

Who Listens to the Weather Forecast?



Level: D7 Word Count: 92

Little Books of Answers

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| Curriculum Connection | Weather |
| Content Vocabulary | blizzards, builders, dry, farmers, fire, firefighters, fishermen, forest, hot, keep, listen, lots, people, safe, skiers, start, tells, thunderstorms, tornadoes, weather, weather forecaster |
| Visual Literacy Element | weather map |
| Critical Thinking | interpret a photo and make an inference |
| Comprehension Strategy | summarizing |
| High-Frequency Words | a, be, can, do, in, not, of, out, the, to, want |

D7 Who Listens to the Weather Forecast?

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss the weather and how people find out what the weather is going to be like. Do the students ever watch and listen to the weather forecast on the television? What sorts of things do weather forecasters tell people? Why might people want to know what the weather is going to be like for the next day or for the next few days?

- Give each student a copy of the book *Who Listens to the Weather Forecast?* and read the title with them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Have them suggest some reasons for reading the book such as, to find out which people listen to the weather forecast and why.
- Discuss the cover photo. Say things such as – *This map tells you something about the weather. It is the type of map that a weather forecaster uses when they tell you about the weather? You can see clouds on this map. You can see where it is raining.*
- Have the students turn to the title page. Ask them what this person does for a job. Why would a builder listen to the weather forecast?

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the labels to the students. Explain that the labels tell them the occupations of the people who listen to the weather forecast.
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the captions and the labels to the students and invite the students to read them with you.
- To extend understanding and vocabulary say things such as – *Tornadoes, thunderstorms, and blizzards are types of very bad weather. People call very bad weather, severe weather. Hot, dry weather can cause forest fires.*
- Discuss the map on page 15. Draw the students' attention to the areas of bad weather.

Read the Book

- Invite the students to read the title on the cover and title page again.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
Why do fishermen listen to the weather forecast?
When do firefighters have to go to forest fires?
Who tells you about the weather?
Who listens to the forecast about blizzards?
- Check inferential comprehension by asking these questions:
Why don't fishermen want to be out in thunderstorms?
Why don't skiers want to get caught in blizzards?
What could happen to a farmer if he was out in a tornado?
What might happen to the builder if she was caught on the roof of a house in bad weather?
- Invite the students to tell you what the book was about in two sentences. Explain that when you do this it is called summarizing.
- Invite volunteers to choose one of the photos and ask another question about it, for example, *Why do firefighters wear masks?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell them that their task is to say who these people are, where they are, and why they would listen to the weather forecast.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students draw one of the people in the book. Have them write a sentence to go with their picture. Tell them to use the book to help with spelling. Assist those students who require extra help.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.



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Use these words to write a sentence under the photo.

to listen weather the
forecast. Firefighters



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Read and Draw

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This farmer lives where there are tornadoes.

This skier listens to the weather forecast.

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