Text Set: Weather

I. Introduction

The following texts identified are to be used in a second grade classroom that include students between the ages of 6-8 years old, that helps supplement the exploration of weather in the area of science. Literature was selected in order to enrich a deeper understanding of the specified content area. Texts presented in this set are in the forms of nonfiction and fiction. Students will have access to various materials that will supplement standard teaching materials and will explore the concepts of weather in general, clouds, rain, snow, hurricanes, heat and tornadoes.

The text set explores various approaches to understanding different types of weather. It provides an understanding of basic scientific facts as well as providing an insight to how certain fictional characters deal with certain weather situations. It engages the students and allows for the students to develop a deeper, more meaningful relationship with the concept of weather through the materials. It also allows the students to experience different types of weather through the eyes of the characters. Depending on the area and previous experiences of students, some students may have no experience with certain types of weather.

Readers can connect to the texts and the texts target readers at different reading levels, ranging from mid-first to beginning fourth grade. Several of the texts should be presented to the group as a read aloud and other texts can be read by individuals or as paired readings. Due to the content area, some terminology may be hard for some readers. Vocabulary should be addressed in addition to teaching this area so prevent frustration in reading some of the materials.

SOL Connection

Interrelationships in Earth/Space Systems
Standard 2.6: The student will investigate and understand basics types, changes, and patterns of weather.

Key concepts include:
  a) temperature, wind, precipitation, drought, flood, and storms
II. Text Set

1. Bowlful of Rain
   Grade 3
   Fiction

a. Introduction and Summary
   This fiction text was selected because it follows two children and their quest to find something to do while it continues to rain outside. The story is about Sophie and Hank, two neighbors, who were playing on a day when it rained, rained and rained some more. The idea is simple and it relates to all students who read this book.

b. Rationale
   The text connects the reader because they can imagine how they feel when it rains all day and how hard it is sometimes to find things to do. At the same time, it sneaks concepts of science into the book. They explore digging up worms, making ice from water, determining how long it takes for a bowl to fill based on how heavy it is raining, evaporation, and color experimentation. The ideas are presented in a way that the students doesn’t feel like they are learning. They can take these ideas that they read and do it themselves!

c. Readability
   This book would be beneficial for all stages of the PAR lesson plan format. The Flesch-Kincaid readability scale places this book at a 3.1 meaning that it falls just above grade level for a second grade unit. According to the Bader Analysis, linguistically this book is appropriate to the subject. Concepts are appropriate and the reader is able to understand and relate.

d. Usage of Text
   This book would be best used as an introduction to the unit and should be presented as a read aloud. This text would be appropriate for any readers who are reading above reading level because it presents information on the same level as what the other readers are reading but just with more words. The text allows the student to draw from previous knowledge and allows them to open up their minds about the area they will be learning about.

e. Reference:

2. **The Hottest Week in Sun City**  
**Grade 1**  
**Fiction**

**a. Introduction and Summary**

This fiction text was selected because it addresses the idea of weather and temperature at its most extreme. The story is presented in a funny way that allows the reader to see what can happen when the temperature gets so hot. Some of the context is a bit over the top but this keeps the student engaged in a playful manner. The book contains simple sentences and is accompanied by colorful illustrations.

**b. Rationale**

Most students love summer and this book allows them to put themselves in the scenario. The book lets them explore how it would feel to be so hot! This text even allows students who have not been exposed to extreme heat to visualize how hot it might feel to be in this environment. While connecting the students to the material, it also covers the concept of weather and the importance of sun and rain in a fun way.

**c. Readability**

This book would be beneficial for the assistance and reflection stages of the PAR lesson plan format. The Flesch-Kincaid readability scale places this book at a 1.7 meaning that it falls just below grade level for a second grade unit. According to the Bader Analysis, linguistically this book is appropriate to the subject. Vocabulary choice is suitable and linguistic patterns are appropriate for this reading level. Concepts are appropriate and the reader is able to understand and relate.

