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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:Weather Words and What They Mean <http://achievethecore.org/page/2605/weather-words-and-what-they-mean> | **Synopsis of Text:**This book introduces and explains weather terms and concepts. It describes the following concepts: temperature, air pressure, moisture, and wind. |
| Related Text 1:What is Weather?<https://www.getepic.com/app/read/8225> | **Synopsis, highlighting related learning:**This book builds on students’ understanding of weather from the read-aloud text by explaining what weather is and how it is created. It describes why weather changes from day to day and why the four seasons occur. It describes how scientists study the weather, and why it is important to know what the weather is going to be each day. The end of the book describes a series of activities students can do to study the weather, including making a weather calendar to notice weather patterns.*Teacher note: Create a free educators account to make use of this resource.*  |
| Related Text 2:Wild Weather<https://www.readworks.org/article/Wild-Weather/f90fa2ff-bea7-4865-9b54-7849a7c0933a#!articleTab:content/> | **Synopsis, highlighting related learning:**This article continues to build students’ knowledge about weather by explaining the science behind different types of weather. It describes the causes of fog, blizzards, thunderstorms, and rainbows. It also describes different types of clouds. |
| Related Text 3:Weather <https://www.dkfindout.com/us/earth/weather/> | **Synopsis, highlighting related learning:**This website adds to students’ understanding of weather by describing how it can affect our lives. Students can click to learn more about different aspects of weather, including what causes weather, effects of extreme weather, and weather forecasting. Students can also learn about types of weather conditions like wind, clouds, rain, snow, thunderstorms, and hurricanes. |

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| **Optional Supporting Resources** |
| Weather Watch<http://teacher.scholastic.com/activities/wwatch/index.htm> | **Description/rationale for inclusion:**This website has a variety of weather activities students can engage in to learn more about weather. They can read to learn more about different types of clouds and observe clouds in their area for four days. They can use different types of weather tools to gather data about the weather. They can use “Weather Maker” to control the climate of a virtual landscape, and they can analyze weather maps for different parts of the United States. They can also research different types of severe weather and natural disasters. |
| Weather Wiz Kids<http://www.weatherwizkids.com/> | **Description/rationale for inclusion:**Developed by a meteorologist, this website has many articles, experiments, and activities students can use to learn more about weather. |
| **Writing/Culminating Tasks** |
| Text Type 1: Informative | **Description of task:**Write a one-page article about weather. Make sure that you:* Provide a title
* Introduce your topic
* Provide a conclusion

Develop your topic using facts and details from what you have learned about weather and what causes it. Include 2-3 images that provide or support information in your article, and a caption for each image you provide. |
| Task Type 2: Opinion | **Description of task:**Think about what you have learned about weather. What is your favorite type of weather that we studied together? Why? Write to state your opinion. Give reasons to support your opinion using what you have learned. Be sure to:* Use linking words to connect your opinion and reasons
* Provide a conclusion
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| Task Type 3: Research | **Description of task:**Choose a type of severe weather to learn more about:* Blizzards
* Drought
* Extreme heat
* Floods
* Hurricanes
* Tornadoes

Research to learn more about it. Then, create a pamphlet to explain to someone how to be prepared for that type of weather. Make sure to provide a title, introduce your topic, and provide a conclusion. Be sure to develop your topic using facts and details from your research.*Teacher’s note: The following websites may be helpful for this research project:** [*https://www.ready.gov/kids/know-the-facts*](https://www.ready.gov/kids/know-the-facts)
* [*http://www.weatherwizkids.com/*](http://www.weatherwizkids.com/)
* [*https://www.youtube.com/playlist?list=PLQlnTldJs0ZQ67D3cB0HVlAf3H\_y8u54T*](https://www.youtube.com/playlist?list=PLQlnTldJs0ZQ67D3cB0HVlAf3H_y8u54T)
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