**Weather Monsters**

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| Level | M |
| Content Area | Science |
| Reading Focus | Students will learn to use the comprehension strategies of Visualising, and Making Connections as they read, think, talk and write in response to the text. |
| Text Type | Informational |
| Academic Vocabulary | air, building, cloud, day, direction, distance, energy, flood, gas, heat, home, liquid, mile, moon, mountain, ocean, river, scientist, sky, temperature, town, water, weather, wind |

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| **Topic Talk** | * Have students think, pair, share about the worst weather they have ever seen. Ask: “What happened? What did you do?” Have some students share what they saw and how they felt. * Show students the cover of the book and read the title aloud. * Read the blurb on the back cover. Have them think, pair, share about why the author thinks they should be “very afraid” when weather monsters appear. * Have students make a prediction about what the weather monsters might be and why they think that. |
| **Contents** | * Turn to the contents page, and read the titles of the chapters aloud. * Have students think, pair, share what new things they have discovered about the book from the chapter titles. * Have students make a prediction about what the “Mystery Weather Monster” might be. * Introduce students to “Nat the Ant” at the bottom of the page and read the speech bubble aloud. |
| **Opening Chapters** | * Read the chapter 1 title and page 2 aloud. * Before reading page 3, remind students that diagrams need to be read, just like text. * Read the first paragraph, and have students follow along while looking at the diagram closely to follow the process. * Have students close their eyes and visualise the cycle of water as you re-read the paragraph to them. * Ask: “How did the diagram help you to visualise the text?” and “How did visualising it in your head help you to understand what happens better?” * Read the title for chapter 2. * For each weather monster (except the mystery monster):   + Read the text box and look closely at the monster illustration.   + Ask students to close their eyes and visualise what it would be like to be caught by a weather monster. What would you see, hear, smell, taste and feel?   + Have students make a connection to the type of weather. Ask, “Is it a text-to-self, text-to-text, or text-to-world connection?” * Ask the students to think, pair, share about whether their predictions about weather monsters were on track earlier. * Read the chapter title and page 6 aloud. * Point out the breakout at the bottom of the page. Explain that these words are all synonyms – words that mean the same, or something similar. Ask students to brainstorm all the words that are synonyms for the word “warm”. * Ask students what connections they can make to hurricanes. Have some students share their connections with the class, and ask: “What type of connection have you made – text-to-self, text-to-text, or text-to-world?” * Have students visualise Typhoon Tip as you read page 7 aloud together. * Ask: “What words were most useful for visualising Typhoon Tip?” Have students think, pair, share which words helped them the most. * Read page 8 and 9 together. * Have students think, pair, share about their answers to the ant question. * Set a purpose for reading from chapter 3 to the end of the book:   + Try to picture what you are reading as you go to practise visualising.   + Try to make connections as you go, between this book and other texts, or to yourself, or your world knowledge.   + Pause at the ant questions to answer them, and read the Ant Tunnel carefully. |

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| As students read on independently, you can check in with them to discuss the ant questions, or personalise learning by using the *Mini-Lessons* and *Fluency, Language and Text Features* to scaffold parts of the book that might be unfamiliar or challenging.  Bring students together again for reflection using the “After Reading” prompts. |

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| **After Reading** | 1. Have students think, pair, share about the Mystery Weather Monster. Ask: “How close was it to what you predicted? How was it different?” 2. Ask: “Why was making connections helpful for understanding the extreme weather in this book?” 3. Discuss how visualising using keywords in the text can help to improve understanding and to create a clearer picture of what the author is describing. | |
| **Writing Prompts** | *Fiction* | Imagine being the first space explorer to fly into the Great Red Spot on Jupiter. Use all your senses to describe what happens. |
| *Informational* | Pretend you are a news reporter when one of the weather monsters attacks. Write a news article about the storm – include what happened, when it happened, how it happened, why it happened, and who was affected. |
| *Letter writing* | Write a letter to your school principal about how your school could prepare for different types of bad weather. What things would be useful to have for each weather monster? |
| *Opinion* | Do people worry too much about the weather, or do you think we should be more worried? Write an essay explaining your opinion. |
| *Research* | Find out what kinds of bad weather happen sometimes in your hometown, and write a report on this. What kind of bad weather can happen, what damage can this do, and what can people do to stay safe? |