**d. Usage of Text**

This book would be best used in the context of independent reading or in a buddy reading activity for all readers including individuals reading slightly below reading level. For students reading significantly below reading level, this book would be good to read with a peer on grade level and will allow them to engage in the text together and enjoy the humor in it. This book would also be good to work on with teacher as part as a structured lesson especially if taught in the beginning of the school year.

**e. Reference:**

3. Twister on Tuesday
Grade 2
Fiction

a. Introduction and Summary
This is a fiction book that follows the adventures of Jack and Annie. This fiction series is very popular with this age group and provides motivation for reading. This series also includes non-fiction books that accompany the fiction texts that allow for the student to explore the topics further. This particular text follows Jack and Annie back in time. This are whisked back to the late 1800’s on a prairie and experience living through a tornado.

b. Rationale
The text is nicely written and includes descriptive information about tornadoes. The book allows the reader to experience what being in a tornado feels like while keeping it appropriate for this group of students. The text is engaging and keeps the reader on their toes and keeps them wanting to read more. The book also encourages readers to learn and expand their knowledge about tornadoes and it allows for the material to be presented in an adventure type format, which is a great way to supplement the non-fiction format that is presented through textbooks.

c. Readability
This book would be beneficial for all stages of the PAR lesson plan format. The Flesch-Kincaid readability scale places this book at a 2.0 meaning that it falls at grade level for a second grade unit. According to the Bader Analysis, vocabulary choice is suitable and linguistic patterns are suitable for readers on this level. Concepts are appropriate and the reader is able to understand and relate. The writing used in the book is appropriate for this grade level and the tone is appealing.

d. Usage of Text
This book would be best as an independent text for students that are reading at grade level. Students may be motivated if the text was used a read aloud because it could be read over a couple of days and would keep the students engaged and excited about the book. This book would also be appropriate for struggling readers working with a tutor or working on reading with parents at home. Most of the words used are not too difficult and are seen throughout the book. Chapter books are nice to use with struggling readers because it breaks up the book and can be less frustrating and less intimidating then reading an entire book.

e. Reference:
4. Rain or Shine  
Grade 2  
Non-Fiction  

a. Introduction and Summary  
This is a non-fiction book that is intended to allow the reader to explore various types of weather. Each type of weather is accompanied with very colorful pictures and terminology that is easy to understand. It explores clouds, rain, snow, floods, lightning, tornadoes, sunshine, and dust storms.

b. Rationale  
The book is presented in a way that allows any reader no matter what level to explore different weather concepts. Even if the student can’t read all the words they can look at the pictures and read some of the words that accompany the pictures to gain information from the text. Overall, it is a non-threatening supplement to information that is learned through the general curriculum.

c. Readability  
This book would be beneficial for all stages of the PAR lesson plan format. The Flesch-Kincaid readability scale places this book at a 2.3 meaning that it falls right at grade level for a second grade unit. According to the Bader Analysis, vocabulary choice used throughout the text is appropriate to audience. Concepts are appropriate and the reader is able to understand and relate. Vocabulary words are highlighted and the pictures are great additions to the reading. Ideas are expressed clearly and the book size is appropriate to its readers.

d. Usage of Text  
This book would be best used as an independent reading activity for students reading on grade level or by pairing struggling readers with readers at grade level. As buddies, the students can take turns talking about pictures and understanding the vocabulary presented in the book.

e. Reference:  
5. **Weather**  
Grade 2-3  
*Non-Fiction*

**a. Introduction and Summary**  
This is a non-fiction book that allows the reader to interact with the text by manipulating a painted transparency that demonstrates different parts of weather. It shows a farm during and after a spring shower, a rainbow formed by the passing rain, a thunderstorm at the beach, quick winds that get a kite to fly away, autumn rain, fog and winter snow and ice.

**b. Rationale**  
This book is a great supplement to understanding weather and seeing weather in motion. While allowing the reader to learn about different types of weather it engages them in the processes by allowing them to discover and interact with the text. Discovering the content this way will hopefully provide a personal connection to understanding why and when weather happens. This book is a great supplement to understanding the facts and seeing weather in motion.

