This kit contains one TMU and a set of Reading Rods. Barcode and date due slip are in TMU binder.
Introduction
I. Title of Unit: Stormy Weather

II. Grade Level for Unit: Grade 2

III. Target Group: Mainstream class with Integrated ELL students

IV. Source of Written Materials:


V. Source of Original Lesson:

<table>
<thead>
<tr>
<th>ESL LANGUAGE</th>
<th>LANGUAGE</th>
<th>CONTENT</th>
<th>LEARNING STRATEGIES</th>
</tr>
</thead>
</table>
| Knowledge    | 1. How to summarize information  
2. How to use context clues  
3. How to make connections to text. | 1. Types of storms  
2. What causes lightning and thunder?  
3. What are hurricanes and tornadoes?  
4. What factors create blizzard conditions? | Check frequently for understanding  
Use graphic organizers  
Modify instruction: scaffold, and model |
| Skills       | 1. Discuss a storm with your partner.  
2. Discuss types of stormy weather.  
3. Name each type of storm and define  
4. Use Suffixes: less, -er, -ness  
5. Play concentration | 1. Name types of storms  
2. Describe some of the characteristics of storms  
3. Discuss hurricanes and tornadoes  
4. Describe lightning and thunder  
5. Name conditions of a blizzard  
6. Name types of clouds  
7. Write about storms  
8. Use graphic organizers  
9. Create a tornado with twister tubes  
10. Revise written work | • Make connections to text  
• Use think alouds  
• Modify teacher talk  
• Use a variety of question types  
• Use extra-linguistic clues (e.g. gestures, facial expressions to clarify meaning)  
• Utilize cooperative learning groups  
• Provide real world examples  
• Make text comprehensible |
<table>
<thead>
<tr>
<th>CONTENT</th>
</tr>
</thead>
</table>
| **Attitude/Awareness** | 1. Aware of problems that stormy weather can cause  
2. Appreciate the cycles of weather |
Unit Title: Stormy Weather

SUMMER 2003

DESCRIPTIVE NARRATIVE

The guiding rationale for the modifications and strategies that I employed throughout the planning process as well as the actual lessons was to strive to create an empowering environment where it is apparent that all languages and cultures are respected and valued. I made a conscious attempt to assure that the instruction was student-centered by providing many interactive opportunities. In consideration of the learner’s age, conceptual development, ability, and attention span, I modified the activities of the original lesson plan. In an effort to personalize instruction, I tried to link the learning activities to students’ lives outside the classroom. My overriding goal was to make sure that all students were actively engaged, because I know that when this stage is set, learning is taking place. Constantly challenging the students and setting high expectations also helps to keep them engaged and interested. I made an effort to plan meaningful, effective lessons that engaged the students to a high degree.

An important issue for me was to make sure that I monitored students’ progress at every level of their engagement, and to ensure that I made adjustments when it was evident that students were not understanding. Pacing and motivation were key factors in all lessons. Providing positive feedback even when errors occurred was a strategy that I employed. I tried to make sure that the feedback that I provided to students was offered with respect for the learners’ effort.

In each lesson I modeled instruction, activated background knowledge, utilized visuals, realia, or manipulatives, and provided many opportunities for students to
interact. I provided partner/team practice opportunities. In an effort to make the input comprehensible, I used some form of listening guide and framed the main ideas of each lesson. I integrated each skill into the context of reading and writing.

The cooperative learning setting provides an environment in which all students have a voice, and all students are given opportunities to interact and use their oral speaking skills frequently. The cooperative learning setting is a safe and stimulating environment where students do not feel intimidated or left out in any manner. I constantly focused on what I thought would work for the learner by communicating with students, observing students, and determining which strategies were working best for him/her. I used alternative materials for students of varied abilities.

Finally, by understanding that second language learners require longer wait time, I had the students engage in “think, pair, and share” in each lesson. The discussions that the students engaged in with their partners and other teammates definitely facilitated the learning process.
<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>SITUATION</th>
<th>FORMULA</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Thunderstorms</td>
<td>Flashes of ______ and rumbles of ______ are called ______.</td>
<td>Objects</td>
<td>light, thunder, thunderstorms, anemometer</td>
</tr>
<tr>
<td>Describe</td>
<td>Lightning</td>
<td>It is like a ______ ______ from the clouds.</td>
<td>Simile</td>
<td>giant, spark, clouds</td>
</tr>
<tr>
<td>Write</td>
<td>Thunderstorms</td>
<td>They are ______ ______ they bring heavy ______</td>
<td>Object</td>
<td>dangerous, rain</td>
</tr>
<tr>
<td>Find</td>
<td>context clues</td>
<td>______ ______ help us find ______ ______</td>
<td>Subject, object</td>
<td>Context clues, word, meanings</td>
</tr>
</tbody>
</table>
Unit Title: Stormy Weather  Grade: 2  Duration: 60 minutes
Lesson: 1  Summer 2003

Overview: This lesson is the initial lesson in a series of five interactive lessons for a Second Grade mainstream class with integrated ELL students. I have incorporated students’ background knowledge and experiences to create instruction for various language proficiency levels. The instruction is provided in a cooperative setting where students are assigned to teams and within those teams they are partnered with students of varied abilities.

1. Objectives:
All students will be able to:
  • describe a thunderstorm
  • tell what lightning does
Most students will be able to:
  • make text-to-self connections
  • write about the dangers of a thunderstorm
Some students will be able to:
  • describe three types of clouds
  • use context clues to find word meanings

2. Supplementary Materials/Resources:
  • Book: Stormy Weather and tape
  • “I’m Wondering Learn Along Page”
  • Text-to-self, text-to-text, and text-to-world posters
  • “Using Context Clues” transparency
  • Picture of anemometer
  • Dry –erase markers
  • Worksheet: “Storms Can Be Dangerous”
  • Letter to parents
**denotes original lesson

3. Instructional Delivery/Student Activities
  • Activate Prior Knowledge: Show student the cover of the book and read the title. Ask: “What is in the picture? and “What type of storm do you think might be taking place?” Allow students time to “think, pair, and share”. Ask: “What types of storms are you familiar with?” Have students talk about their experiences.**

  • Preview the book: Give each student a copy of the book, Stormy Weather and have them do a “picture walk” and make prediction about the text. Direct their attention to the three questions that are on the cover of the book: 1. What types of storms are there? 2. Where do they form? and where are they most frequent? Tell students that they will be able to answer all of the questions when they have finished reading the book.
• **Set a purpose for reading (Chapters 1-2): Model** by “thinking aloud” how to fill in the “I’m Wondering” worksheet under “Here are questions that came to mind before reading”. Remind students to make text-to-text connections. As I read the story aloud, I point to the text-to-self poster and model how to connect your experience with what you are reading about. **Model** this strategy speaking slow and making eye contact with all students. **Vocabulary Development:** **Point to key vocabulary words** which are posted on the board (storms, clouds, Cirrus, Cumulus, Stratus, lightning, thunder, dangerous, electricity). **Do “my turn, your turn”,** pointing to each word and speaking slowly to pronounce the words and have the students repeat the words.

• **Read aloud** with expression, pausing to emphasize key vocabulary. After reading remind students to think about what they want to fill in on their “I’m Wondering” worksheet under “Here Are Answers I found”. **Tell students** that they will fill this information in after they read the chapters silently and partner read and discuss. ELLs at stage 1 or 2 will go to the listening center to read along as they listen to the book on tape.

• **During reading** I circulate and watch for strategies that are being used to decipher the text. I listen to the ways oral language is being used, and provide guidance when needed.

• **After reading** students work with their partners to fill in their worksheet. **Students** discuss what they have written.

• **Mini-Lesson: Model** how to use context clues to determine word meanings. **Have students read along** on the “Using Context Clues Sheet” which is on the overhead. **Hold up the picture of an anemometer. Model by “thinking aloud”** how to find the meaning of anemometer. **I speak slowly, pausing frequently as I model. I allow time for students to comment about strategies they would use. Ask students** if they were able to guess the meaning of the word. **Have them identify clues** in the text that helped them determine the meaning. **Use a dry-erase marker to underline the context clues. Reread the first sentence and say:** “The first sentence tells me that an anemometer has something to do with science, because the science teacher is showing it. I don’t know what an anemometer is. I’m going to keep reading. **Maybe if I pay close attention, I can find some clues that will help me define it.** **Have students help find the clues.**

• **Writing: Model** the writing assignment. Students will write about the dangers of being caught in a storm. I provide worksheets for different levels of ELLs

• **Reflect and Connect:** **Model** reading written work. Students take turns sharing their work. **Home connection:** **Send** letter home to parents informing them of our new unit on Stormy Weather.
STORMY WEATHER

Attachment A

- What types of storms are they?
- Where do they form?
- Where are they most frequent?

NATALIE LUNIS
Stormy Weather
Written by Natalie Lunis

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The sky darkens and rumbles. Lightning flashes in the distance. Look out! A storm is coming. Thunderstorms, tornadoes, hurricanes, and blizzards are powerful forces of nature. Learn how they form, what kinds of damage they can cause, and how you can stay safe when they occur.

ABOUT THE AUTHOR

Natalie Lunis has written more than a dozen books for children on subjects including rocks, weather, electricity, popcorn, insects, and backyard wildlife. When she is not busy writing, she is fixing up her 150-year-old house in Hastings-on-Hudson, New York.
Text ➞ Self
Text → Text
Text → World
I’m Wondering

Before you read, fill in the page of the book on the left.
After you read, fill in the page on the right.

Here are questions that came to mind before reading:

__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

Here are answers I found:

__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
Using Context Clues

Our science teacher showed our class an anemometer. It has three cups attached by spokes to a short pole. People who are interested in weather use this instrument outdoors. When the wind blows, the pole turns and the cups spin. This is one kind of wind-measuring tool.
Using Context Clues

Our science teacher showed our class an anemometer. It has three cups attached by spokes to a short pole. People who are interested in weather use this instrument outdoors. When the wind blows, the pole turns and the cups spin. This is one kind of wind-measuring tool.
Scientists who study the weather can measure how fast the wind is blowing. They use an anemometer.
Storms

Directions: This week you will be reading about storms. Think of one type of storm that you know can be dangerous. Draw a picture that shows the damage this storm can cause.
Storms

Directions: This week you will be reading about storms. Think of one type of storm that you know can be dangerous. Draw a picture that shows the damage this storm can cause. Write 2-3 sentences about the storm.
Storms

Directions: This week you will be reading about storms. Think of one type of storm that you know can be dangerous. Draw a picture that shows the damage this storm can cause. Write a paragraph about the storm.
Dear Family of ________________

Our class has begun a unit titled, “Stormy Weather”. Your child will be answering questions and will be drawing and writing responses as the class reads a variety of stories about weather. This process will help your child better understand and remember what he or she reads.

