



Snow Spoons

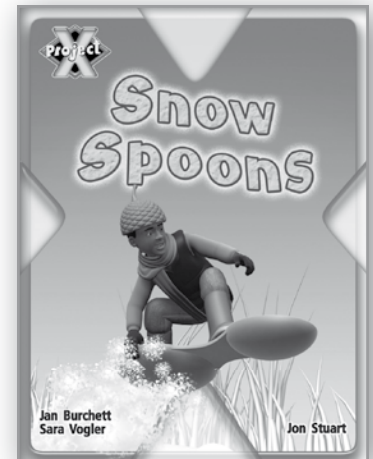
BY JAN BURCHETT AND SARA VOGLER

About this book

Max, Jet, and Kat shrink so they can slide in the snow on spoons. They compete to see who can make the biggest jump.

Reading Level: F (Fiction)

Word Count: 174



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
went, out, this, could, have, said, they, down, your, from, with, are	<ul style="list-style-type: none">tracking print with eyes except at challenging pointsreading increasingly complex sentence structuresapplying understanding of punctuation to readingusing phrased and expressive readinglooking through words	<ul style="list-style-type: none">visualizingmaking connectionsretellinginferring



Before reading

- Ask the students to talk about their experiences in the snow, including tobogganing or sledding.
- Have the students look at the front cover and talk about what they see. Read the question on the back cover and ask them to predict the answer.
- Read page 3 to the students and ask them to discuss what they see, hear, and feel when they go out in the snow. Remind them that readers make mental images as they read. Tell them that, as they read this story, they are to think about what they are visualizing and record some of their ideas on sticky notes.

Assessment Note

Do the students respond with relevant predictions and ideas?



Weather – Guided/Group Reading Notes



During reading

- Review techniques readers can use when they need to figure out a new word.
- Tell the students to use sticky notes to mark one place where they need to solve a word while reading.
- Model expressive oral reading by reading aloud pages 4 and 5. Demonstrate how to read dialogue and express excitement. Ask the students to talk about what clues helped you decide what kind of expression to use while you were reading.
- Have students finish reading the book independently. Listen to individual students as they read and assess their control of the reading process in this book.



After reading

- Have the students share the words they solved while reading and talk about what techniques they used to solve them. (**metacognition**)
- Have the students discuss or act out the feelings, sounds, and sights they recorded as they read the text. (**visualizing, making connections**)
- Ask the students to help you fill in a story map and use it to retell the story. (**retelling**)
- Reread the question on the back of the book. How would they answer the question now? Why? (**inferring, deducing**)

Additional activities

- **Word Study:** Say the word *snow* and ask the students to generate words that rhyme with *snow* (e.g., *go, toe, low, oh*). Record the words on a chart or whiteboard. Have the students sort the words according to spelling pattern and discuss the various ways of writing the word-parts that rhyme. Read the list together, emphasizing the reading of the initial sound and then blending the rhyming part as one chunk.
- Encourage students to reread the story with a partner.
- Have the students:
 - write about what they like to do in the snow.
 - write free verse or a personal narrative using descriptive vocabulary that evokes the atmosphere of a snowy day.
 - design and make snowy day pictures using collage materials.

Assessment Note

How do the students solve difficult text?

Do the students:

- read at an appropriate rate?
- understand the purpose of the exclamation mark?
- use appropriate expression?

Assessment Note

Do the students:

- share reasonable images?
- identify the parts of a narrative?
- retell the story thoroughly?

Assessment Note

Do the students:

- recognize various spelling patterns that produce the long o sound?
- use a range of strategies to write unfamiliar words?
- use descriptive language?



