

TEACHING NOTES

Book title: Forecasting The Weather

Series: Measuring the Weather

Where does our weather come from? How is weather measured? What do weather symbols mean? Find out in Forecasting the Weather, a fascinating introduction to how weather data is used to make accurate weather forecasts.



Text Structure: Description



In this text, the author uses description as text structure. Understanding how an author organizes the text can help frame students' reading and enable them to better absorb and retain what they read. Use the text on page 7 to discuss how descriptive language helps the reader to visualize *instruments for running a weather station*. On the board, draw a concept web similar to the reproducible graphic organizer, and label the center *instruments used to run a weather station*. As you read the text, encourage students to point out words and phrases that help describe each instrument. Depending on the age and ability of your students, have students complete the web individually, in small groups, or as a whole class activity. For example, they might identify words such as *hygrometer* and *barometer*.



Text Feature: Text Boxes

Point out to students that many of the pages in this book have a special text box that contains more information than a normal caption. These boxes many times contain glossary words. Discuss how nonfiction books often include text boxes that provide additional information related to the content of the text. Have students flip through the book and preview the text boxes. Remind students that it is important to read the text boxes as well as the main text.



Comprehension Strategy: Monitoring and repairing for understanding

It is important for students to identify when they do not understand what they read, and to learn strategies to repair their understanding. Discuss with students that there are various things that they can do in these situations, such as rereading the section, looking up unknown words, looking at photos or illustrations, stopping to think about the text, visualizing what is being described, or seeking help from an outside source. Model for students by using a section of the text, such as pages 20 – 21.

Think-aloud

"The first time I read this, I could read all the words, but couldn't explain to someone what I just read. This told me I did not understand what I read. So I read it again, and stopped after each sentence to think about what each sentence means. It also helped to try and create a picture in my head about what some of the sentences describe."



Word Study: Content Vocabulary

Before reading, write the terms *air pressure*, *humidity* and *precipitation* on the board. Ask students what these words mean, then encourage them to consult the glossary to confirm their definitions. Elicit specific examples of how these terms are used when predicting and forecasting the weather. Ask students for other words in the glossary that are used when

predicting and forecasting the weather. (*atmosphere, relative humidity, heat index*)



Writing and Responding: Forecast Journal

Have students create a forecast journal using the ideas on pages 14 – 15. Provide them with the data needed to assist them in making their predictions. At the end of week ask students to share their forecasts and compare and contrast them with the weather that occurred that week.

 indicates a graphic organizer is linked to this activity.

NAME _____