You can help your child in many ways. Ask your child about the stories and what he or she thinks about the drawing and writing exercises. It is especially important to read with your child, stopping as you read to discuss a story. Ask questions such as, “What has just happened?” and “What do you think might happen next?” to strengthen your child’s thinking skills.

Encourage your child to think as you read stories together or as your child reads independently. You will find that he or she will comprehend and remember stories better—and enjoy reading more.

If you have had any interesting encounters with “stormy weather”, please contact me so that I can arrange for you to share your experience with the class.

Sincerely,

Jamelah Qadir
Lesson 2
<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>SITUATION</th>
<th>FORMULA</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Hurricanes</td>
<td>They look like a thick _____ of _______.</td>
<td>simile,</td>
<td>ring, clouds, whole, eye,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>object</td>
<td>dangerous, huge, destroy,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>powerful</td>
</tr>
<tr>
<td>Play</td>
<td>sight-word concentration</td>
<td>Write the words on _______ _______ cards.</td>
<td>adjectives</td>
<td>two, index, spell, flash</td>
</tr>
<tr>
<td>Highlight</td>
<td>chapter</td>
<td>I found the word _______ on page 5.</td>
<td>object</td>
<td>hurricane</td>
</tr>
<tr>
<td>Give</td>
<td>different names of hurricanes</td>
<td>Hurricanes can be called _____ or _______.</td>
<td>objects</td>
<td>typhoons, cyclones</td>
</tr>
</tbody>
</table>
Unit Title: Stormy Weather  Grade 2  Duration: 90 minutes
Lesson: 2  Summer 2003

1. Objectives:
   All students will be able to:
   • describe what hurricanes are
   • play “Sight Word Concentration”

   Most students will be able to:
   • use a graphic organizer to gather information for a summary
   • plan and write a first draft

   Some students will be able to:
   • tell the different names hurricanes are called
   • write a summary sentence

2. Supplementary Materials/Resources:
   • Book: Stormy Weather and tape
   • Plan Your Summary Web
   • First Draft Sheet
   • KWL Chart
   • “Before, During, and After Reading I Can” strategy sheets
   • Highlight tape
   • Index cards for “Concentration Game”

   **denotes original lesson

3. Instructional Delivery/Student Activities:
   • Set a purpose for reading: Chapter 3, Stormy Weather. Write
     The word “hurricane” on the board. Ask students to “think, pair, and
     share” what they know about hurricanes so that it can be recorded on the
     KWL chart. Ask if they have ever been in hurricane weather or heard any
     members of their families talk about hurricanes? Give wait time for
     students to think and respond. Record responses from students on the
     KWL chart under the first two columns, speaking slowly and repeating
     information given from the students. Model by “thinking aloud” as I fill in
     the KWL chart. Have students read the responses as I point to the chart
     emphasizing key words.

   • Guided Practice: Before reading point to the “Before Reading I Can”,
     “During Reading I Can”, and “After Reading I Can” strategy sheets and
     have the students read the strategies aloud with me. Students “think,
     pair, and share” how these strategies will help them to become better
     readers.
• Vocabulary Development: Review key vocabulary words posted on the board from Chapter 3 (hurricane, damage, furious, powerful, typhoons, cyclones). Tell students as they are reading, they will use highlight tape to find the words in the chapter. Have students repeat the words as I point to them. Introduce sight word vocabulary from page 4 of Student Workbook: Because, never, earth, very, head. Allow students five minutes to practice reading them with partner. Have students work with a partner and write the words on index cards, making two cards for each word. The words are placed facedown. Students take turns turning over a card and saying the word. Students use the pairs of words to play “Concentration.”

• Before reading have students turn to Chapter 10. Holding up the book to show the picture and speaking slowly I say: The pictures show the fierce winds typical of a hurricane, the kind of storm we will be reading about in this chapter. Read the chapter aloud telling students that they should listen to find out what hurricanes are like and think about information they can record on the KWL chart. After I read the story aloud students “think, pair, and share” to answer questions orally. Question for Level ELLs: Can you show me a picture from the chapter that shows the damage that hurricanes can cause? Question for Level II ELLs: Can you read two sentences from the story that describe what hurricanes are. Question for Intermediate ELLs: Why do you think hurricanes cause so much damage? Students discuss the answers to these questions. I deliberately try to engage all students in the conversation. Students read Chapter 3 silently. Beginning ELLs go to the listening center and read along as they listen to the tape.

• After readings students gather back on rug to assist in filling out the KWL chart under the last column,. Give time for students to “think, pair, and share”. I model as I fill in one sentence on the chart. Give students time to orally give their answers and write them in on the chart. Orally read all the answers that are given, praising students for a good job.

• Mini-Lesson: Summarizing Information: Say: “When we read, we can use a graphic organizer to help us gather information for a summary. I will model how to summarize this chapter using a graphic organizer. Model summarizing information. Think aloud and say: “As I read Chapter 3, I think, “What does the author want me to know about hurricanes?” I point out that in the first paragraph there are details about the characteristics of hurricanes. Say: “For example, they are huge and full of fierce winds and heavy rains. Write the key words huge in one circle and wind in another, and rain in the third circle of the graphic organizer.” Ask students to “think, pair, and share” about information they would like to include on the graphic organizer. ELLs at Stage I or 2 of the language development stage are given a graphic organizer that is filled in so that they can participate in
oral discussions. **Tell students:** “After tomorrow’s reading, you will have the opportunity to summarize on your own.”

- **Writing:** Model the writing lesson. **Say:** “Today you will write summaries of your favorite story. Before you do that, we are going to brainstorm and I am going to write down as many of your ideas as I can and you can narrow them down later. I record the students’ ideas on the graphic organizer giving them plenty time to contribute their ideas to the web. If some students hesitate to give input I will encourage and prompt them. **Say:**
  “think about what you enjoy reading and what you know best. What is your favorite story? Which one do you like to tell over and over?”

- **Plan and write a first draft:** Students write a paragraph summarizing their favorite story. They use the graphic organizer on page 7 of the workbook to gather the information for the summary. Once the graphic organizer is filled in, they begin their first draft on page 8 of the workbook. Students should collaborate with each other and exchange ideas as they work. I circulate and listen to the oral language that is being used. I provide guidance and encouragement when needed. **Note:** Stage I ELLs will use a filled in graphic organizer to help them write two sentences. Stage 2 ELLs will use a partially filled out graphic organizer to help them write 3-4 sentences.

- **Reflect and Connect:** Have students read their graphic organizer summarizing the characteristics of a hurricane. Students will also share their first drafts. **Home connection:** Ask students to interview friends and family members about their experiences in a hurricane and tell us about it tomorrow.
<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Do I Already Know?</td>
<td>What Do I Think I Will Learn? or What Do I Want To Know?</td>
<td>What Have I Learned?</td>
</tr>
</tbody>
</table>
Before reading I can:

- Look at the.
- Make a prediction.

During reading I can:

- Point to the print as I read.
- Get my ready.
- Check the.
- Find chunks I know.
During reading I can:

**S-T-R-E-T-C-H** the word.

Look for little words. **s-way**

Go back and read it again.

Blend the sounds together.

Ask myself

- Does it sound right?
- Does it look right?
- Does it make sense?
After reading a story I think about:

★ what the story was about.
★ how I would retell the story.
★ what I want to talk about.
★ what it reminds me of.
★ what picture I have in my mind.

After reading an information book I think about:

★ what I learned.
★ what questions I have.
Plan Your Summary

Topic

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Plan Your Summary

Topic ___________ 

- huge
- lots of damage
- wind
- hit land
- rain

#Write 1-2 sentences

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Plan Your Summary

Topic

Hurricanes

* Write 3-4 sentences

Intermediate ELLs
* Write a paragraph.
Earth
head
Never
Very
Because
Lesson 3
### Functional / Notional Chart Lesson: 3

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>SITUATION</th>
<th>FORMULA</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Tornadoes</td>
<td>Tornadoes are _______ _______ wind storms.</td>
<td>adjectives</td>
<td>funnel, shaped</td>
</tr>
<tr>
<td>Tell</td>
<td>Formation of tornadoes</td>
<td>They form when a _______ of _______ moves in and</td>
<td>object, adjective, verb</td>
<td>mass, cold, air, collides, hot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with _______ air.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create</td>
<td>Twister tube</td>
<td>My twister tube makes a _______ shape forming in</td>
<td>objects</td>
<td>funnel, water, whirling, winds, twister</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare and</td>
<td>Hurricanes and</td>
<td>Tornadoes are _______ but their _______ is stronger.</td>
<td>objects</td>
<td>smaller, winds</td>
</tr>
<tr>
<td>contrast</td>
<td>tornadoes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Objectives:
All students will be able to:
- describe tornadoes
- tell where most tornadoes form
- answer why tornadoes cause damage
- create a tornado using a twister tube.

Most students will be able to:
- give examples of descriptive details from the text
- use a graphic organizer to summarize ideas
- pronounce sight word vocabulary

Some students will be able to:
- complete a first draft of their writing
- revise their own summaries
- compare and contrast hurricanes and tornadoes

2. Supplementary Materials/Resources:
- Book: “Stormy Weather”
- Venn Diagram
- Versa Tiles- with directions & answer sheet
- Summary Sentence graphic organizer
- Student Workbook, page 7
- Writing Transparency: “The Lion, the Witch and the Wardrobe”
- Twister Tube

3. Instructional Delivery/Student Activities:
- Set a purpose for reading: Chapter 4, Stormy Weather
  Tell students to: Listen as I read the chapter aloud. Point to the Venn Diagram and tell students “After reading you will use the graphic organizer to compare and contrast hurricanes and tornadoes.

- Vocabulary Development: Point to key vocabulary words which are posted on the board (tornado, hurricane, funnel, twister, destruction, meteorologist). Do “my turn, your turn”, saying the words and have the students repeat the words.

- Read aloud: Read with expression, pausing to emphasize key vocabulary. Remind students to make text-to-self, text-to-text, and text-to-word connections while I am reading.

- Discuss Chapter 4: Have students “think, pair, and share” a quick summary of the chapter. Ask questions: Where do most tornadoes
occur? Why might tornadoes that touch the ground cause so much damage. Give examples of descriptive details the author uses to tell about the destruction tornadoes can cause.

- **Students read** Chapter 4 silently, and partner read the chapter with their partner when they are finished. Students at level 1 or 2 can listen and read along at the listening center.

- **Model:** Use "think aloud" to illustrate how to fill in the graphic organizer comparing tornadoes to hurricanes.

- **After reading:** Students work with their partners and discuss the answers. All teams come back together, I model how I located the answers, and I write the answers on the board. Level 1 ELLs go Versa Tile Center where they are provided with an activity that has an answer key.

- **Summarize Information:** Students will turn to page 11 in their workbook and use the graphic organizer to summarize the information on page 17 of chapter 4. I **model first.** For my beginners, I provide them with a Summary Sentence and filled in graphic organizer.

