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| About this Resource:*This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

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| **Key Content (Synopsis of two weeks)** |
| Read Aloud:Cloudy With a Chance of Meatballs<http://achievethecore.org/page/2594/cloudy-with-a-chance-of-meatballs-grade-2-version> | **Synopsis of Text:**The story begins with Grandpa reliving an old tall-tale. Chewandswallow was a town like no other…where the townspeople’s food supply fell from the sky! As the weather becomes unmanageable, the people abandon the town and adapt to a new way of life. |
| Related Text 1:Wild Weather<https://www.readworks.org/article/Wild-Weather/f90fa2ff-bea7-4865-9b54-7849a7c0933a#!articleTab:content/> | **Synopsis, highlighting related learning:**This first resource reinforces students’ knowledge about weather by giving a description and characteristics of different types of storms and weather. The article ends by introducing students to the concept that the movement of cool and warm air causes a change in weather. |
| Related Text 2:Understanding the Weather Forecast<http://easyscienceforkids.com/understanding-the-weather-forecast/> | **Synopsis, highlighting related learning:**This article goes deeper as to how air temperature, pressure, and movement cause weather changes and how this helps to predict the weather. Students are introduced to terms such as “weather fronts,” “high pressure,” and “low pressure,” furthering their knowledge on the causes of weather. This website also includes a short video clip explaining the concepts in the text. |
| Related Text 3:Air Pressure (p. 9 from *Severe Weather*)<https://www.readinga-z.com/books/leveled-books/book/?id=131&lang=English> | **Synopsis, highlighting related learning:**This book focuses both on how weather occurs as well as on different types of severe weather. For the purposes of this set, page 9 is recommended to further build student knowledge on air pressure, air temperature, and the role that this plays on weather.*Note: This text is recommended for 3rd grade students. With teacher support, pages 5-12 could also serve to build student knowledge about temperature, wind, and moisture and how each affects weather.* |

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| **Optional Supporting Resources** |
| Our World: What is Weather?[https://www.youtube.com/watch?v=UtgFHHhm‌1xU](https://www.youtube.com/watch?v=UtgFHHhm1xU) | **Description/rationale for inclusion:**This 3-minute video resource contains information that will reinforce information about how air pressure, heat, wind, and moisture in Earth’s atmosphere are the driving forces behind weather. It provides visuals to reinforce the concepts, as well. |
| Interactive Sites for Education<http://interactivesites.weebly.com/seasons--weather.html> | **Description/rationale for inclusion:**This website hosts 16 different interactive websites that students may enjoy to either reinforce weather knowledge they have gained, or see how some of their knowledge can be put to use. Students can learn additional information about weather, participate in dressing for weather, create weather maps, etc. Particularly recommended is the 12th website on the list titled “Air Masses,” which provides a visual and quick description of air pressure and how it works. |
| **Writing/Culminating Tasks** |
| Text Type 1: Narrative | **Description of task:**Think about what you have learned about how high pressure and low pressure in the air affect weather. Apply that knowledge to the following task: You have planned a day out with your friends. Before you leave, you watch the weather. You learn there is a front of low pressure moving into the area. Tell a story about your day, and include the weather you would likely encounter into your details. Be sure to:* Share the sequence of events throughout your day
* Provide a conclusion to your story
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| Text Type 2: Informative | **Description of task:**Think about what you have learned about how air pressure and fronts affect weather. Create a weather map that shows at least two areas of high and low air pressure. Label the map with the different types of weather that would be found in these areas. Write an informative paragraph to accompany your map. Introduce your topic and use facts and information you have learned to explain your weather map, pressure systems, and weather you have placed on it. Be sure to provide a conclusion.*Note: The following resource may be helpful for students in creating their weather maps:*[*http://www.waterproofpaper.com/printable-maps/united-states-maps/printable-map-of-the-united-states.pdf*](http://www.waterproofpaper.com/printable-maps/united-states-maps/printable-map-of-the-united-states.pdf) |
| Task Type 3: ResearchScience Journaling | **Description of task:**As a class, participate in 2-4 different weather experiments you select from the following website: <http://www.weatherwizkids.com/weather-experiments.htm>.As you complete each experiment, write your observations and record your learning in a science journal. After you have completed a selection of 2-4 experiments, select the experiment you think was most informative about the weather. Write a reflection to explain the experiment as well as what you learned about weather from experiencing this experiment. In this reflection, be sure to:* Introduce your topic
* Provide a sense of closure
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| All content linked to within this resource was available for use when this resource was published in January 2018. Over time, the organizations that manage that external content may move or remove it or change the permissions. If the content is no longer available, please email info@studentsachieve.net. |