Weather – Guided/Group Reading Notes

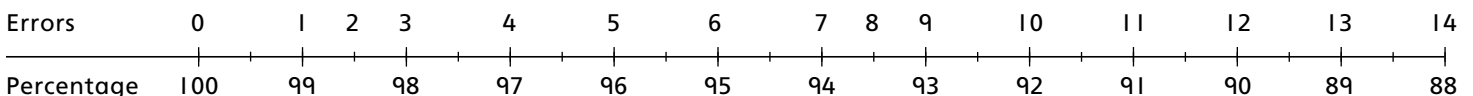
Snow Spoons

Level F (Fiction)
Running Words: 120

Name: _____

Date: _____

Page		Errors	S.C.	Errors MSV	S.C. MSV
3	Max, Kat, and Jet went out in the snow.				
4	"I wish we had a sled," said Jet. "We could slide down a hill!"				
5	"We do," said Max. "We have snow spoons!" "Great idea, Max," said Jet.				
6	They pushed the buttons . . .				
7	Cool! They sat on the spoons. Jet slid down the hill. He did a big jump.				
8	Yipee! "Your turn now!" shouted Jet. Kat slid down the hill next. She did a bigger jump.				
9	Max waved to his friends from the top of the hill. "I will do the biggest jump!" yelled Max.				
10	Max stood on his snow spoon. He slid down the hill.				
11	Max did a big jump. He went up and up. Snow trailed behind him in the air.				
Percent Accuracy: _____ S.C. Ratio: 1: _____		Total			





The Rainy Day

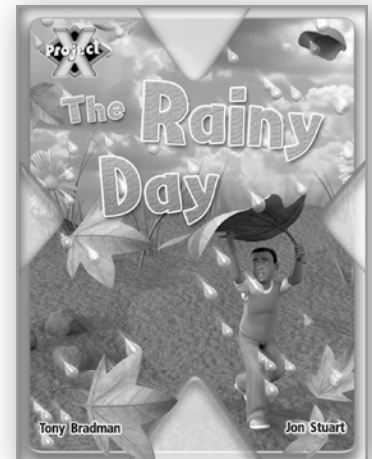
BY TONY BRADMAN

About this book

Max is playing in the park on a sunny day. When the weather changes, he has to take shelter in a tree.

Reading Level: F (Fiction)

Word Count: 140



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
down, likes, when, are, comes, all	<ul style="list-style-type: none"> tracking print with eyes except at challenging points reading increasingly complex sentence structures applying understanding of punctuation to reading using phrased and expressive reading recognizing patterns and similarities in words 	<ul style="list-style-type: none"> visualizing making connections retelling inferring



Before reading

- Display the front cover of the book and ask the students to talk about what they see. Ask them what they think has happened.
- Create a web with “weather words” as the central topic. Have the students brainstorm different types of weather and words that can be used to describe weather.
- Remind the students that readers make mental images as they read. Tell them that, as they read this story, they are to think about the images they are visualizing, then record the descriptive words from the text that help them make those images.

Assessment Note

Do the students respond with relevant suggestions or comments?



During reading

- Without giving the students their copies of the text, model expressive oral reading for the students by reading aloud pages 3 to 5. Ask them what they notice about the words. If they have



Weather – Guided/Group Reading Notes

not noticed that the text rhymes, reread the pages and emphasize the rhyming pairs.

- Ask the students to describe what they visualized when you read the pages. What words and experiences helped them visualize?
- Give the students their copies of the text. Review techniques readers can use when they need to figure out a new word, then ask the students to finish reading the book independently. Listen to individual students as they read and assess their control of the reading process in this book.



After reading

- Have the students share the words they solved while reading the book and describe which technique they used. (**metacognition**)
- Ask the students to help you fill in a story map and use it to retell the story. (**retelling**)
- Have the students discuss or act out the feelings, sounds, and sights they visualized as they read the text. (**visualizing, making connections**)
- Referring to page 8, ask students why “Max hopes he stays on the ground!” (**inferring**)
- Refer to page 15. Discuss why Max thought the tree trunk was a good place to stay. Do they agree that Max has found a good place to play? (**inferring, evaluating, making connections**)
- Reread page 15. What text-to-text connection can students make? Say or sing the nursery rhyme, “Rain, rain, go away.” Why did the author choose to use this particular rhyme, and change the words? (**making connections, author’s craft**)

Additional activities

- **Word Study:** Have the students find the rhyming pairs on each page or two-page spread. Record them on a chart. Ask the students to work with a partner and assign each group a rhyming pair. Have them brainstorm as many other rhyming words as they can and record them on the chart.
- Encourage students to reread the story with a partner.
- Have the students:
 - write free verse or a personal narrative using descriptive vocabulary that evokes the atmosphere of a rainy or stormy day.
 - act out or perform well-known action rhymes that have a connection to weather (e.g., *Eensy Weensy Spider; It’s Raining, It’s Pouring; If All the Raindrops*).
 - investigate different musical instruments that can be used for making weather sounds, then use them to provide background music for a reading of the text.