- **Writing:** Refer students to workbook, page 7. Have them review their graphic organizers with a partner and **reread** their first drafts. Give students time to complete their first draft. **Explain:** "you must now look back at your work with fresh eyes and decide how to revise it so that all of your ideas are expressed clearly."

Model how to revise a piece of writing by adding, eliminating, or clarifying information. **Display** the writing transparency “The Lion, the Witch, and the Wardrobe”. **Read** the paragraph with the students and model the revision process. **Have students reread the revised summary.** Point out that by clarifying and elaborating their ideas the summary became clearer. **Students discuss and share** their ideas on revising. **Students revise** their own summaries with their partners and create a second draft.

**Reflect and Connect:** As a group students will use the “Twister Tube” to make a tornado in a bottle. This hands-on activity will illustrate a tornado funnel forming the water.
Tornadoes  Hurricanes
Summary Sentence: A tornado occurs when spinning winds twist a thundercloud into a funnel.
Summary Sentence: Cold air bumps into hot air.

How a Tornado Forms

Cold air bumps into hot air

Thundercloud appears

Intermediate ELLs
How a Tornado Forms

Summary Sentence: ____________________________

Advanced E11s
The story *The Lion, the Witch and the Wardrobe* is about four children who enter a magic land called Narnia. The names of the children are Lucy, Peter, Edmund, and Susan. In Narnia they meet many unusual characters. They break the spell of an evil witch and rule in Narnia for many years.
**TWISTER TUBE**

You will need:
- Two empty 2-liter soda bottles
- Water
- Twister tube

Set up:
- Fill one empty 2-liter soda bottle 2/3 full with water.
- Attach the twister tube to the top of the soda bottle by twisting tightly.
- Turn the second empty 2-liter soda bottle upside down. Attach this bottle tightly into the free end of the twister tube.

Make a tornado!
- Turn over the bottles so the full bottle is on top.
- Quickly grab the end of the full bottle firmly with your hand and swirl it rapidly in a circular motion until you see a tornado funnel forming in the water.

For more hands-on fun, add any of the following to the water:
- Food coloring
- Sparkling glitter
- Metallic confetti

**What is a tornado?**

From the Latin *tornare*, meaning to "thunder," a tornado is a rapidly rotating circular storm with a funnel-shaped cloud filled with dust and water. The conditions that cause tornadoes to occur are still under scientific investigation. The funnels themselves seem to form as a result of violent motions in the atmosphere and within low-pressure areas of high winds. Funnel wind speed is often measured at more than 300 mph (480 km/h), with some storms producing wind speeds of more than 500 mph (800 km/h). Destruction of property in the path of a tornado is caused by these strong winds and also by sharply reduced pressure in the center of the funnel. If houses, buildings, and other structures are not properly ventilated to adjust to the extremes in pressure, they will explode.
Ready!
Open the Answer Case. Place the number tiles on the top half of your Answer Case with the number side up. The tiles with numbers 1–12 will be on the top of the case and the letters A–L will be on the bottom part of the case.

Set!
Open your book to an activity

Go!
Follow these four simple steps!

ANSWER
Begin with the first question. Think about what the answer should be. Then find the best answer in the Answer Box at the bottom of the page. Place Tile 1, number side up, on top of the letter in your Answer Case that corresponds to the letter of the best answer in the Answer Box in your book. Continue this process until you have answered all 12 questions. (Remember, tile numbers correspond to question numbers.)

FLIP
After you have answered all 12 questions, close your Answer Case and flip it over! Then open the case and look at the pattern.

MATCH
Check the pattern in the Answer Case against the pattern at the bottom of the page in your book. Does it match? If so, congratulations—you have answered every question correctly! If the pattern does not match, flip over the tiles that do not match. Then close the Answer Case and flip it back over.

LEARN
Look at the numbers on the tiles you flipped over in the Answer Case. Reread these questions. Rethink your answers, and place the number tiles on the appropriate letter spaces in the Answer Case.

Flip and check again to see if you have the correct pattern. When the pattern in the tray matches the pattern in the book, you know you have successfully completed the activity!
Tornadoes and Thunderstorms

Learning weather warning signs saves lives. Know what to look for and what to do. Before a tornado, you will see dark clouds with sudden heavy rain. Along with the high wind, a funnel-shaped cloud will appear.

Some tornado action steps are go indoors and stay on the first floor. It is best to sit on the floor with your knees bent. Touch your knees with your forehead. Clasp your hands behind your neck. This will protect your eyes from any flying debris.

Some thunderstorm action steps are go indoors and stay away from wires and metal surfaces. If outside, stay away from fences, trees, and water.

Note: Versa Tips in back of book
<table>
<thead>
<tr>
<th>Weather Emergencies</th>
<th>Answer Box</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What to do in a tornado or thunderstorm</td>
<td>What to do in a tornado or thunderstorm</td>
</tr>
<tr>
<td>A Know what to look for: High winds, funnel cloud</td>
<td>E Thundstorm lighting, warning signs</td>
</tr>
<tr>
<td>B If outside: stay away from fences, trees, and water</td>
<td>F Tornado action steps</td>
</tr>
<tr>
<td>C Dark clouds, heavy rain, and metal surfaces</td>
<td>G Go indoors: stay on first floor</td>
</tr>
<tr>
<td>D Go indoors: sit with bent knees, hands behind neck and knees, hands behind neck</td>
<td>H Go indoors: save lives</td>
</tr>
<tr>
<td>E Thunderstorm</td>
<td>I Learning weather warning signs</td>
</tr>
<tr>
<td>F Tornado</td>
<td>J Recognizing tornado warning signs</td>
</tr>
<tr>
<td>G Floor, trees, and heavy rain</td>
<td>K What to do in a tornado or thunderstorm</td>
</tr>
<tr>
<td>H Water surfaces</td>
<td>L Where Emergency</td>
</tr>
</tbody>
</table>
Lesson 4
<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>SITUATION</th>
<th>FORMULA</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Blizzard</td>
<td>A ___ is a storm with ____ of ______ miles per hour.</td>
<td>subject, object,</td>
<td>winds, thirty-five,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>adjective</td>
<td>snowdrifts, whiteouts, Fahrenheit</td>
</tr>
<tr>
<td>Give</td>
<td>Reasons to stay at home during a blizzard</td>
<td>Three reasons to stay at home are _______ becomes impossible. Blizzards cause _________. _________ covers cars and houses.</td>
<td>subject, object</td>
<td>driving, whiteouts, snowdrifts</td>
</tr>
<tr>
<td>reasons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize</td>
<td>Words meteorologists use</td>
<td>Meteorologists put out _____________. A tornado ______ means _______ _______. A tornado ______ means a tornado has been spotted.</td>
<td>object, verb,</td>
<td>tornado, warnings, watch, stand,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>subject</td>
<td>by, warning</td>
</tr>
</tbody>
</table>
Unit Title: Stormy Weather       Grade 2       Duration 60 minutes
Lesson 4       Summer 2003

1. Objectives:
   All students will be able to:
   • describe a blizzard
   • tell if a blizzard is more dangerous than a tornado
   Most students will be able to:
   • recognize words meteorologists use to forecast weather
   • give reasons why to stay at home during a blizzard
   • pronounce new sight words
   • explain what a suffix is
   Some students will be able to:
   • edit independently and with a partner
   • prepare a final draft of their writing

2. Supplementary Materials/Resources:
   • Book: Stormy Weather and tape
   • Student Workbook, pages 18-19
   • Answer Sheet to Listening Comprehension Questions
   • “The Fox and the Crow” Transparency
   • Reading Rods
   **denotes original lesson

3. Instructional Delivery/Student Activities:
   • Set a purpose for reading: Chapter, 5, Stormy Weather. Have students turn to page 20 and read the chapter heading and look at the photograph. Point to the questions on the board and read them slowly. Tell students that while you are reading aloud they are to listen for answers to the following questions: 1. How fast do winds blow in a severe blizzard? 2. Which is more dangerous a hurricane or a blizzard? 3. Why is it best to stay home during a blizzard? 4.Why did the author include the three photographs in Chapter 5?**

   • During reading aloud students will give a “thumbs up” when they hear the answer to any of the questions on the board. After reading discuss the questions. Have students “think, pair, and share”. Give ample time for all students to share their ideas orally. Model answering the first question, and have students orally give their answers. I will provided Beginning ELLs with an answer sheet so that they can participate in the discussion

   • Review key vocabulary words using “my turn, your turn”, making sure that all students participate as they say aloud the words: blizzards, snowdrifts, whiteouts, temperature, Fahrenheit.
• **Students** read silently and then reread the chapter with their partner. After reading, we discuss the chapter. **I model** summarizing the chapter by doing a “think aloud”. I speak slowly and emphasize key words as I speak. I make sure that I make eye contact with the students. **Students discuss** the chapter and orally try to summarize the information in the chapter.

• **Summarizing Information:** Direct students to turn to page 18 in the Student Workbook and use the graphic organizer to summarize Chapter 5. **Remind** them to work with their partners and their teammates. **I circulate** to hear the oral language that is being used, and to monitor for understanding. Beginning and Intermediate ELLs will be provided with a graphic organizer that is filled in.

• **Mini-Lesson on Suffixes: (-less,-er,-ness)** Write the following words on the board: careless, humorless, treeless. Tell the students you want someone to come to the board, read each word, and circle the part of each word that is the same. Allow students time to “think, pair, and share” before asking for a student to volunteer. **Explain that -less** is a suffix that means “without”. **Explain that -less** can be added to the base word. Ask students to raise their hands if they can tell me what the base words are in the words on the board. **Repeat** the above procedure to introduce the suffix **-er using the words:** painter, seller, entertainer. **Tell** students that the suffix **-er** means “one who”. **Repeat** the procedure again to introduce the suffix **-ness**, using words: dullness, brightness, and happiness. **Tell** students that suffix **-ness** describes a state or quality of a person or thing. Inform students that they will be practicing these suffixes tomorrow. **Have beginning ELLs use reading rods and make base words and add suffixes.**

• **Writing:** **Model how to revise a piece of writing by adding phrases to sentences. Use** writing transparency, “The Fox and the Crow”. **Model** how to revise. On the overhead transparency make revisions. Allow time for students’ responses. Read each sentence and allow wait time for students to give ideas about how they would make revisions. **Complete the revisions.** Have students turn to their Student Workbook and reread the revisions they began yesterday. Give students time to discuss and share their revisions with their partners and with the class.

