

Here's What You'll Get in the What Will the Weather Be? Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

Determining Importance Lesson Plan

What Will the Weather Be?
By: Linda DeWitt
Grade Level: 2 / Guided Reading Level: M

1
Determining Importance
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
✓ Know what to do

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 airplanes, 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

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 determine to be important may not be the same as another reader's. 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

Determining Importance Lesson Plan

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3
Determine Importance While Reading
✓ Look for big ideas and supporting details
✓ Notice when you learn something new
that are important to the text

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

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. 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?

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 - Glue 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

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Visualizing

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Get Ready To Read
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2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do when you get lost

3
Visualize While Reading
✓ Notice the words that describe people, places, things and events in the text.
✓ Think about how the author uses words to help you visualize what's going on in the book.

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

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Visualizing

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?

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Answer Key for Visualizing with What Will the Weather Be?

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

Page 6: Notice the way the author describes the town during the snow storm. Which words help you visualize? Point to the words.

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?

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Asking Questions

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✓ Think about the text you read
✓ Know what to do when you get lost

3
Ask Questions While Reading
✓ Ask questions about the text as you read.
✓ Write down your questions in your notebook.
✓ Ask your reading partner or teacher for help.

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Asking Questions Making Connections

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

What Will the Weather Be?: Making Connections

Name 1 important fact that you learned about the weather in this book. Tell how you will use that fact in the real world.

I can tell the main idea of a piece of nonfiction, including the paragraphs. CCSS: RI.2.2

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Common Core Free Option

What Will the Weather Be?: Making Connections

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What Will the Weather Be?: Making Connections

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What Will the Weather Be?: Making Connections

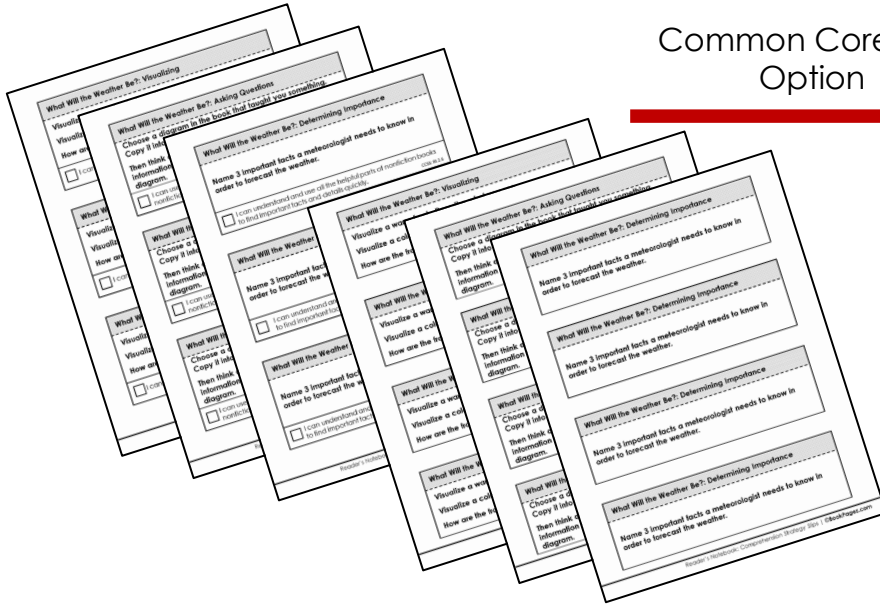
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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 _____

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

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Determining Importance

Asking Questions

Title: _____

Question Sentence Starters

I wonder... Why didn't... How come...
I am confused about... I am curious about... I am not sure why...

