJA			
Thursday	ALTA	BAJA			
Friday	ALTA	BAJA			
Saturday	ALTA	BAJA			
<b>BANCO DE PALABRAS DEL TIEMPO</b>					
Tormenta de nieve	Ráfaga	Vendaval	Brisa	Sequia	Tornado
Inundación	Huracán	granizo	Relámpago	Trueno	arcoíris
Nieve	lluvia	Nubes estratos	Nubes cirros	Nubes cúmulos	El sol