• **Students edit independently and with a partner:** **Point out** the Editing Checklist in the Student Workbook, page 19. Explain how important it is for writers to check their work for all items on this checklist before preparing a final draft. **Say:** “Today you are going to take a few minutes to edit your own writing, then work with your partner to help each other edit. Students will conference with each other and share the changes and give feedback to each other. **Student will use this information to independently prepare their final drafts.**”
• **Reflect and Connect:** Students share their edited drafts.
Summary Sentence: **Blizzard conditions include high winds, freezing temperatures, snowdrifts, and whiteouts**
Stormy Weather, Chapter 5: Summary

Blizzard Conditions

- Winds 36 miles per hour or more
- Temperature lower than 32°F

Summary Sentence: _____________________________________________________________________
Summary Sentence: ____________________________
I put spaces between my words.

I used punctuation marks at the end of every sentence.

I started each sentence with a capital letter.

I started people's, pets', and places' names with capital letters.

I checked and corrected spelling errors.

I used complete sentences.

I indented all paragraphs.
1. How fast do winds blow in a severe blizzard?

   Answer: In a severe blizzard winds blow at 45 miles per hour or more.

2. Which is more dangerous a hurricane or a blizzard?

   Answer: Blizzards are not usually deadly like hurricane.

3. Why is it best to stay home during a blizzard?

   Answer: It is best to stay home during a blizzard, because blizzards cause whiteouts that make it impossible to see.

4. Why did the author include the three photographs in Chapter 5?

   Answer: I believe the author included the three photograph to show how blizzards affect people’s lives.
The Fox and the Crow

In this fable, a fox sees a crow with a piece of cheese. The crow has the cheese in her beak. He thinks of a trick. He wants to get the cheese. He tells the crow that she must have a nice voice.

The crow opens her beak to sing, and the cheese falls. The cheese lands on the ground. The fox eats it.
Lesson 5
<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>SITUATION</th>
<th>FORMULA</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give</td>
<td>Brief summary of</td>
<td>It is mostly about _____, _____, and ______.</td>
<td>objects</td>
<td>thunderstorms, tornadoes,</td>
</tr>
<tr>
<td></td>
<td>Stormy Weather</td>
<td></td>
<td></td>
<td>hurricanes, blizzards</td>
</tr>
<tr>
<td>Point out</td>
<td>How to stay safe in a</td>
<td>You should stay ______. __________. __________ television and listen to the radio to get important</td>
<td>object, verb</td>
<td>indoors, watch, report, warnings</td>
</tr>
<tr>
<td></td>
<td>storm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write</td>
<td>Final Draft</td>
<td>My final draft should include all ______.</td>
<td>object</td>
<td>revisions</td>
</tr>
</tbody>
</table>
Unit Title: Stormy Weather  Grade: 2  Duration: 60 minutes  Summer 2003

Lesson: 5

I. Objectives:
   All students will be able to:
   • give a brief oral summary of Stormy Weather
   • describe how to stay safe in a storm

   Most student will be able to:
   • Reread Chapter one of Stormy Weather modeling fluency
   • Write a final draft

   Some students will be able to:
   • Summarize all chapters of Stormy Weather orally

Supplementary Materials/Resources:

   • Book: Stormy Weather
   • Student Workbook, pages 22-23
   • Reading Rods
   **denotes original lesson

3. Instructional Delivery/Student Activities:

   • Retell and summarize book: As students to think, pair, and share what they have learned about storms. Ask: What was the book mostly about?, Why do you think the author wrote this book? What did you learn about staying safe during a storm? **

   • Reread for Fluency: Say: “I am going to read you Chapter 1 of Stormy Weather. As I read I’m going to pretend that I am an expert on storms and that you are an audience that knows nothing at all about them. I’m going to try to read slowly, clearly, and with expression so that you understand better.” **

   • Read Aloud Chapter 1 modeling fluency and expression. Say: “You are going to have the chance to read to me too, but first you will get to practice reading aloud so that you can read like an expert too. Imagine you are a television meteorologists and that you are explaining storms to your audience. You want to speak clearly and with expression to make the words as meaningful as you can.”**

   • Assign a page of text to each student. Have partners practice their reading fluency by reading their assigned pages to each other. Bring the group together and have each student reread his/her assigned text. Try not to interrupt students’ reading, and give them time to problem-solve by themselves on difficult words. Students should continue taking turns until the time is up.** *(Students at all levels of language proficiency will be able to participate. Students at Level have been practicing reading the book aloud with the tape so their confidence level should be up.)*
• **Word Study: Students turn** to the Sight Word Checklist on page 23 of their Student Work. Students will work with a partner and exchange workbooks. One student reads the list as fast as he or she can while the other student checks his or her work. Students exchange workbooks again, and the second student reads. **

• **Reviewing Suffixes: Review** with students the suffixes introduced yesterday. Ask students to tell how each suffix changes the meaning of a base word. **

• **Teamwork: Tell** the class that each team will try to generate as many words with the suffixes as they can in five minutes. When time is up, invite each team to read their words. Write the responses on the board. Praise the students’ efforts. Note: Teams and partnerships are arranged so that students have support from a student at an intermediate or advanced level of language proficiency.

• **Reflect and Connect: Share Through Read Aloud: Remind students** that their objective in their week’s writing was to clearly summarize information. Each of them chose a story with which they were familiar, and they composed many kinds of paragraphs. Sharing is an important part of the writing process. It is an opportunity for the author to connect with his or her audience. **Invite volunteers to read their paragraphs.** As students listen, remind them to think about what is being summarized. **
Sight Words

Directions: Exchange workbooks with a partner. Read the words to your partner. Have your partner mark the words you still need to practice.

☐ because  ☐ thought

☐ never  ☐ while

☐ earth  ☐ along

☐ very  ☐ might

☐ head  ☐ close
FLA 518: TAT Sheltered ELL Strategies Checklist

Write the PAGE NUMBERS and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>I. Contextualize Lesson</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1.a Visuals (Realia, Manipulatives, Gestures)</td>
<td>8</td>
<td>10</td>
<td>14, 15</td>
<td>17, 18</td>
<td>21, 22</td>
</tr>
<tr>
<td>I.1.b Model (Instructions, Processes)</td>
<td>7, 8</td>
<td>10, 11</td>
<td>14, 15</td>
<td>17, 18</td>
<td>21, 22</td>
</tr>
<tr>
<td>I. 2. Activate Background Knowledge</td>
<td>7</td>
<td>10</td>
<td>14</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.1. Graphic Organizers</td>
<td>8</td>
<td>11</td>
<td>15</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>II.2. Develop Vocabulary</td>
<td>8</td>
<td>11</td>
<td>14</td>
<td>17, 18</td>
<td>22</td>
</tr>
<tr>
<td>II. 3. Simplify Written Text</td>
<td>8</td>
<td>11</td>
<td>15</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.1. Graphic Organizers; Listening Guides (checklists, etc.)</td>
<td>8</td>
<td>11</td>
<td>15</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>III.2. Frame Main Ideas</td>
<td>8</td>
<td>11</td>
<td>14</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>III. 3. Pace Teacher’s speech</td>
<td>8</td>
<td>11</td>
<td>14, 15</td>
<td>17, 18</td>
<td>21, 22</td>
</tr>
<tr>
<td>IV. Engage: Opportunities for Output</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.1. Teacher Questioning and Response Strategies; Instructional Conversations</td>
<td>8</td>
<td>11</td>
<td>14, 15</td>
<td>17, 18</td>
<td>21, 22</td>
</tr>
<tr>
<td>IV.2. Small Group Work (including Information gap activities)</td>
<td>8</td>
<td>11</td>
<td>15</td>
<td>17, 18</td>
<td>21, 22</td>
</tr>
<tr>
<td>IV.3. Meaningful, real-life activities; Students as researchers</td>
<td>8</td>
<td>11</td>
<td>15</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V.1. Use questions appropriate for language levels</td>
<td>8</td>
<td>11</td>
<td>14, 15</td>
<td>17, 18</td>
<td>21, 22</td>
</tr>
<tr>
<td>V.2. Assign appropriate tasks for varying levels</td>
<td>8</td>
<td>11</td>
<td>15</td>
<td>17, 18</td>
<td>21, 22</td>
</tr>
<tr>
<td>VI. Literacy/Academic Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI.1. Allow use of L1 for planning and conceptualizing</td>
<td>8</td>
<td>10, 11</td>
<td>14, 15</td>
<td>17, 18</td>
<td>21, 22</td>
</tr>
<tr>
<td>VI.2. Lots of real oral and written language</td>
<td>7, 8</td>
<td>10, 11</td>
<td>14, 15</td>
<td>17, 18</td>
<td>21, 22</td>
</tr>
<tr>
<td>Grammar Structure</td>
<td>Lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepositional objectives</td>
<td>1.2,3,4,5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Similes</td>
<td>1,2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct objectives</td>
<td>1.2,3,4,5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subjects</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjectives</td>
<td>2,3,4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbs</td>
<td>3,4,5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Function Index

<table>
<thead>
<tr>
<th>Function</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Write</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Find</td>
<td>1</td>
</tr>
<tr>
<td>Play</td>
<td>2</td>
</tr>
<tr>
<td>Highlight</td>
<td>2</td>
</tr>
<tr>
<td>Give</td>
<td>3</td>
</tr>
<tr>
<td>Tell</td>
<td>3</td>
</tr>
<tr>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td>3</td>
</tr>
<tr>
<td>Give reasons</td>
<td>3</td>
</tr>
<tr>
<td>Recognize</td>
<td>4</td>
</tr>
</tbody>
</table>
Original Lessons
BEFORE READING

INTRODUCE THE BOOK
Tell students that you will be reading a part of the book to them each day. After you finish reading, they will discuss their ideas about the story and its characters.

Show students the cover and read the title. Point out that the novel The Chalk Box Kid was written by Clyde Robert Bulla. Ask students to share their ideas on what the book might be about. Ask what they can tell about the character from the cover picture and the title.

Read the back-cover blurb to students. Ask them what kind of story they think this will be. Ask what they think might happen when Gregory discovers the abandoned chalk factory.

PROVIDE QUESTIONS
Explain to students that as you read the first two chapters in the book, you want them to think about the character Gregory. You particularly want them to think about two questions. Write these questions on the chalkboard:

- How is Gregory feeling?
- Why does he feel this way?

DURING READING

READ CHAPTERS 1-2
Read with fluent expression. Pause at the end of each chapter to remind students to jot down their ideas about Gregory's feelings and why he feels as he does.

AFTER READING

THINK
Read the questions again and have students take a minute to jot down their ideas on page 1 of their Student Workbooks.

PAIR
Have students briefly discuss the questions with a partner. They should write their joint ideas in their Student Workbooks.

SHARE
Ask students to share their ideas. Record them on a chart like the one shown at left. Take the opportunity to discuss any differences of opinion. Reread appropriate sections of the text to clarify or confirm responses.
ACTIVATE PRIOR KNOWLEDGE
Show students the cover of the book and read the title.

Ask:
- What is in the photograph?
- What type of storm do you think might be taking place?

Involve students in a brief discussion about storms. Ask about types of storms they are familiar with. Encourage students to share what they already know about weather conditions caused by these storms.

