Wild Weather

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Comprehension strategies
• Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: Prediction, Questioning, Clarifying, Summarising, Deducing

High frequency decodable words
wild, cloud(s), thunder, air, flash, strong, weather, flood, rain, hail, storm, thunderstorm, tornado, hurricane, lightning

High frequency tricky words
dangerous

Group or guided reading

Introducing the book

C (Questioning) Introduce the book by asking the children to describe today’s weather. Ask: Is it wild, fine or in-between?

W Read the title, ‘Wild Weather’ and discuss the kinds of weather this book might tell us about. Think of another word that means ‘wild’ in connection with the weather, e.g. ‘fierce’, ‘angry’, ‘violent’.

C (Clarifying) Tell the children that ‘Wild Weather’ is an information book. Ask: Does this mean fiction or non-fiction?

C (Clarifying) Look briefly at the Glossary and Index on pages 23 and 24. Explain how each is used if necessary. Point to the word ‘hail’ in bold on page 4 and explain that this means that the meaning of the word can be found in the Glossary.

Strategy check
Remind the children to use their knowledge of sounds and spelling patterns to work out unfamiliar words.

Independent reading

C (Prediction) Read the Contents list. Ask the children to guess which storm is the biggest and strongest. Suggest that they look through the book to find out.

C (Clarifying) Look at page 3. Ask: Do you think this paragraph reads like an introduction? Can you say why? (It gives the reader an idea of what the rest of the book is about.)

W There are lots of sound words in this book. The first, on page 3, ‘Woosh!’ tells us how a big storm might sound. Ask the children to look out for more sound words as they read the book.

C (Clarifying) On page 3, introduce the exclamation mark. Explain that it tells us to read certain words with expression, e.g. in a loud voice or sounding surprised. Ask: Can you think of other words that often use an exclamation mark to make them seem important? (e.g. Danger! Fire! Help!)

W Check that they can read the phonemes ‘au’ as in ‘caused’ and ‘ew’ as in ‘blew’. Help them to break down compound words, e.g. ‘thunderstorm’, ‘motorway’.
Assessment Check that children:

- use a variety of strategies to work out new words
- read high and medium frequency words automatically
- use expression appropriate to exclamation marks.

Returning to the text

C (Questioning) Ask the children: What kind of storm uses a sight word? Which storm has an ‘eye’? Which kind of wild storms are called ‘twisters’?

W Look at the word ‘lightning’ and ask the children to identify the sound made by the trigraph ‘igh’. Ask the children to find the same trigraph on page 10 (‘high’) and a different trigraph on page 14 (‘tch’ in ‘stretch’).

C (Clarifying) Encourage the children to look up ‘clouds’ and ‘twister’ using the Index. Ask: What does the book tell you about clouds and twisters?

C (Imagining) Ask the children to say which type of weather might be the most frightening, and why.

Group and independent reading activities

Objective Draw together ideas and information from across a whole text, using simple signposts in the text.

C (Questioning) Ask the children to answer the following questions using the direct style of the text.

Why do you see lightning before you hear thunder rumbling? What can winds make in the ocean? What is a tornado?

Assessment Do the children use the Index and Glossary to find their answers?

Objective Speak with clarity and use appropriate intonation.

W Look at the way exclamation marks are used on page 8. Encourage children to read the page aloud, with appropriate expression.

Assessment Do the children read the high frequency words without hesitation and use the correct emphasis?

Objective Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure and spelling patterns.

W Ask the children to find words within words. Can they spot common endings (e.g. ‘-ing’, ‘-ed’ and ‘s’)? Return to page 8 and ask the children how to turn ‘rumble’ and ‘crackle’ into ‘-ing’ words. Encourage them to spell them out for you to write on the board. Then change them into words ending in ‘-ed’.

Assessment Do the children use correct spellings?

Objective Know how to tackle unfamiliar words that are not completely decodable.

Use syntax and context to build their store of vocabulary when reading for meaning.

W Look at the glossary and explore unfamiliar words. Write out a list of new words for wild weather.

Assessment Do the children use their phonic knowledge to tackle words that are not completely decodable?

Speaking and listening activities

Objective Explain ideas and processes using imaginative and adventurous vocabulary.

Ensure that everyone contributes.

Work effectively in groups.

You will need enlarged photographs from the book.

- Using photographs, ask one group to choose two weather types, e.g. a hurricane and a tornado, and to explain the difference.
Give them time to prepare what they will say and to decide which group members will present different information. Encourage them to use interesting vocabulary, e.g. sound words, to describe each weather type.

Invite another group to listen and comment.

Cross-curricular links: National Curriculum Key Stage 1

Geography
Pupils should be taught to:

Use geographical vocabulary.

Writing activities

Objective  Draw on knowledge and experience of texts in deciding and planning how and what to write.
Use planning to establish clear sections for writing.
Encourage the children to plan and write a wild weather book of their own, in zigzag form, explaining how different storms are caused. Encourage them to use features from Wild Weather, such as pictures, captions, Glossary and Index.

Assessment Do the children structure their book and use presentational features effectively?

Objective  Make adventurous word and language choices appropriate to the style and purpose of the text.
Encourage the children to make up a chant using sound words for weather, e.g.
Woosh! goes the wind,
Splash! comes the rain,
Crash! goes the thunder,
Boom! it comes again!

Assessment Do the children select effective vocabulary?