

# Comprehension Strategy

## Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *What Will the Weather Be?* by Lynda DeWitt

### Determining Importance Lesson Plan

**Determining Importance**

**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

**Summary**

*What Will the Weather Be?* is an informational book. That means the information in this book is all true. In this book you will learn why the weather changes from day to day. You will also learn how meteorologists (people who predict the weather) know when the weather will be warm or cold, rainy, snowy, or sunny. Last, you will learn about all of the different tools that meteorologists use to predict the weather. Some of the tools that meteorologists use include weather balloons, weather balloons and weather stations. When you finish reading, you might be able to tell your friends and family what the weather will be.

**Link to What You Know**

- What do the words *fortune* and *mystery* mean to you?
- What are you most curious about?

**Important Words to Know and Understand**

**Pressure** - The weight of the air in the Earth's atmosphere

**2**

**Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do when you get confused

**Why Readers Determine Importance While Reading**

Readers determine importance in order to decide which information is most important to remember.

When you read fiction stories that are not real, it's important to pay attention to the names of characters, settings where important events take place, and clues that help you solve problems.

On the other hand, when you read nonfiction (books about real people, places, things, or events), it's important to pay attention to vocabulary words and the things you learn about big ideas or facts about a topic.

Because no two readers are the same, the things that you decide to be important may not be the same as another reader. To determine importance think about what you already know, the information you've learned, and whether or not you need the information to understand what you read.

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Guided Reading Level

Activate Prior Knowledge

### Determining Importance Lesson Plan

**Determining Importance**

**3**

**Time to Read**

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Page 8** - This page is telling you about fronts. What is the most important sentence on this page? What makes you think so?

**Page 13** - You've just learned a lot about warm and cold fronts. Name two important facts about fronts. Which of your facts is more important? Why?

**Pages 15 to 18** - Meteorologists have a lot of jobs. Name 3 jobs they do. Are these jobs important? Why or why not?

**Pages 21 to 22** - You've just learned a lot about air pressure. Name an important fact about air pressure. How important is this fact important to you?

**Page 29** - Now that you have finished the book, think about what you learned. Name one fact about weather that you would like to remember. Why do you want to remember the fact?

**4**

**Notice the Work You Did While Reading**

- Think
- Reflect
- Write

**Time to Reflect**

**Think** - What information did you learn while reading *What Will the Weather Be?*? Pick 3 big ideas or facts that you think you should remember about the information in *What Will the Weather Be?*. Why are these ideas or facts important to you?

**Talk** - Tell your reading partner 1 of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea too.

**Reflect** - Think about the determining importance work you did while reading *What Will the Weather Be?*. How does thinking about the most important facts and ideas make you a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *What Will the Weather Be?*. (Remember to include examples from the book!)

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Key Vocabulary

Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Visualizing**

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Visualizing

Asking Questions

Making Connections

**Answer Key for Making Connections with What Will the Weather Be?**

**Your Turn to Practice Making Connections with What Will the Weather Be?**

Page 4: The weather forecast was wrong. Tell about a time when you were expecting the weather to be good but it turned out to be bad. How did you feel? What did you do?

Page 14: Warm and cold fronts make our weather change. What are you wondering about the fronts? Where can you look to find the answer to your question?

Page 19: Look at the diagram on this page. Do you understand what it is showing you? What questions do you have about the diagram?

**Answer Key for Visualizing with What Will the Weather Be?**

**Your Turn to Practice Visualizing with What Will the Weather Be?**

Page 4: Notice the way the author describes the town during the snow storm. Which words help you visualize? Point to the words.

**Answer Key for Asking Questions with What Will the Weather Be?**

**Your Turn to Practice Asking Questions with What Will the Weather Be?**

Page 8: You've just learned a little bit about weather. What are you wondering about the weather? Why do you want to know the answer to your question?

**Answer Key for Determining Importance with What Will the Weather Be?**

**Your Turn to Practice Determining Importance with What Will the Weather Be?**

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Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement** →

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

**Common Core State Standard** →

**Common Core Free Option** →

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Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 4 Comprehension Strategy Graphic Organizers

**Making Connections**  
Title: \_\_\_\_\_

Think about the book. What does the book remind you of?

What type of connection did you make?  
 Text to Self    Text to Text    Text to World

Draw a picture of your connection in the box below.

Directions:  
 1. Answer each of the questions.  
 2. Carefully cut on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

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Making Connections

**Visualizing**  
Title: \_\_\_\_\_

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:  
 1. Answer each of the questions.  
 2. Carefully cut on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

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Visualizing

**Determining Importance**  
Title: \_\_\_\_\_

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

#3 \_\_\_\_\_

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 1. Answer each of the questions.  
 2. Carefully cut on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

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Determining Importance

**Asking Questions**  
Title: \_\_\_\_\_

Question Sentence Starters

Who/what...?	Why didn't...?	How does...?
How/when...?	How/where...?	How/what...?

Question	Answer
Question	Answer
Question	Answer

Directions:  
 1. Answer each of the questions.  
 2. Carefully cut on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

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Asking Questions