PREVIEW THE BOOK
Give each student a copy of the book. Turn to the table of contents.

Ask:
- What does this table of contents tell you about how the book is organized?
- What page would you go to if you wanted to read about tornadoes?
- What does the chart on page 2 show? How would it help you understand a weather map?

SET A PURPOSE FOR READING: CHAPTERS 1-2
Have students turn to page 2. Read the first chapter to students and have them name the three kinds of clouds mentioned. Then have them turn to page 4 and read the chapter head.

Say: Let's read this chapter silently to find out the two characteristics of thunderstorms and what causes each one to occur.

After reading, discuss the purpose of the reading.
MONITOR READING STRATEGIES

BEFORE READING
Use the cues provided to remind students that they can apply different strategies to identify unfamiliar words.

DURING READING
Observe students as they read the book. Take note of how they are problem-solving on text. Guide, or prompt, individual students who cannot problem-solve independently.

AFTER READING
Discuss words that gave students difficulty and the strategies they used to work them out. Reinforce good reading behaviors you observed.

ASK & ANSWER QUESTIONS

MODEL
Model for students how to find answers to questions.

Say: You know that often when you read something in school, you are asked questions on what you read. You often have to take tests that ask you questions. We're going to learn how to look for answers to questions.

As you discuss the different types of questions, record them on chart paper or the chalkboard to refer to as you read the book.

Say: You can find answers to questions in different places. Sometimes the answer is right there on one page. Often these questions will have some of the same words that you find in the book. I'll write “right there on the page” on the chalkboard so that we can remember it.

Another type of question can be answered from the book, but you have to search through several pages to find the answer. Sometimes you have to put the information together in your head in order to answer the question. I'll write “search the book” on the chalkboard so that we can remember it.

You will also find some questions for which the answer is not in the book. For these questions you have to find clues in the book, then use those clues to come up with the answer. I'll write “look for clues” on the chalkboard.

OK, let's look at some questions about this book and see if we can figure out where to find the answers.

VISUAL CUES
- Look at the initial letters.
- Break the word into syllables and sound out each part.
- Look for familiar chunks within the word.
- Think about what sound the vowel makes in the word.

STRUCTURE CUES
- Think about whether the words in the sentence sound right.

MEANING CUES
- Think about what makes sense in the sentence.
- Look at the pictures to confirm the word.

TYPES OF QUESTIONS
1) Right there on the page
2) Search the book
3) Look for clues
C O M P L E T I N G  T H E  R U B R I C

1. Analyze student responses and determine how many items students missed for each of the two assessed skills.

2. Determine the student’s score using the Rubric Key. If student responses fit more than one criteria of the rubric, assign the lower of the two scores.

3. Determine the student’s instructional focus for the week using the information at the top of the rubric.

P R E - A S S E S S M E N T
A S S E S S E D  S K I L L S

- Identify summary
- Identify main ideas that support summary

Distribute the Comprehension Pre-Assessment text passage and questions (pages 61–62). Ask students to read the passage and answer the follow-up questions. They will have 20 minutes to complete the test. Students should take the test independently and hand in their tests as soon as they are finished.

Score the test using the answers provided below and complete the rubric on page 65. (Make copies of the rubric for every student’s portfolio.)

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Name __________________________ Date __________

Directions: Answer the questions below.

1. This story is about...
   A. hotels  
   B. travelers  
   C. night workers (Identify summary)  
   D. music

2. Which main idea supports the answer to question #1?
   Possible Responses: depend on people who work at night; checks into the hotel late; truck drivers driving late at night; restaurants open 24 hours a day (Identify main ideas that support summary)

3. Night workers often help people...
   A. do their jobs  
   B. eat  
   C. who are tired  
   D. all of the above (Identify main ideas that support summary)

4. Paragraph 5 is mostly about...
   A. nighttime restaurant workers  
   B. eating late at night  
   C. being nice to people  
   D. restaurants (Identify main ideas that support summary)

5. Write a new title for this story.
   Possible Responses: Who Helps at Night? Working After the Sun Sets (Identify summary)

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Engage students in a discussion about the text. Help them understand where they can find answers to the following questions.

1. Where do most thunderstorms take place?

**Say:** This is a question that can be answered from the book. Let’s look for the words most thunderstorms in the book to help us find the answer. Where did you find the words? What is the answer? Remember, this is a question that can be answered by looking in one specific place. (tropical places, p. 5) (Level 1, Identify facts and details)

2. What causes static electricity to build and lightning to happen?

**Say:** What words are you going to look for to try to find the answer in the book? (static electricity) Did you find the answer on more than one page? What is the answer to the question? (water evaporating and rising to the sky, pp. 6–7) (Level 2, Identify cause and effect)

3. Why would it be dangerous to be caught in a lightning storm?

**Say:** The book won’t tell you the exact answer to this. You will have to look for clues and draw a conclusion. What do you think the answer might be? (Answer: You could be killed or injured. Clues/Evidence: It is a form of electricity; it is a powerful force; lightning kills hundreds of people every year. p. 8) (Level 3, Draw conclusions)

4. Why did the author title the first chapter “Storms Ahead”?

**Say:** This answer won’t be in the book. The question asks you to think about what the author’s purpose might have been. With these types of questions, you not only have to think about the author’s purpose, you have to use your background knowledge as well. Let’s hear your ideas and discuss them. (This chapter tells the reader that the other chapters in the book are going to contain information about storms.) (Level 4, Identify author’s purpose)
MODEL THE WRITING

Show students that they can use a Summarize Information graphic organizer to plan their own writing.

- Display the blank Summarize Information transparency.
- Decide on a fairy tale, tall tale, or other story with which all students are familiar, such as *Jack and the Beanstalk*.
- Tell students that they will use the web to note the important characters and events in one of these stories. (For example, “Jack” and “climbs a tall beanstalk.”)

**Ask:**

Who are the main characters in the story? What happens to them? How does the story end?

- Record students’ responses on the graphic organizer.
- Tell students that they now have a plan. They know what information they need for writing a summary. They know who the story is about and what happens in the story. Work on one sentence at a time. Have students suggest words and phrases that include major events and follow the sequence of the story. Record their suggestions. Read aloud the completed summary. Tell students that they now have a completed first draft and that they need to edit it.
- Model the revision and editing process.

**Ask:**

- Are the events of the story in the correct order?
- Are there any unnecessary details that can be omitted? Is the ending clear?
- Could any adjectives be added to make the ideas clearer?
- Are the spelling and punctuation correct?

The revised and edited writing might be similar to the paragraph at left.

- Tell students that tomorrow they will brainstorm and begin to write their own summaries.
SIGHT WORD VOCABULARY

Explain to students that some words in the English language occur very often in books. Some of them have irregular spelling patterns, so they can't be sounded out. If students memorize these words, they will be able to read much faster.

Explain to students the procedure for learning sight words:

**Say:** You will get 10 words during the week to practice and learn. You will get five words on Monday, and you will practice these on Tuesday. You will get another five words on Wednesday and practice these on Thursday. On Friday you will test yourself with a partner to see how fast you can read the 10 words.

Have students turn to the list on page 4 in their Student Workbooks. Have students read the words with you. Then have students provide oral sentences for the words. Allow several students to have a chance to make up a sentence. Pair students and have partners take turns reading the list to each other.

**USING CONTEXT CLUES TO DETERMINE WORD MEANINGS**

Explain that sometimes readers can't rely on a glossary for help in defining an unknown word. Instead they have to be detectives and look for clues in the surrounding text. These are called context clues, and they can take many forms. They can be direct definitions, picture and word clues, or synonyms (words that mean the same thing as the unknown word). Good readers use context clues all the time to help them understand what they are reading.

Tell students that they are going to help you define a word using context clues.

- Display the Using Context Clues transparency.
- Read aloud the text on the transparency. Ask students if they were able to guess the meaning of the word.
- Have them identify clues in the text that helped them reach a definition.
Using Context Clues

Our science teacher showed our class an anemometer. It has three cups attached by spokes to a short pole.

People who are interested in weather use this instrument outdoors. When the wind blows, the pole turns and the cups spin.

This is one kind of wind-measuring tool.

Say: The first sentence tells me that an anemometer has something to do with science, because the science teacher is showing it. I don’t know what an anemometer is. But I’m going to keep reading. Maybe if I pay close attention, I can find some clues that will help me define it in context. The next sentence gives me a good idea of what an anemometer looks like. It is a short pole with three cups attached to it by spokes. The next sentence gives me even more information. It tells me that weather people use an anemometer outdoors. Those are all clues. I’m starting to visualize an anemometer. The next two sentences really help me. They explain that an anemometer measures wind. As I keep reading, I notice the phrase “wind-measuring tool” in the last sentence. It’s almost like a synonym for anemometer. Using these clues, I can guess that an anemometer is an instrument used to measure wind speed.
**READ-ALOUD**
The Chalk Box Kid, Chapters 3–4

**COMPREHENSION**
- Introduce the Strategy
- Model the Strategy
- Practice the Strategy

**SMALL GROUP READING**
Stormy Weather, Chapter 3

**WRITING**
- Group Brainstorming
- Plan and Write First Draft Independently

**WORD STUDY**
- Sight Word Vocabulary
- Phonics: Closed Vowel Pattern With Silent e

**REFLECT & REVIEW**
Questions for reflection and review
BEFORE READING
REVIEW, RETELL, AND MAKE PREDICTIONS
Have students review what they know about Gregory from the story so far. Ask a volunteer to retell the story to this point.

PREDICT
Have students predict what will happen when Gregory goes to his new school. Ask for ideas about what his teacher and the other kids will be like.

DURING & AFTER READING
READ CHAPTERS 3-4:
Read with fluent expression. Depending on the time you have, use some or all of the following questions to discuss the plot.

DISCUSS
CHAPTER 3
- How does Gregory get to his classroom on the first day of school?
- How does Gregory feel about Miss Perry? Why do you think he feels this way?
- What does Vance accuse Gregory of? Why?
- What has happened between Gregory and Uncle Max?
- Why does Gregory feel better when he discovers the old, burned building?

CHAPTER 4
- Who is Ivy and what does she say to Gregory?
- Why aren't things going well for Gregory at home? What does he do about it?
- What has Gregory been doing in the burned building? What does he discover there?
- Do you predict that Gregory will continue to go to the burned building?
REAL-WORLD EXAMPLES
Have students pretend that they are salespeople at a video store and that you are a customer.

Say: I’ve never seen the movie The Wizard of Oz, but I’m also in a rush. Please tell me quickly what it is about.

Allow students time to contribute ideas. If students use too many sentences, remind them to be brief and to include only the main points. Students should understand that a summary of The Wizard of Oz might be “a movie about a girl named Dorothy who meets Scarecrow, Tin Woodsman, and Cowardly Lion. Together they have adventures with a witch and a wizard in a land called Oz.”