Question	Answer
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.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
 What Will the Weather Be?
 By: Linda DeWitt
 Grade Level: 2 / Guided Reading Level: M

Instructional Focus:
 Ending Blends

Background:
 Ending blends are consonants that work together at the end of a word to form a new sound. Blends can include:

Examples:

barn	cart
bolt	cast
brisk	corn
burn	crow
burst	crust

Materials and Preparation:

- A Copy of *What Will the Weather Be?*
- Chart Paper
- Lightning Activity Page
- Lightning Activity Page
- Ending Blends Practice Page
- Optional - Word Detective

Sample Anchor Chart

Ending Blends	
barn	cart
bolt	cast
brisk	corn
burn	crow

Word Work
 What Will the Weather Be?
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Step 1: Introduce the Focus of Word Work

Introduce Ending Blends

- Explain that some words end with two consonants that make a blended sound. For example, in the word "fast," the letters "s" and "t" form an ending blend. Write the word "fast" on the chart paper and circle the letters "st."
- Ask children to look at the chart paper and write various ending blends, such as "sh, m, rt, nt, and wn." Have children follow your lead to say the sound of the various blends as you write them.
- Then ask children if they can think of any words that contain the ending blends that you have written. If they need help, you can start the list with the following words: wish, barn, heart, cork, want, and gown. Encourage them to brainstorm, giving clues if needed. Write the words on the chart paper as they say them.

Step 2: Connect Word Work to Reading

Ending Blends in the Text

- Tell the students that the book they will be reading today has many words with ending blends.
- Show them **page 1** of *What Will the Weather Be?*
- Ask students to listen carefully and look at the words while you read. If they hear a word with an ending blend, they should cross their arms in front of them.
- After reading page 1, ask the students to identify the ending blend words they heard. Add them to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that have ending blends. Remind them to be polite and not to interrupt you while you read.
- Read *What Will the Weather Be?*

Examples of Ending Blends in the Text:

• morning	• wrong	• fast	• predict	• around	• north
• march	• storm	• hail	• amount	• waded	• enough
• forecast	• kind	• push	• damp	• mark	• light
• inch	• coming	• clump	• along	• fish	• light
• stuck	• warm	• lightning	• hard	•	•
• dark	• cold	• last	• thing	•	• weight
• wind	• front	• long	• pounds	• strong	• watch
• squish	• most	• farm	• with	• wear	• help
• turns	• find	• land	• sent	• frost	•
•	• airports	• down	• depend	• against	•

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work
 What Will the Weather Be?
 By: Linda DeWitt
 Grade Level: 2 / Guided Reading Level: M

Step 3: Guided Word Work Practice

Interactive Exploration

- Copy the **Lightning Activity page 1**. You will need 16 clouds to play the full game.
- Copy the **Lightning Activity page 2**. Give each student one set of ending blends and ask them to cut apart the letters on the dotted lines.
- Explain that you will be playing a game called Lightning. (They will have to think fast in this game.) First, you will call out an ending blend and write it on the line on a cloud sheet (Page 1). They must find the matching ending blend on their cards and in a word that contains that ending blend. They will write the remainder of the word next to that ending blend. When they have completed the word, they must quickly (and carefully) run to the front of the room and give stick the blend on the word cloud, then return to their seats.
- Give students this example: "I will call out an ending blend like "st." You must find that ending blend in your cards and think of a word, like fast, that ends in st. You will write the letters "ta" next to "st" to make the word "fast." Then you will glue it to the "st" cloud."
- Give students appropriate time to think during the game, but if some are still struggling, move on to the next blend. The idea is to keep the game moving quickly - like Lightning. Explain that students who need more time can finish their ending blend words during free time.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Ending Blends Practice Page**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while 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 words 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 | @BookPagez.com

Interactive Activities

Lightning!
 Interactive Activity

Directions: Copy this page to play Lightning. You will need 16 copies.