Assessment Note

Do the students:

- identify rhyming pairs?
- share relevant mental images?

How are students solving new words?

Assessment Note

Do the students:

- explain effective ways to solve words?
- include all elements of an effective retell?
- infer using prior knowledge and text clues?
- make connections?

Assessment Note

Do the students:

- recognize rhyming words and generate additional rhymes?
- use descriptive language?
- use a range of strategies to write unfamiliar words?



What's the Weather Like Today?

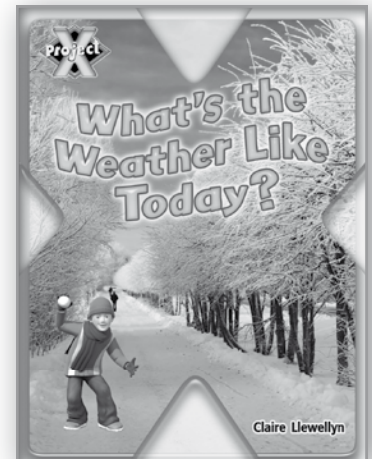
BY CLAIRE LLWELLYN

About this book

This non-fiction text explores different kinds of weather and presents some of the things we can do while out in each type of weather.

Reading Level: F (Non-Fiction)

Word Count: 199 (includes headings, labels, and speech bubbles)



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
what, today, like, when, love, can	<ul style="list-style-type: none"> tracking print with eyes except at challenging points reading increasingly complex sentence structures rereading to confirm, check accuracy, and solve words using labels and other non-fiction features 	<ul style="list-style-type: none"> determining important information making connections asking and answering questions visualizing



Before reading

- Read the title of the book and the question on the back. Encourage the students to discuss their weather preferences, then have them look at the front cover and talk about what they see.
- Ask the students how they know what the weather will be like each day. Talk about weather forecasts and the different ways we can obtain weather information. If possible, watch a clip of a weather forecast from television and an online source. Compare these with weather forecasts found in the newspaper.
- Look at pages 2 and 3 and discuss each symbol. Can they find similar symbols on the Internet or in newspaper weather reports?



During reading

- Ask the students to predict whether this book is fiction or non-fiction. Have them explain their reasoning.

Assessment Note

Do the students:

- provide reasons to support their opinions about weather?
- compare and contrast various media that can be used to obtain weather information?



Weather – Guided/Group Reading Notes

- Read aloud pages 4 and 5. Model how to use the pictures to help you solve and cross-check new words. When you solve a noun, reread the sentence to confirm.
- Explain that this book asks the reader questions. What punctuation mark they will see when a question is asked?
- Divide the students into pairs. Have them read together and take turns answering the questions posed by the text.
- Listen to individual students as they read and assess their control of the reading process in this book.
- Invite the students to reread the book independently. Remind them to read the headings and speech bubbles as well as the running text.



After reading

- Ask the students if this book is a story about weather or if it tells us something else. Discuss their ideas about fiction/non-fiction texts, including types of illustrations, use of headings and labels, etc. When do people read non-fiction? (**identifying text genres and features, inferring**)
- Have the students identify pages that show weather that can be cold. Which is *always* cold (e.g., snowy day) and which *might* be cold (e.g., windy day)? (**inferring, using prior knowledge**)
- Ask students which pages they liked best and why. (**evaluating, making a personal response**)

Additional activities

- **Word Study:** Write the words *we*, *beach*, *frosty*, *see* in a chart. Ask the students to say the words slowly and listen for the long e sound. What letters are used to write long e? Have them suggest other words with the long e sound, then sort them on the chart according to their spelling pattern.
- Ask the students to reread the story with a partner.
- Have students practise the high-frequency words using a range of manipulatives such as mini-whiteboards, magnetic letters, letter tiles, letter stamps, or word cards.
- Ask the students to write their own weather booklets describing what they like to do in various kinds of weather.
- Have the students plan and present a report of existing weather conditions, or a forecast of tomorrow's weather.

Assessment Note

Do the students:

- know the purpose of a question mark?
- read high-frequency words with ease?
- read the text at an appropriate rate?

Assessment Note

Do the students:

- show an understanding of the differences between fiction and non-fiction?
- explain their preferences?

Assessment Note

Do the students:

- identify the long e sound?
- recognize spelling patterns that can be used to represent long e?
- read and form high frequency words in a variety of ways and contexts?
- use a range of methods to record new words?