INTRODUCE THE STRATEGY
Remind students that this week they will be practicing how to summarize a text. Tell students that a summary tells the most important ideas in a story or passage. Explain that being able to summarize helps students organize, understand, and remember what they read. Provide a real-world example by using the think-aloud at left.

MODEL THE STRATEGY
Display the Comprehension Strategy Poster. Read the title aloud. Draw students’ attention to the photograph.

Ask:
What do you think this passage will be about?

Slowly read the first paragraph of the poster passage. Use the following think-aloud to model summarizing the passage.

Say: From the title, picture, and first paragraph, I can tell that the passage is about tornadoes. If I were to summarize the topic for someone else, I would say that it is about what tornadoes are and how powerful they can be. Because a summary is brief, I left out supporting details—that a tornado can lift a car and carry it hundreds of feet through the air. After I read the next paragraph, I think about the most important points the author makes about tornadoes. I know I want to include only the key points in a summary—that tornadoes are funnel-shaped windstorms and that they suck up big and small objects. I use my own words to summarize the key points because it helps me to be sure I understand what I’m reading.
REVIEW CHAPTERS 1-2
Have students review what they previously read about storms.

Ask:
- What can you tell me about thunderstorms?
- What did you learn about lightning?

SET A PURPOSE FOR READING: CHAPTER 3
Have students turn to page 10 and read the chapter heading. Then have them look at the photographs on pages 10–11. They should understand that these pictures show the fierce winds typical of a hurricane, the kind of storm they will be reading about in this chapter.

Say: Let’s read this chapter silently to find out what hurricanes are like.

Monitor students’ reading and provide support as necessary. See the cues provided on page 19 (Day 1) to help you. After reading, discuss the purpose of the reading.

SUMMARIZE MODEL
Discuss with students that when they read, they can use a graphic organizer to help them gather information for a summary. Model how to summarize a chapter.
**Draw** a graphic organizer like the one shown at right on chart paper or the chalkboard.

**Show** students how to record important information.

**Say:** When authors write about a topic, they have key information they want readers to understand and remember. When we summarize we pull out this important information and restate it in our own words. As I read Chapter 3, I think, “What does the author want me to know about hurricanes?” In the first paragraph, she gives details about the characteristics of hurricanes. For example, they are huge and full of fierce winds and heavy rains. These facts are important. I will record them in the outer circles of my graphic organizer. I’ll write the key word **huge** in one circle, **wind** in another, and **rain** in a third circle. When I read the rest of the chapter, I will note and record other important information the author tells me about hurricanes. She describes the terrible damage hurricanes do when they hit land. I’ll fill in two more circles with these key points. I’ll use my own word, **tremendous**, to describe the damage. When I look at my organizer, I see that a good summary of the chapter is “Hurricanes are huge storms made up of wind and rain that can cause tremendous damage if they hit land.”

**Tell** students that after tomorrow’s reading, they will have the opportunity to summarize on their own.
GROUP BRAINSTORMING

Explain that today students will write summaries of a story with which they are familiar. But before writers put pencil to paper, they must decide what they want to write about. This is a very important first step in the writing process.

On chart paper or the chalkboard, draw a blank semantic web like the one shown at left. Tell students that when they are in the brainstorming phase, they should write down as many ideas as they can, knowing that they can read them later and narrow them down.

**Say:** Brainstorming can be fun. Let's think of all the stories we could write about. Think of stories you know well so that you will be able to summarize them in your own words. I'm going to record all the ideas you generate.

Give students plenty of time to contribute ideas to the web. If students have difficulty, prompt them.

**Say:** Think about what you enjoy reading and what you know best. What is your favorite story? Which one do you like to tell over and over?

PLAN & WRITE FIRST DRAFT INDEPENDENTLY

Encourage students to select stories from those generated (or other stories of their choosing). Tell them that they are going to write a paragraph summarizing the story. They should use the graphic organizer on page 7 of their Student Workbooks to gather the information for the summary. Once they have completed the graphic organizer, they should begin their first drafts on page 8 of the workbook.
SIGHT WORD VOCABULARY
Read with students the list of words on page 4 of the Student Workbook: because, never, earth, very, head. Then allow around five minutes for students to practice their sight words. Suggest what they should do to practice.

PRACTICE IDEAS
- Have students work with a partner and write the words on index cards. Have them make two index cards for each word. The words are placed facedown. Students take turns turning over a card and saying the word.
- Have students use the pairs of words to play “Concentration.”
- Have students take turns covering a word and spelling it while their partner checks it.
- Have two pairs of students work together and combine their sets of index cards. One student flashes the index cards one at a time for the other students. The first student to correctly say the word gets the card.

PHONICS: CLOSED VOWEL PATTERN WITH SILENT E MODEL
Review with students the sound of the vowel in the closed syllable pattern. Write the words rat, bit, and not on the chalkboard.

Say: These one-syllable words are examples of closed syllables. Syllables that end with a consonant are called closed syllables. Closed syllables often, but not always, have a short vowel sound. Let’s read the words to confirm that the vowel sound in each of these closed syllables is a short sound.

Also review the sound of the vowel in CVCe words. Write the words rate, bite, and note on the chalkboard.
**Word Study**

**Say:** These one-syllable words have a consonant-vowel-consonant-final e pattern. The final e is silent. The vowel sound in these words is usually, but not always, a long sound. Let’s read these words to confirm that the vowel sound in each is a long sound.

Explain to students how knowing the closed syllable pattern and the silent e pattern can help them read words that have two or more syllables. Write the word *include* on the chalkboard and use it to demonstrate.

**Say:** Knowing about closed syllables as well as the silent e pattern can help you read longer words. Look at the word I’ve written on the chalkboard. First I will divide it into two syllables. I will put a dot over the first vowel and the next vowel but not over the final e, because I think it is silent. I see three consonants between the dots. One of them is a blend, so I will draw a line before the blend to separate the syllables: *include*.

Now I see that the first syllable is a closed syllable and that the second syllable is one that ends with a silent e. So I try the short vowel sound in the closed syllable: /ɪ/ /ɛ/. Now I try the long vowel sound in the syllable that ends with a silent e: /kl/ /ɔː/ /d/. I put the two together: *include*. When I’m reading I can try this strategy for words I don’t know that have closed syllables and silent e syllables. Then I check that the word makes sense in the sentence.

**GUIDED PRACTICE**

Write the following words on the chalkboard. Have students use the strategy to divide the words into syllables and then sound out the words: *invite, embrace, advice, impose*.

Provide examples of words that have silent e syllables in which the other syllable does not have a short vowel sound. Explain to students that they can still sound out the words, using familiar sounds. Example words are *compete, corrode, compile, and subside*.

**REFLECT & REVIEW**

Reinforce the day’s learning by asking the following questions:

- What does Gregory learn about the burned building?
- What did you find out about hurricanes that you didn’t know before?
- What are some words that have a closed vowel pattern with silent e?
SUMMARIZE INFORMATION

READ-ALoud
The Chalk Box Kid, Chapters 5–6

COMPREHENSION
• Review the Strategy
• Apply the Strategy in a New Context

SMALL GROUP READING
Stormy Weather, Chapter 4

WRITING
• Complete First Draft
• Mini-Lesson: Revising a Text (With Writing Transparency)
• Revise Indepenently

WORD STUDY
• Sight Word Vocabulary
• Phonics: Closed Vowel Pattern With Silent e

REFLECT & REVIEW
Questions for reflection and review
BEFORE READING
REVIEW, RETELL, AND MAKE PREDICTIONS
- Ask volunteers to retell the story through Chapter 4.
- Ask students to offer predictions about what might happen next.
- Record student predictions on the chalkboard, then invite students to listen and discover if their predictions are correct.

DURING AND AFTER READING
READ AND DISCUSS CHAPTERS 5–6
Read the chapters with fluent expression. When you have finished reading, have students compare their predictions to what has happened in the story so far. Point out the predictions that need to be revised because of new information from the story. Highlight any predictions that can't yet be confirmed or revised because there is still not enough story information.
REVIEW THE STRATEGY
Ask a volunteer to explain what a summary is and why it is useful to be able to summarize important ideas and restate them in your own words. Reinforce the idea that summarizing helps readers understand and remember what they have read.

APPLY THE STRATEGY IN A NEW CONTEXT
Display the back of the Summarizing Information poster. Point to the map on the left side of the poster.

Say: Summaries can be written from visual information as well as from written information. This map has facts and details that can be summarized. What do you see?

Record students’ ideas on the graphic organizer or on chart paper. Students should note that the map key explains what the shading represents. They should understand that it shows the regions of the U.S. where tornadoes frequently occur.

Ask:
How can you summarize the information on this map?

If students are having difficulty, use the following think-aloud.

Say: When I look at the map, I see the United States with some parts of it shaded. Then I go to the map’s key and learn that the shading shows areas where tornadoes are frequent. I’m going to think about what areas are shaded. For example, I see that states in the middle part of the country are shaded. I also see that some southern states are shaded. These states are all along the coast. I can use this important information to write a summary sentence about the map. A possible summary sentence might be “Tornadoes frequently occur in the middle part of the United States and along the southern coast.”

Display the chart on the right side of the poster. Using the graphic organizer on the transparency or on chart paper, have students identify important facts about cases of polio in the United States between 1940 and 1995. Based on these important facts, ask students to compose a summary sentence. A possible sentence might be “Vaccines stopped the rise of polio cases in the U.S.”
REVIEW CHAPTER 3
Have students review what they previously read.

Ask:
• What did you learn about hurricanes?
• What hurricane alerts do meteorologists issue?

SET A PURPOSE FOR READING: CHAPTER 4
Have students turn to page 15 and read the heading.

Say: Let’s read this chapter silently to find out how tornadoes develop.

Monitor students’ reading and provide support as necessary. See the cues and prompts provided on page 19 (Day 1) to help you. After reading, discuss the purpose of the reading.

ASK & ANSWER QUESTIONS
MODEL: Remind students of the three types of questions. If available, refer to the list on the chalkboard or chart paper.

Say: Remember that we talked about three types of questions: those for which the answer is right there on the page, those for which you must search through the book, and those for which you must use clues in the book to make inferences.
GUIDED PRACTICE

1. Where do most tornadoes occur?

Say: What words are you going to look for to try to find the answer in the book? (tornadoes, occur) Did you find the answer on one page? What is the answer to the question? (midwestern states, p. 16) (Level 1, Identify facts and details)

2. How are a tornado and a giant vacuum cleaner alike?

Say: You won't find the answer to this question right in the text. You will need to make a comparison based on the information on the page and what you know about a vacuum cleaner. (They both suck up dust and dirt, and everything in their way. p. 15) (Level 2, Compare and contrast)

3. Why might tornadoes that touch the ground cause so much damage?

Say: The book won't tell you the exact answer to this. You will have to look for clues and make an inference. What do you think the answer might be? (Answer: They destroy whatever is in their path. Clues/Evidence: When they are on the ground, they come in contact with many things, like cars, houses, and even people. p. 15) (Level 3, Make inferences)

4. The author has used descriptive details to tell about the destruction tornadoes can cause. Give examples of these descriptive details from the text.