Directions: Give students 16 copies. Ask students to cut the lightning.

rt	st
rm	lk
gh	nd
rd	nt
rt	st
n	lk
nd	nt
st	lk
nd	nt
st	lk
nd	nt

Guided Word Work Practice | @BookPagez.com

Independent Practice Page

Extension Activity

Word Detective: Ending Blends
 Extension Activity

Directions: Be a word detective! Be on the lookout for ending blends 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: _____ Independent Word Work Practice | @BookPagez.com

Ending Blends
 Word Work Practice Page

Directions: Make it Rain! Look at each raindrop and read the ending blend word. Then, write another word with the same ending blend on the line. Hint: think about rhymes!

south	long	damp
dark	wind	inch
sent	cold	right

Name: _____ Independent Word Work Practice | @BookPagez.com

Assessments

Running Record

Title: What Will the Weather Be? Guided Reading Text Level: M 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

Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
2	The sky was gray and cloudy over Washington, D.C. on the morning of March 9, 1999. The weather forecast called for an inch or two of snow.				
4	But by noon, there was so much snow on the ground that many cars and buses were stuck in it. The airports had to close down. So did the schools. In all, eight inches of snow fell on the city. The weather forecast was wrong. And people were not prepared for the huge storm.				
6	Weather forecasts tell us what kind of weather is coming. But predicting the weather is hard to do. It*...				

Analysis and Comments:

Tested By: _____ @BookPagez.com

Running Record Assessment

What Will the Weather Be?
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *What Will the Weather Be?* to answer each of the following questions.

- In order to understand weather and how it changes, what detail from the book is most important?
 - A A hydrometer measures the amount of water vapor in the air.
 - B Meteorologists study weather maps.
 - C Weather satellites take measurements from space.
 - D Most changes in weather happen on fronts.
- Which of these best summarizes the main idea of the book?
 - A Meteorologists use special tools and equipment.
 - B Everyone should have a weather vane.
 - C Meteorologists are always correct about the weather.
 - D When the air pressure is low, it may rain.
- What is an important difference between cold and warm fronts?
 - A Cold fronts don't cause storms. Warm fronts do.
 - B Warm fronts change the weather quickly. Cold fronts do not.
 - C Cold fronts move fast, and warm fronts move slowly.
 - D Both kinds of fronts make the air pressure drop.
- Using context clues in the text, what does the word "forecast" mean?
 - A front
 - B predict or prediction
 - C storm
 - D measurement
- After reading the last half of the selection, what was the purpose of explaining all the different measuring tools? (RI.2.6)
 - A The author likes tools.
 - B The author wants you to know how meteorologists make their predictions.
 - C The author wants to persuade you to become a meteorologist.
 - D The author knows a lot of information about thermometers.
- What example with illustration did the author give to help you understand air pressure? (RI.2.7)
 - A Blue for cold, and pink for warm.
 - B Arrows and colors on a map.
 - C Each tool has a definition in a thought/talking bubble.
 - D A basketball without air in it.
- Why did the author tell the story about the storm in Washington D.C. at the beginning of the selection? (RI.2.8)
 - A The author lived there when the storm came through.
 - B The author loves snow!
 - C It proves that forecasts are not always correct.
 - D It explains how the meteorologists used all the tools to predict that storm.
- What is a warm-front storm different than a cold-front storm? (RI.2.9)
 - A Warm fronts have light showers, cold-fronts cause sudden, bigger storms.
 - B They both have big fluffy clouds.
 - C Warm-front storms are fast, and cold-front storms last for days.
 - D Only warm-front storms can cause it to snow.
- Why did the author include a weather map? (RI.2.10)
 - A It shows the United States.
 - B It shows wind direction, speed, temperature, and front patterns.
 - C It is the same map they use on the news.
 - D It shows where the mountains and rivers are located.

CCSS Assessment 2nd 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:
In the book **What Will the Weather Be?** you learned all about weather. Show your knowledge by answering the following multiple choice questions. Circle the correct answers.

