WEEK 5

What's the Weather Like Today?

My Science Library

Read To Me

White Level Reading Support

LEARNING FROM HOME

Hillsmeade Primary School
Growing and Learning Together

What do good reader's do?

USE BACKGROUND KNOWLEDGE	**Think:** What do I already know about this topic? Good readers use what they already know and their experiences to help them make sense of the text.	**VISUALIZE**	Create mental images of the characters, settings and events in the text. **Think:** What picture am I seeing in my head while reading.	**MAKE INFERENCES**	Use clues in the text and from your own knowledge to fill in the gaps to help you draw conclusions about the story or text.
ASK QUESTIONS	Stop and ask yourself questions to see if the text makes sense. Re-read the text if you need more information to support your understanding.	**MAKE CONNECTIONS**	Think about what you already know about the text. Find ways to connect the text to yourself, other texts/movies or the world around you.	**MAKE PREDICTIONS**	Determine what you think will happen in the text. Use the title, text and illustrations to help you.
IDENTIFY THE MAIN IDEA	What is the text mostly about? **Think:** What does the author want me to understand?	**RECOGNIZE COMPARE AND CONTRAST**	In your reading compare how two things are alike. To contrast compare how the two things are different. Also think about how the two things are the same.	**SUMMARIZE**	Our brain can sum up what's happened in the story or what information is in the text. Use your own words to describe what you have read.
RECOGNIZE SEQUENCE	This is the order in which events occur in the text. **Think:** What happened first, second then last.	**FIND FACTS AND DETAILS**	Separating important details from interesting details. **Think:** What details support the main idea.	**REREAD FOR CLARITY**	You may need to re-read the text to help you understand fully what the text is about. **Think:** What is the author saying? Am I understanding what I am reading?
RECOGNIZE CAUSE AND EFFECT	**Think:** What happened? Why did it happen? **Cause** is the reason why something happens. **Effect** is what happened.	**DISTINGUISH BETWEEN FACT AND OPINION**	Remember that a **FACT** can be proven. An **OPINION** is something that someone thinks or feels but can't be proven.	**ADJUST YOUR PACING**	**Think:** Am I reading at the right pace to help my understanding of the text? Think about your accuracy, expression, notice punctuation and the pace of your reading.

Learning Intention: To make a prediction and ask questions about the book.

Before you read:

USE BACKGROUND KNOWLEDGE

- Make a simple **Mind Map** to show what you **already know** about the weather.
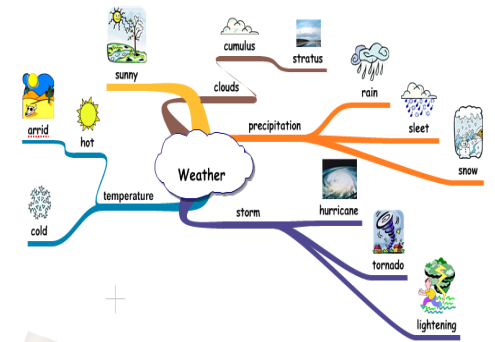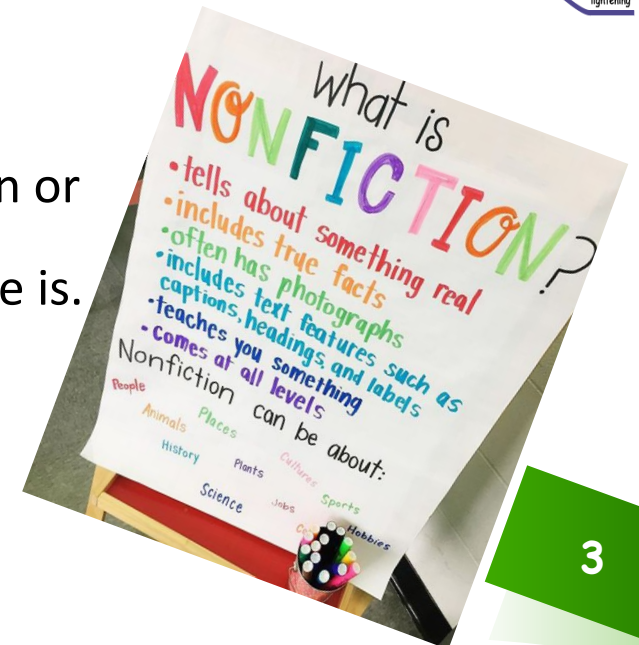
IDENTIFY THE AUTHOR'S PURPOSE

- Think about the **Author's Purpose** for this book. Is this book Fiction or Non-Fiction? Explain to an adult how you know what the difference is.

ASK QUESTIONS

- Write down **three questions** you have about the weather.

THEN - Read the book **'What's The Weather Like Today?'**

3

DAY 2

Learning Intention: To search for important information and discuss it.