Say: To answer this question, you will need to search the chapter to find those details about tornadoes that describe why they are capable of destroying whatever is in their path. (funnel-shaped wind storms; whirling winds; sucking up houses, cars, even people) (Level 4, Analyze text structure and organization)
SUMMARIZE INFORMATION
If time permits, have students turn to page 11 in their Workbooks and use the graphic organizer to summarize the information on page 17 of Chapter 4. Give students a few minutes to jot their ideas. Then have them share their summaries. Use the completed graphic organizer on the next page to help you evaluate student answers.

Summary Sentence: A tornado occurs when spinning winds twist a thundercloud into a funnel.
COMPLETE THE FIRST DRAFT
Have students open their Student Workbooks to page 7, review their graphic organizers, and reread the first drafts they began yesterday. Give students about 10 minutes to complete their first drafts.

MINI-LESSON: REVISION A TEXT
Explain to students that they have now completed three steps in the writing process. They have brainstormed ideas, chosen and planned topics, and written first drafts. But work still remains. Now they must look back at their work with a fresh eye and decide how to revise it so that all the ideas are expressed clearly, accurately, and thoroughly.

Say: When authors revise, one of the most important things they do is make sure that all their ideas have been expressed clearly, accurately, and thoroughly. To do this they need to ask themselves questions. For example, they need to ask, “Does my summary cover all the important ideas? Will it be clear to a reader? Have I included any unnecessary information?”

Model how to revise a piece of writing by adding or eliminating or clarifying information. Display the Writing Transparency “The Lion, the Witch and the Wardrobe.” Read the paragraph with students and model the revising process by following the steps below.

Say: The first sentence introduces the topic of my summary. It tells that this will be a summary of the book The Lion, the Witch and the Wardrobe, and that the book is about children who enter a magic land. I think that it is pretty clear. I am going to leave it the way it is.
READ THE SECOND SENTENCE:

Say: In this sentence I tell the names of the four children. These names are interesting, but I know a summary should be brief. Do readers need to know these names? Allow time for student responses. On the overhead transparency, delete the second sentence.

READ THE THIRD SENTENCE:

Say: This sentence tells something about the land of Narnia. It tells that the children meet unusual characters there. But is that enough? Does something seem to be missing? Allow time for student responses. Then say: Examples of the characters they meet would make this more clear. On the overhead transparency, add “like a talking faun, a brave lion, and an evil witch” to the end of the sentence.

READ THE LAST SENTENCE:

Say: This sentence tells about the events in the story without telling the whole story. Remember, this is a just a summary. I think that I will leave it just as it is.

Reread the revised summary with students to illustrate how clarifying and elaborating on their ideas can make their summaries stronger.

REVISE INDEPENDENTLY

Have students use what they have learned in the mini­lesson to revise their own summaries to create second drafts.
PRACTICE SIGHT WORDS

Have students turn to the list on page 12 in their Student Workbooks. Have them read the words with you. Then have students provide oral sentences for the words.

Ensure that as many students as possible have a chance to make up a sentence. Pair students and have them take turns reading the list to each other. Students should also take time to practice the list they learned on Day 1.

Sight Words

thought
while
along
might
close
PHONICS: CLOSED VOWEL PATTERN WITH SILENT E

APPLY
Review with students the strategy they learned for reading closed vowel patterns with silent e. Then have them turn to page 13 in their Student Workbooks to read the paragraph and do the activity. When students have finished working on the page independently, have them read the paragraph together and share their answers. If there are any words that give students difficulty, write the words on the chalkboard and model how to use the closed vowel with silent e strategy to read the word. Reinforce the use of context clues to work out the meaning of the words.

Phonics Practice
Nick wrote a story about a huge reptile that was something like a dragon. One flaming breath from this animal could ignite an entire forest. It would not be wise to excite this beast. In the story, a knight dares to invade the creature's space. Entering its den is a big mistake. What do you think happens? Do you think the knight will escape safely from the den?

1. Show how you would divide these words into syllables:
   - reptile / re-p-tile
   - ignite / ig-nite
   - entire / en-tire
   - excite / ex-cite
   - invade / in-vade
   - mistake / mis-take
   - escape / es-cape

2. Answer these questions about the words.
   - Which word is a synonym for error? mistake
   - What is another word for entire? whole
   - A lizard is a reptile
   - If you escape, you get away
   - Which of the words means “to set on fire”? ignite
   - To go where you're not welcome is to invade
   - Which word means “to stir to action”? excite

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REFLECT & REVIEW
Reinforce the day’s learning by asking the following questions:
- What did Mr. Hiller do when he came to Gregory’s classroom?
- Why are tornadoes dangerous storms?
- Why is it important to revise your first drafts?
READ-ALOUD
The Chalk Box Kid, Chapters 7–8

COMPREHENSION
• Review the Strategy
• Apply the Strategy Independently

SMALL GROUP READING
Stormy Weather, Chapter 5

WRITING
• Mini-Lesson: Varying Sentences by Inserting Phrases
• Apply the Mini-Lesson (optional)
• Complete the Revisions
• Edit Independently and With a Partner

WORD STUDY
• Sight Word Vocabulary
• Introduce Suffixes: -less, -er, -ness
• Concept Vocabulary: Weather Forecasting

REFLECT & REVIEW
Questions for reflection and review

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BEFORE READING

REVIEW, RETELL, AND MAKE PREDICTIONS
Ask volunteers to retell what has happened in the story so far. Encourage them to predict what might happen next.

DURING READING

READ CHAPTERS 7-8
Read using fluent expression to provide a good reading model.

AFTER READING

ASK AND ANSWER QUESTIONS
This activity can be done as a short follow-up to the read-aloud or as a longer think-pair-share activity (see below). As a short follow-up, ask students to jot two questions they would like to ask about the book. One should have an answer that can be found directly in the text, and one should require readers to look for clues to support an inference. Have volunteers read their questions. Ask other students to try to answer the questions and identify the question type.

THINK-PAIR-SHARE (OPTIONAL)

THINK • Have students think of two questions they would like to ask about the book. Ask them to think of one question that has an answer that can be found directly in the text and one question that requires readers to look for clues in order to make inferences. Have students jot their questions on page 14 of their Student Workbooks.

PAIR • Have students work with partners to write three or four questions about the book. Encourage them to ask different types of questions: questions that are answered in the book and questions that need to be answered using information in the book as well as the reader’s own ideas. Have them write the questions in their Student Workbooks and identify the different types of questions.

SHARE • Have partners ask each other questions. As each question is asked, help students decide whether the question can be answered from the book alone or whether they need to use their own ideas to answer it.
REVIEW THE STRATEGY
Remind students that writers provide a lot of information in their texts, and that it is up to readers to discriminate between the very important and the less important information. Knowing how to summarize the information in a text will help students understand and learn from what they read.

APPLY THE STRATEGY INDEPENDENTLY
Tell students that today they will have the opportunity to apply their understanding of how to summarize information. Tell students that they will be reading a short passage and answering follow-up questions that focus on summarizing the passage. Explain that this is just a practice activity but that it is very similar to what they will do during a standardized test. So in addition to demonstrating their knowledge of summarizing, they will have an opportunity to practice their test-taking skills.

Ask:
What are some strategies you can use to improve your test-taking performance?

Discuss the following strategies that students can use as they read this passage and answer the questions.

Say:
- Skim the questions before reading the passage so that you know what to look for.
- Go back and scan the passage to find information you need.
- Think about whether the information is right there in the text or if you need to use the clues in the text to make inferences.
Have students turn to page 15 of their Student Workbooks and read and answer the questions. When students have finished, read the passage together as a group and review student answers by asking volunteers to share what they wrote.

Summarizing Information

Write a one- or two-sentence summary of the passage below. Remember to restate the most important ideas in your own words.

Hunting Buffalo in the Great Plains

Hunting buffalo was important for Native Americans living in the Plains. They ate buffalo meat and made clothing from the skin. They used the bones to make tools and weapons, and the horns for cups and spoons. No parts were wasted. Even the cleaned-out stomach was used, to carry water. And the tail served as a whip or flyswatter.

SUMMARY

Answers will vary.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Independent Workstation Activities**

**WORD STUDY PRACTICE**
Have students practice sight words by completing Workbook p. 16.

**INDEPENDENT READING AND FLUENCY PRACTICE**
Have students select a book for independent reading and complete Workbook page 17. Students may also read aloud to a partner the fluency card passage they practiced yesterday.

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**REVIEW CHAPTER 4**
Have students review what they previously read about tornadoes.

**Ask:**
- What did you learn about tornadoes?
- How are tornadoes different from hurricanes?

**SET A PURPOSE FOR READING: CHAPTER 5**
Have students turn to page 20. Have them read the chapter heading and look at the photograph.

**Say:** Let's read this chapter silently to find out what blizzards are like.

Monitor students' reading and provide support as necessary. See the cues provided on page 19 (Day 1) to help you. After reading, discuss the purpose of the reading.

**ASK & ANSWER QUESTIONS**

**MODEL**
Remind students of the three types of questions. If available, refer to the list on the chalkboard or on chart paper.

**Say:** Remember that we talked about three types of questions: those for which the answer is right there on the page, those for which you must search through the book, and those for which you have to look for clues. Let's think about what kind of question these are as we discuss the book.
GUIDED PRACTICE

1. How fast do winds blow in a severe blizzard?

2. Which is more dangerous, a hurricane or a blizzard?

3. Why is it best to stay home during a blizzard?

4. Why did the author include the three photographs in Chapter 5?

As students answer the following questions, have them identify the type of question and explain how they arrive at their answers. If students are having difficulty, provide more modeling in the different types of questions.

Ask:
What type of question do you think this is? Look for the words severe blizzard to help you find the answer. (rig there on the page; 45 miles per hour or more, p. 20) (Level 1, Identify facts and details)

Say: The book won't tell you the exact answer. You will have to look for clues and draw a conclusion. What do you think the answer might be? (Answer: safety; Clues/Evidence: It is hard to see, and dangerous to drive.) (Level 3, Draw conclusions)

SUMMARIZE INFORMATION
If time permits, you may have students turn to page 18 in their Student Workbooks and use the graphic organizer to summarize Chapter 5. Give students a few minutes to jot their ideas. Then have them share their summaries. Use the completed graphic organizer shown at left to help you evaluate student answers.
MINI-LESSON:
VARYING SENTENCES
BY INSERTING PHRASES

Explain to students that revising for content clarity is very important, but it is also important to make sure that the sentences are interesting to read. Writers need to read their work to hear how it will sound to others. They can add phrases to their sentences to vary them and make them more interesting.