- A meteorologist is someone who studies _____.
a. the moon b. the weather c. television d. meteors
- A _____ is a prediction about the weather.
a. provision b. plan c. forecast d. report
- A barometer measures _____.
a. temperature b. clouds c. air pressure d. rain
- A _____ is a pocket of moving air that can be cold or warm.
a. gust b. patch c. back d. front
- A _____ tells from which way the wind is blowing.
a. wind vane b. wind arrow c. anemometer d. barometer
- An _____ measures the speed of wind.
a. wind vane b. anemometer c. barometer d. thermometer
- An example of precipitation is _____.
a. wind b. sunshine c. sleet d. humidity
- The amount of water in the air is also known as _____.
a. humidity b. rain c. barometric pressure d. water
- A _____ measures temperature.
a. humidity b. thermometer c. barometer d. anemometer
- The four seasons in order are _____.
a. winter, spring, summer, fall b. winter, fall, spring, summer
c. winter, summer, fall, spring d. winter, fall, summer, spring

Extension Activity | ©BookPages.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>What Will the Weather Be? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "What Will the Weather Be?" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Making Connections Lesson Plan and Resources</p> <p>Reading: Informational Text RI.2.1 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.2 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.2 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p>
What Will the Weather Be? CCSS Alignment ©BookPages.com

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Common Core State Standards Correlation
<p>What Will the Weather Be? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "What Will the Weather Be?" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Asking Questions Lesson Plan and Resources</p> <p>Reading: Informational Text RI.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RI.2.7 - Explain how specific images (e.g., diagrams showing how a machine works) contribute to and clarify a text. RI.2.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.2 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Ask for clarification and further expansion as needed about the topics and texts under discussion. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p>
What Will the Weather Be? CCSS Alignment ©BookPages.com

Common Core State Standards Correlation
<p>What Will the Weather Be? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "What Will the Weather Be?" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Determining Importance Lesson Plan and Resources</p> <p>Reading: Informational Text RI.2.1 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.2 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1c - Ask for clarification and further expansion as needed about the topics and texts under discussion. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p>
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>What Will the Weather Be? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "What Will the Weather Be?" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.2.4b - Use sentence-level context as a clue to the meaning of a word or phrase. L.2.5b - Identify real-life connections between words and their use (e.g., describe foods that are spicy/icy).</p> <p>L.2.4 - 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).</p>
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Common Core State Standards Correlation
<p>What Will the Weather Be? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "What Will the Weather Be?" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.2.2 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p>
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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for What Will the Weather Be? Super Pack

4 Comprehension Strategy Practice Pages

Making Connections Practice Page

Tu turno para practicar: Hacer conexiones
con What Will the Weather Be? (¿Qué tiempo hará?)

Página 4:
El pronóstico del tiempo estaba equivocado. Habla de un momento en que esperabas que el tiempo fuera bueno, pero resultó ser malo.

¿Cómo te sentiste?

¿Qué hiciste?

Página 8:
El autor acaba de explicar qué es un frente. Haz una conexión **texto a tu mismo**. Di lo que notaste que sucede justo antes de que llueva.

¿Qué tipo de frente estás describiendo?

Nombre: _____ 

Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Hacer conexiones
con What Will the Weather Be? (¿Qué tiempo hará?)


Página 4:
El pronóstico del tiempo estaba equivocado. Habla de un momento en que esperabas que el tiempo fuera bueno, pero resultó ser malo.
Las respuestas varían. Podrían incluir: Mi familia y yo estábamos planeando salir a caminar afuera. Entonces, de repente, empezó a llover. Yo estaba triste.

¿Cómo te sentiste?
Las respuestas varían.

¿Qué hiciste?
Las respuestas varían. Podrían incluir: Así que, en lugar de caminar hacia el parque, tuve que jugar adentro.

Página 8:
El autor acaba de explicar qué es un frente. Haz una conexión **texto a tu mismo**. Di lo que notaste que sucede justo antes de que llueva.
Las respuestas varían. Podrían incluir: Noté que se pone frío, ventoso y más oscuro justo antes de que llueva.

¿Qué tipo de frente estás describiendo?
Las respuestas varían. Podrían incluir: Estoy describiendo un frente frío.

Nombre: _____ 


Visualizar
con What Will the Weather Be? (¿Qué tiempo hará?)

Página 4:
Observa la forma en que el autor describe la ciudad durante la tormenta de nieve. ¿Qué palabras te ayudaron a visualizar?

Páginas 11 y 12:
Observa todos los detalles sobre el tiempo en estas páginas. Visualizar el tiempo. ¿Qué ves?

