

National Geographic Kids Readers: Weather

Notes for teachers: using this book in the classroom

Reading objectives: read accurately words of two or more syllables; read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; discuss and clarify the meanings of words, linking new meanings to known vocabulary; answer and ask questions; participate in discussion about books, taking turns and listening to what others say

Spoken language objectives: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Curriculum links: Geography: Geographical skills and fieldwork; Human and physical geography; Art and Design; Writing – composition; Mathematics – Measurement; Number and place value

Interest words: droplet, flurry, electricity, blizzard, cumulus clouds, stratus clouds, cirrus clouds, hurricane, tornado, drought

Resources: digital camera; paper; pencils; crayons

Children who are reading at Green, Orange and Turquoise book bands are developing reading stamina and should be able to tackle longer stretches of text and some unfamiliar vocabulary with increasing independence. Children will enjoy talking about the content and pictures with some support – for example, in a group or guided reading session, or when reading with an adult.

Language

- The language used in the main text should be familiar to children reading at this level and may be read independently, but children may need help with the following:
 - reading the title *Weather*.
 - decoding the scientific vocabulary used to describe the weather in the Weather Word boxes: *droplet, flurry, electricity, blizzard*.
 - decoding compound words, e.g. *outside, lookout, rainbow, sunlight, snowstorm, sunglasses, snowball*.
 - reading longer words with multiple syllables, e.g. *hurricane, tornado*.
 - the less familiar words, e.g. *drought*.
- Children may need help decoding and pronouncing the names of the clouds featured. They may need to say the names aloud several times: *cumulus clouds, stratus clouds, cirrus clouds*
- Children may need help using the organisational devices, e.g. the contents list to find information or the picture glossary to learn the meaning of new words: *droplet, flurry, electricity, blizzard*.
- Children will enjoy reading the jokes and turning the pages for the answers. They may need help initially to understand the word play.

Collins

Images

- Look at the tornado on the front cover, and lightning on the title page. Ask children to describe what they can see, and to imagine what it would be like to stand near these weathers.
- Look carefully at the different cloud formations shown on pages 12–15. Ask children to describe each cloud type.
- Walk through the book looking at the pictures of the different types of weather. Ask children to choose the weather that appears to be the most exciting and explain why.

Activities

- Make a weather poster with drawings of each type of weather from the book (rain, sun, hail, wind etc.) that children can use to identify the day's weather. Keep a weather record for a week.
- Take digital photos of the clouds and make a cloud fact file.
- Enjoy telling the jokes to each other.
- Play the 'What in the World?' quiz together.

Questions

- What does the sun's heat and light do?
- What is the name of the clouds that brings rain?
- What is hail made from?
- What is your favourite and least favourite weather, and why?