**Say:** I am going to read you a paragraph, and I want you to listen carefully. You don’t have to think about summarizing in the paragraph right now. I want you to listen for a different reason. I want you to listen for how varied the sentences are. Do many of them begin the same way? Are they interesting to listen to? Why or why not?

Display the Writing Transparency “The Fox and the Crow.” Read the text to students.

**Ask:**
What can you tell me about the sentences in this paragraph?

Allow time for responses. If students do not mention it, point out that too many of the sentences begin the same way. Reread the paragraph so students can hear that almost all the sentences begin with either the or he. Point out that the sentences beginning with the are all together, as are the sentences beginning with he.

**Ask:**
What does it feel like to listen to a paragraph with sentences that begin in the same way?

Help students understand that the repetition makes the sentences less interesting.

**Say:** When people speak, they rarely speak in sentences this repetitive. If they did, people might think their sentences were boring. Instead people naturally vary the words they use in their sentences. Sometimes they use phrases. Good writers learn to use phrases in sentences, too.
Model how to revise a piece of writing by adding phrases sentences. Reread “The Fox and the Crow” and follow the steps below.

Say: I don’t think these sentences are very interesting. I think I can include information from the second sentence in the first sentence. What phrase from the second sentence can I add to the first sentence? Allow time for student responses. That’s right, I can add the phrase “in her beak” to the end of the first sentence. On the overhead transparency, edit the sentence to read “In this fable, a fox sees a crow with a piece of cheese in her beak.” Then delete the second sentence.

Say: Both of these sentences are short and begin with He “He thinks of a trick. He wants to get the cheese.” I want to avoid this repetition. Do I need two sentences? Could I express this idea in a more interesting way by adding a phrase from the second sentence to the first sentence? How can I do this? Allow time for students to make suggestions. If they have none, ask: Why does the fox think of a trick? Allow time for student responses. Yes, to get the cheese. I’ll insert this phrase in the first sentence. Add “to get the cheese” at the end of the first sentence and delete the following sentence.

Say: This sentence seems OK to me. It is important that the fox tells the crow that she has a nice voice.

Ask: What do you think of these sentences? Can we use phrases to make them sound better? Again, allow time for student responses. If necessary, model as follows: “The crow opens her beak to sing, and the cheese falls. The cheese lands on the ground.” I think the second sentence sounds very abrupt. Instead of using this sentence, I’m going to insert a phrase at the end of the first sentence: “The crow opens her beak to sing, and the cheese falls to the ground.” Show this on the overhead transparency.
Say: The last sentence sounds OK to me. It tells what happened. The fox ate the cheese! Show this on the overhead transparency. Now my sentences are varied. Let's read it again to see if we're satisfied.

**The Fox and the Crow**

In this fable, a fox sees a crow with a piece of cheese. He thinks of a trick to get the cheese. He wants to get the cheese. He tells the crow that she must have a nice voice. The crow opens her beak to sing, and the cheese falls. The cheese lands on the ground. The fox eats it.

**COMPLETE THE REVISIONS**

Now have students open their Student Workbooks and reread the revisions they began yesterday. Give students about 10 minutes to complete their revisions, keeping in mind what they have just learned about the importance of inserting phrases to vary sentences.
EDIT INDEPENDENTLY AND WITH A PARTNER

Say: You have now revised your summaries for content and structure. You should now feel comfortable that you have clearly summarized the events in the correct order. Now you need to prepare your writing for publication. You’ll look at your work with a different eye and ask yourself: Have I spelled words correctly? Have I capitalized words correctly? Have I used correct grammar and punctuation?

Point out the editing checklist in the Student Workbook (page 19). Explain how important it is for writers to check their work for all the items on this checklist before preparing a final draft. Explain that writers sometimes have an editor check their work as well. Today they are going to take a few minutes to edit their own writing, then work with a partner to help each other edit. They will read their partner’s revised paragraphs and edit them for all the items on the checklist, then conference with each other to share the changes and give feedback to each other. Students will use this information to independently prepare their final drafts.
PRACTICE SIGHT WORDS
Read through the list of words with students. Then allow approximately five minutes for students to practice their sight words. Suggest what they should do to practice.

PRACTICE IDEAS
- Have students work with a partner and write the words on index cards. Have them make two index cards for each word. The words are placed facedown. Students take turns turning over a card and saying the word.
- Have students use the pairs of words to play “Concentration.”
- Have two pairs of students work together and combine their sets of index cards. One student flashes the index cards one at a time for the other students. The first student to correctly say the word gets the card.

WORD STUDY: SUFFIXES
-LESS, -ER, -NESS
Write the following words on chart paper or the chalkboard: careless, humorless, treeless. Ask a volunteer to come to the front of the class, read each word, and circle the part of each word that is the same.

Ask:
Who can tell what -less means in each of these words?

Students should understand that the suffix -less means “without.” Explain that -less is a suffix that can be added to a base word.

Ask:
Who can tell me what the base word is in each of these words?
Repeat the above procedure to introduce the suffix -er, using the words painter, seller, and entertainer. Students should understand that the suffix -er means “one who.”

Then repeat the procedure again to introduce the suffix -ness, using the words dullness, brightness, and happiness. Students should understand that the suffix -ness describes a state or quality of a person or thing.

Tell students that they will be practicing these suffixes tomorrow.

CONCEPT VOCABULARY: WEATHER FORECASTING

Explain to students that meteorologists forecast, or predict, the weather. Help students think of words that meteorologists use. Suggest that they look through the book to find examples, such as sunny, cloudy, tornado, hurricane watch, and hurricane warning. Then brainstorm other weather forecasting words that students may have heard. The list might include drizzle (a light, fine rain), showers (brief fall of rain or snow), sleet (partly frozen rain), hail (round, frozen raindrops), and heat wave (hot weather with high temperatures). List the words on the chalkboard as students name them.

Read the words aloud with students. Involve them in a discussion about what they know and understand about weather forecasting. For example, discuss the kinds of information meteorologists include in their weather forecasts and what they show on weather maps. Also ask students to think about when it is important to know what the weather will be.

REFLECT & REVIEW

Reinforce the day’s learning by asking the following questions:

- What is Gregory’s garden like?
- What is a whiteout?
- What does the suffix -less mean?
SUMMARIZE INFORMATION

READ-ALOUD
The Chalk Box Kid, Chapter 9

25 minutes

COMPREHENSION
Post-Assessment,
Teacher’s Guide, pp. 63–64

20 minutes per group

SMALL GROUP READING
Stormy Weather,
reread for fluency

40 minutes

WRITING
• Write Final Draft
• Share Through Read-Aloud

35 minutes

WORD STUDY
• Sight Word Vocabulary: Self-Check
• Practice: Suffixes -less, -er, -ness

5 minutes

REFLECT & REVIEW
Questions for reflection and review
BEFORE READING

REVIEW, RETELL, AND MAKE PREDICTIONS
Ask volunteers to retell what has happened in the story so far. Encourage them to predict what might happen at school the next day.

DURING READING

READ CHAPTER 9
Model reading with fluency and expression.

AFTER READING

DISCUSS THE BOOK
Invite students to offer their opinions about the book.

Ask:
• What did you like?
• What did you not like?
• What was your favorite part and why?

Then begin a discussion that focuses on the story's plot.

Say: Let's think for a minute about the events that take place in this story. When we first meet Gregory, he's not very happy. His life isn't easy. His family has moved to a new neighborhood. His uncle comes to stay with them and takes over Gregory's room. Then things don't go well for Gregory in his new school. But think about later events that take place in the story. How do they affect Gregory? Does he remain unhappy?

Allow time for students to offer specific examples of events that change Gregory's life and his feelings.
The post-assessment is one measure of how well students can apply the strategy of summarizing information. Students' scores on the post-assessment can be compared with their pre-assessment scores to determine if students have made progress in learning to use the target strategy for this Skill Bag.

### POST-ASSESSMENT

Pass out the Comprehension Post-Assessment text passage and questions. Ask students to read the passage and answer the follow-up questions. They will have 20 minutes to complete the test. Students should not talk or share answers during the test and should hand in their tests as soon as they have finished.

#### Directions: Answer the questions below.

1. This story is about...
   - A. right and left feet
   - B. shoe styles
   - C. an inventor (Identify summary)
   - D. sewing

2. In Paragraph 2, the author explains that...
   - Shoes were very expensive because very few could be made at a time; lastsers could not make many pairs of shoes at one time (Identify main ideas that support summary)

3. In Paragraph 4, Jan Matzeliger...
   - studied the problems with shoes; knew he had an answer to the shoe problem (Identify main ideas that support summary)

4. Matzeliger's machine...
   - A. designed new shoes
   - B. sewed shoes together (Identify main ideas that support summary)
   - C. polished shoes
   - D. made shoelaces

5. Write a new title for this story.
   - How to Make a Better Shoe, Matzeliger's Machine (Identify summary)
Independent Workstation Activities

READER RESPONSE JOURNALING
Have students write their own response to The Chalk Box Kid on Workbook page 20.

INDEPENDENT READING AND FLUENCY PRACTICE
Have students select a book for independent reading and complete Workbook page 21.

RETELL AND SUMMARIZE THE BOOK
Ask volunteers to review what they learned about storms. Use the following questions to guide the discussion.

Ask:
• What was this book mostly about?
• Why do you think the author wrote this book?
• What did you learn about staying safe during storms?

REREAD FOR FLUENCY

Say: I am going to read you Chapter 1 of Stormy Weather. As I read I’m going to pretend that I am an expert on storms and that you are an audience that knows nothing at all about them. I’m going to try to read slowly, clearly, and with expression so that you understand better.

Read aloud Chapter 1 of Stormy Weather, modeling fluency and expression.

Say: You are going to have the chance to read to me, too, but first you will get to practice reading aloud so that you can read like an expert, too. Imagine that you are television meteorologists and that you are explaining storms to your audience. You want to speak clearly and with expression to make the words as meaningful as you can.

Assign a page of text to each student. Have partners practice their reading fluency by reading their assigned pages to each other. Then bring the group together and have each student read his/her assigned text. Try not to interrupt students’ reading, and give them time to problem-solve by themselves on difficult words. Students should continue taking turns until the time is up.
WRITE FINAL DRAFT
Give students time to review their revised and edited manuscripts. Then have them write final drafts on page 22 of their Student Workbooks. Explain that the final draft should be a clean copy of their work, with all changes incorporated. After they have finished, they will have the opportunity to share their work with classmates.

SHARE THROUGH READ-ALOUD
Remind students that their objective in their week's writing was to clearly summarize information. Each of them chose a story with which they were familiar, and they composed many kinds of paragraphs. Sharing is an important part of the writing process. It is an opportunity for the author to connect with his or her audience. Invite volunteers to read their paragraphs. As students listen, they should think about what is being summarized.
Appendix
Bibliography