Páginas 16 y 17:
Observa la forma en que el autor describe todas las cosas que hacen los meteorólogos. Intenta visualizar el trabajo que hace un meteorólogo.

¿Qué palabras te ayudaron a visualizar?

Nombre: _____ 

Visualizing

Determinar la importancia
con What Will the Weather Be? (¿Qué tiempo hará?)

Tu turno para practicar: Determinar la importancia
con What Will the Weather Be? (¿Qué tiempo hará?)


Página 8:
Esta página te habla de los frentes. ¿Cuál es la oración más importante en esta página?

¿Qué te hace pensar eso?

Página 13:
Acabas de aprender mucho sobre frentes cálidos y fríos. Nombra dos hechos importantes sobre los frentes.

¿Cuál de tus hechos es más importante? ¿Por qué?

Páginas 15 a 18:
Los meteorólogos tienen muchos trabajos. Nombra 3 trabajos que hacen.

Nombre: _____ 

Determining Importance


Hacer preguntas
con What Will the Weather Be? (¿Qué tiempo hará?)

Tu turno para practicar: Hacer preguntas
con What Will the Weather Be? (¿Qué tiempo hará?)

Página 6:
Acabas de aprender un poco sobre el tiempo. ¿Qué estás preguntando sobre el tiempo?

Página 14:
Los frentes cálidos y fríos hacen que nuestro tiempo cambie. ¿Qué te estás preguntando acerca de los frentes?

¿Dónde puedes buscar la respuesta a tu pregunta?

Nombre: _____ 

Asking Questions

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

What Will the Weather Be? (¿Qué tiempo hará?): Hacer preguntas

Elige un diagrama en el libro que te enseñó algo. Cópialo en tu cuaderno. Explica lo que te enseña.

Luego piense en qué otra cosa le gustaría saber sobre la información que aprendió. Escribe tu pregunta al lado del diagrama.

Puedo usar diagramas e imágenes para ayudarme a entender la no ficción. CCSS: RI.2.7

What Will the Weather Be? (¿Qué tiempo hará?): Hacer preguntas

Elige un diagrama en el libro que te enseñó algo. Cópialo en tu cuaderno. Explica lo que te enseña.

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What Will the Weather Be? (¿Qué tiempo hará?): Hacer preguntas

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

What Will the Weather Be? (¿Qué tiempo hará?): Hacer preguntas

Elige un diagrama en el libro que te enseñó algo. Cópialo en tu cuaderno. Explica lo que te enseña.

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What Will the Weather Be? (¿Qué tiempo hará?): Hacer preguntas

Elige un diagrama en el libro que te enseñó algo. Cópialo en tu cuaderno. Explica lo que te enseña.

Luego piense en qué otra cosa le gustaría saber sobre la información que aprendió. Escribe tu pregunta al lado del diagrama.

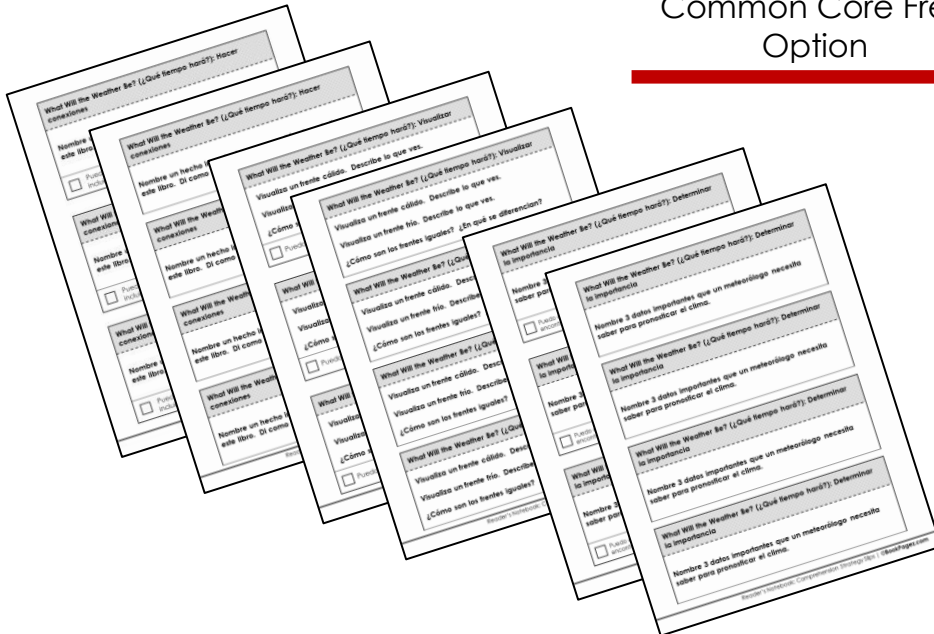
What Will the Weather Be? (¿Qué tiempo hará?): Hacer preguntas

