


NAME _____

Stormy Weather

Why Does It Happen?

Directions: Find examples of cause and effect relationships in the sections you read and record them on the chart. Record any signal words you found.

CAUSE	EFFECT	SIGNAL WORDS



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Stormy Weather

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→ FOCUS STRATEGIES

→ **Metacognitive Skill**
Making Connections to Prior Knowledge

As they read, good readers make connections between what they already know about a topic and new information in the text. Students need to be shown the cognitively active processes, such as connecting to prior knowledge, that good readers utilise as they interact with the text. Help students make connections to what they already know about storms from books they have read, movies, and TV shows they have seen. As you preview the book with students, use a think-aloud to model how you relate information in the book to your own knowledge and experience.

→ **Comprehension Skill**
Cause and Effect Relationships

Texts that explain how or why something happens, for example, how a cloud is formed or what causes electricity, often contain cause and effect relationships. These sections of explanatory text usually develop in sequential order with one event causing or affecting another. It helps students understand the process being described if they can see the relationships between the events. While not all explanatory sequences use cueing words, many often do and students can learn to look for words that signal cause and effect: caused by, causes, because, when, makes, due to, etc.

→ **Vocabulary Skill**
Adjectives

Students need to understand how adjectives clarify information in a report with a descriptive structure by providing details about size, shape, number, colour, etc. They can learn to use adjectives in their own writing to provide relevant details about their topic.

Focus Vocabulary Skill: Adjectives

warm, moist	p 5	402 kph (250 mph)	p 12
colder	5	whirling	13
thick, dark, puffy	6	complete	14
cumulonimbus	6	torrential	20
heavy	7	swirling	22
electrical	8	gentle	22
deadly	9		



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STORMY WEATHER

→ SUMMARY

Tornadoes, hurricanes and other violent storms can cause destruction and loss of life. *Stormy Weather* explains how these storms occur and what happens when they hit.

→ OUTCOMES

Students will:

- Make connections to prior knowledge.
- Understand cause/effect relationships.
- Identify descriptive language that clarifies factual information.

→ ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they can recognise cause and effect relationships. Note whether they can independently apply the strategy as they read the rest of the book.
- Note whether students can make connections to what they already know as they read the text.
- Note whether students can identify adjectives in the text. Monitor whether they understand how these words can clarify factual information.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

Before Reading

→ Preview the Book

Build Background

- Create a KWL chart on the board. Give pairs of students large sheets of paper and have them copy the KWL chart onto their paper.

What I Know	What I Want to Know	What I Learned

- Have pairs discuss what they know about storms and write the information in the first column. Have the pairs share what they know. Encourage students to question each pair's information.
- Have the pairs write several questions about storms that they would like to know in the second column.

Apply Metacognitive Strategies

- Have students preview the cover of the book to make connections between the text and their build background discussion. Ask them what they know about any of the types of storms listed in the contents page and have them add any new information to the first column on their KWL charts.
- Model making connections to prior knowledge.
Think-Aloud: I know that weather can sometimes be dangerous. I know that I shouldn't stand out in the open when there is lightning. If I think about what I already know about weather and storms as I read, I will be able to better understand new information in the book.
- Preview the book with students, looking at the chapter headings, sidebars, photos and artwork, and helping them make further connections between personal knowledge and the book. Add what they know or any other questions they have to the chart.

Preview Text Features

- Point out the sidebars and tell students that these columns will provide interesting bits of information about weather.
- Preview the diagram on page 5 and explain that the cycle diagram works with the text to show how clouds form.

→ Introduce the Focus Vocabulary Skill: Adjectives

- Point out the words **warm** and **moist** on page 5. Explain that these words are important because they describe the kind of air that is needed in order for clouds to form. Explain that adjectives are important in a report with a descriptive structure because they provide specific details that help the reader understand and visualise what they are reading about. Tell students they should be aware of describing words and the information they provide as they read.

→ Set the Purpose

Teacher Tip: This lesson pertains to pages 4–15 of *Stormy Weather*.

Cause and Effect Relationships

- Tell students that they will be reading pages 4–15 silently. Explain that you want them to look for the causes of storms and what effect they have on people and property.

Making Connections to Prior Knowledge

- Remind students to be active readers by making connections to what they already know about weather and storms and to challenge themselves when something doesn't make sense

Word Skills

- Remind students to use context clues and what they know about words and their structures in order to make sense of unfamiliar vocabulary.
- Remind them to be aware of adjectives that provide details about the topic.

During Reading

→ Focus the Reading

- Have students read silently to find the answers to their questions on the KWL chart. Briefly discuss the questions before they continue reading.
Pages 4–7: Have students review what they know about clouds. Have them look at the second column of the chart to see if they wrote a question about clouds. If they haven't, have them read to find out why clouds sometimes produce hail instead of rain.
Pages 8–11: Ask students what they know about lightning and then have them read to find out if their knowledge is accurate. Have them share what they find out. Ask if they have answered any questions on the KWL chart from their reading so far.
Pages 12–15: Encourage students to share any questions they have on their KWL chart before reading silently. Briefly discuss what they find out.
- Have students reread pages 4–15, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place a sticky note next to any part of the text that contains a difficult word or that they have questions about.

After Reading

→ Reflect on Reading Strategies

- Ask students how connecting to their prior knowledge helped them read and understand the text.
- Have them refer to the KWL chart to check any questions that were answered from their reading.
- Ask what difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

→ Introduce the Focus Comprehension Skill: Cause and Effect Relationships

Model

- Explain that many nonfiction texts describe how or why something happens.
Say: On page 5 we learn how clouds are formed. We find out that when the sun heats up the water, it causes water to evaporate into the air. The word *causes* is a signal word that helps me identify the cause and effect relationships of cloud formation. The events happen in a sequence, and words that signal sequence are *when*, *as*, and *now*. If I am aware of signal words like these, I can recognise the cause and effect relationships more easily.

Guided Practice

- Guide students to identify the sequence of events that happens as clouds form.

→ Independent Practice

- Give students a copy of the graphic organiser and have them complete the graphic organiser independently, by filling in the relationships from the text. Have them record any words they find that signal cause/effect or sequence. Have students share and discuss their completed worksheets.

→ Vocabulary Skill: Adjectives

- Point out the word **cumulonimbus** on page 6. Help students understand that this is an important adjective because it tells the reader which type of cloud is being discussed.
- Explain that the words **thick**, **dark**, **puffy**, and **huge** describe what cumulonimbus clouds look like. Have students describe why the reader needs to know this information.
- Pair students and have them find examples of describing words that are important to the meaning of the text and that help the reader understand more about storms.

→ Apply the Lesson

- Have students read the rest of the book independently and look for other cause and effect relationships in the book. Have them be aware of signal words that help them identify sequence and cause/effect relationships.
- Encourage them to look for descriptive words that provide details about storms.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.