Re-read 'What's The Weather Like Today?'

IDENTIFY THE MAIN IDEA

- Explain the **Main Idea** of the book. Does the title page help you?

REREAD FOR CLARITY

- As you read the text again, look at **each page** and **identify** the **Text Features** shown. Share your thinking out loud with an adult about each feature used.

- Discuss the **purpose** of using photographs, diagrams and captions like you see on pages 10-11.

RECOGNIZE COMPARE AND CONTRAST

- **Compare and Contrast** the differences you see between this non-fiction book and your favourite fiction story. Make a **Venn Diagram** of your own to show the differences and similarities between the two.
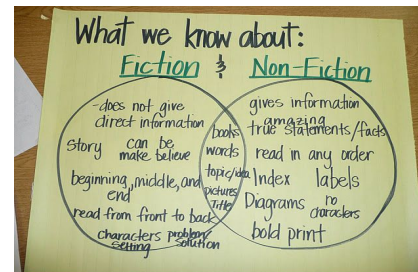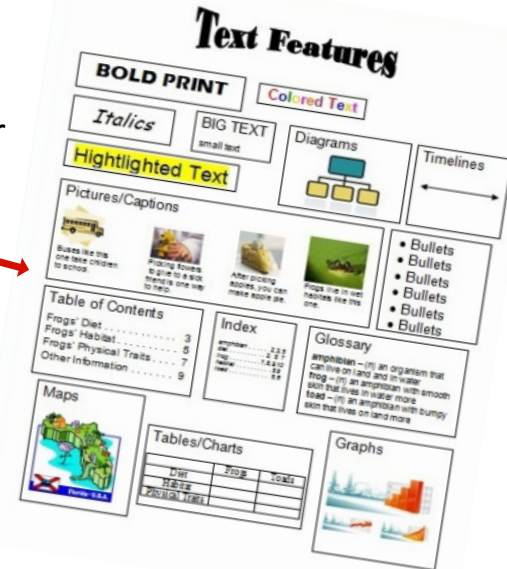
DAY 3

Learning Intention: **To search for information in the text and make connections.**

Re-read 'What's The Weather Like Today?'

FIND FACTS AND DETAILS

- Choose a photograph, diagram or image that is important to the text. Draw your choice and write a few sentences about why it is important in the book.

SUMMARIZE

- Write down two new pieces of information you learnt from your reading.

MAKE CONNECTIONS

- What **Connections** can you make after reading this book? How does the weather make you feel? Think aloud about **why** Non-Fiction books are important.

Connection to YOURSELF	Connection to a BOOK or MOVIE	Connection to the WORLD

Determine Important Information in Nonfiction

Good Readers can identify key ideas and facts important to the text.
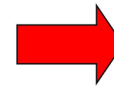
*This strategy Helps readers: *understand the main concept and identify the most important facts.

When to use it ....
During reading
After reading

Look for "text features such as bold words, pictures, captions, headings, subtitles, etc.

Make Connections to connect what you read to your life. It may have happened to you, a friend, or you may have read about it somewhere else.

DAY 4

Learning Intention: **To show your understanding of the text.**

- **Create** your own **Mind Map** about something related to the weather e.g. seasons, clothing or activities. Be creative! Use words and pictures. Have fun!

- Do some **research** about a weather system that interests you e.g. tornados, hurricanes etc. **Create** a short **PowerPoint** about your choice.

- **Write** down all the important **Text Features** in the book and explain the purpose of each one e.g. Title, Headings etc. Be creative and make your own poster.

- **Complete** the Quiz on page 27. How did you go? Discuss your answers with an adult.

- **Make** a simple weather mobile.

What's the Weather Like Today?

My Science Library

Read To Me
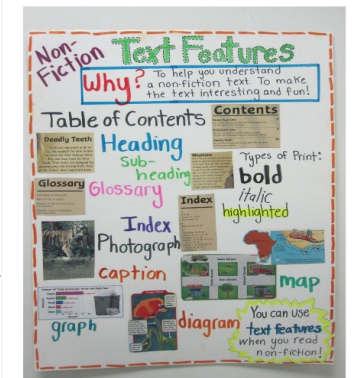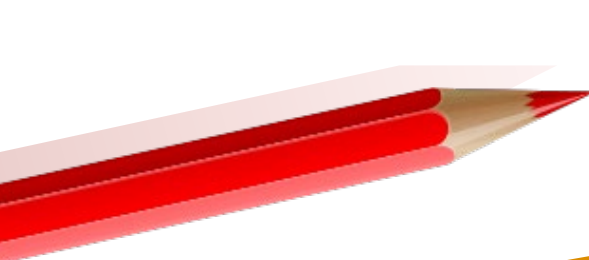
Good job!

Keep up the great reading!