Elige un diagrama en el libro que te enseñó algo. Cópialo en tu cuaderno. Explica lo que te enseña.

Luego piense en qué otra cosa le gustaría saber sobre la información que aprendió. Escribe tu pregunta al lado del diagrama.

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

Hacer conexiones
Título: _____

Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

Text a mí mismo
 Texto a texto
 Texto al mundo

Haz un dibujo de tu conexión abajo.

Indicaciones:
1. Conéctate cada pregunta.
2. Conéctate cuidadosamente en las líneas de puntos.
3. Pégalo o engáppalo en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Visualizar
Título: _____

¿Qué página usaste para practicar o visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo.

Escribe algunas de las palabras que la evocan antes que te aprontes a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asígnale de haber dibujado todas las palabras que te ayudaron a visualizar.

Indicaciones:
1. Conéctate cada pregunta.
2. Conéctate cuidadosamente en las líneas de puntos.
3. Pégalo o engáppalo en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Visualizing

Determinar la importancia
Título: _____

Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina las grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para builar las partes más importantes de tu libro.

#1 _____
#2 _____
#3 _____

Indicaciones:
1. Conéctate cada pregunta.
2. Conéctate cuidadosamente en las líneas de puntos.
3. Pégalo o engáppalo en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Hacer preguntas
Título: _____

Veámoslo para empezar una sesión

¿Quieres saber...? ¿Por qué no...? ¿Cómo puedes...?

Me confundí. Séay cuéltalo por... No séay seguro por qué.

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Indicaciones:
1. Conéctate cada pregunta.
2. Conéctate cuidadosamente en las líneas de puntos.
3. Pégalo o engáppalo en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking Questions

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro *What Will the Weather Be? (¿Qué tiempo hará?)*, usted aprendió todo sobre el clima. Demuestre su conocimiento respondiendo las siguientes preguntas de opción múltiple. Encierra las respuestas correctas.

1. Un meteorólogo es alguien que estudia _____.
a. La luna b. El tiempo c. televisión d. meteoros
2. Un _____ es una predicción sobre el tiempo.
a. provisión b. plan c. pronóstico d. informe
3. Un barómetro mide _____.
a. temperatura b. nubes c. presión de aire d. lluvia
4. Una _____ es una bolsa de aire en movimiento que puede ser fría o caliente.
a. ráfaga b. parche c. atrás d. frente
5. Una _____ indica en qué dirección sopla el viento.
a. veleta b. flecha del viento c. anemómetro d. barómetro
6. Un _____ mide la velocidad del viento.
a. veleta b. anemómetro c. barómetro d. termómetro
7. Un ejemplo de precipitación es _____.
a. viento b. sol c. aguanieve d. humedad
8. La cantidad de agua en el aire también se conoce como _____.
a. humedad b. lluvia c. presión barométrica d. agua
9. Un _____ mide la temperatura.
a. humedad b. termómetro c. barómetro d. anemómetro
10. Las cuatro estaciones en orden son _____.
a. Invierno, primavera, verano, otoño b. invierno, otoño, primavera, verano
c. Invierno, verano, otoño, primavera d. invierno otoño otoño primavera