**c. Readability**  
This book would be beneficial for all stages of the PAR lesson plan format. The Flesch-Kincaid readability scale places this book at a 2.7 meaning that it falls right at/above grade level for a second grade unit depending when the material is taught. According to the Bader Analysis, this book is appropriate to its intended grade level. Word choice is appropriate and tone is appealing to his audience. Concepts are appropriate and the reader is able to understand and relate. Vocabulary is appropriate and illustrations are appealing.

**d. Usage of text**  
This book would be best used as a reading activity for students reading on grade level at the instructional level. Struggling readers could work on this book with tutors or at home with parents. The book is engaging and allows the reader to explore weather in more than just words.

**e. Reference:**  
6. *The Cloud Book*
Grade 4
*Non-fiction*

a. **Introduction and Summary**

This is a non-fiction book that presents the content in a story format. The book discusses the different types of clouds, why we see those types of clouds, what they mean, what they look like, nicknames and even ancient beliefs about clouds. It provides great visuals that accompany the content the really allows the reader to immerse themselves into clouds.

b. **Rationale**

It is a very informative book and is done in a very creative way. It takes science terminology (cloud names) and presents it in a way that young readers can understand it. It also presents other information in a manner that will allow the reader to want to learn the content and apply it real life. The facts presented are fun and should motivate the student in learning about clouds!

c. **Readability**

This book would be beneficial for all stages of the PAR lesson plan format. The Flesch-Kincaid readability scale places this book at a 4.4 meaning that it falls above grade level for a second grade unit. I do think because of some of the terminology used that the score is slightly higher than it should be. According to the Bader Analysis, linguistically this book is appropriate to the subject. Concepts are appropriate and the reader is able to understand and relate. New vocabulary is highlighted and the illustrations are appealing.

d. **Usage of text**

This book would be best used as a read aloud. This text could be appropriate for any readers who are reading way above reading level but I would be hesitant due to some of the vocabulary words. It would be a good plan to discuss the terminology before reading the book aloud and allow the students to connect to the vocabulary by drawing from personal experiences and knowledge.

e. **Reference:**

7. **The Snowy Day**  
Grade 3  
*Non-fiction*

**a. Introduction and Summary**  
This fiction book follows Peters and his adventures during a snowy day. This book uses descriptive, colorful and fun language to describe the fun that Peter has exploring the snow. This book is great for students because most students hope and pray for snow days!

**b. Rationale**  
This text sparks interest in the students because it gets them excited about the subject and allows them to share experiences. For the students who have never experienced snow, it allows them to experience it through Peter and through other classmates who have experienced a snowy day.

**c. Readability**  
This book would be beneficial for all stages of the PAR lesson plan format. The Flesch-Kincaid readability scale places this book at a 3.7 meaning that it falls above grade level for a second grade unit. According to the Bader Analysis, linguistically this book is appropriate to the subject. Concepts are appropriate and the reader is able to understand and relate. The illustrations are very appealing and the writing is appropriate for the audience.

**d. Usage of Text**  
This book would be best used as a read aloud. It could be used as independent reading for students reading above grade level but I think it would be best as a group activity. As a group activity, it allows opportunities for students to learn from each other while also learning about snow. The words used in the text create some descriptive imagery that is could be a great introduction when learning about snow.

**e. Reference:**  
8. The Magic School Bus- Inside a Hurricane

Grade 4
Fiction

a. Introduction and Summary

This fiction text is a book from a series about Ms. Frizzle and her whacky teaching adventures. During this lesson, Ms. Frizzle is teaching her class about weather when they decide to take a field trip. Next thing you know, they are flying through thunderstorms into a hurricane. It is a very engaging book and provides lots of facts and information for the students to soak in.

b. Rationale

This book is very engaging and allows for students to learn a lot about the subject while staying engaged in the story line. It’s a great mix of a fictional story and non-fictional facts that reinforce concepts taught during the weather lesson. Sometimes there can be a little too much going on in these texts especially for struggling readers but this series can be found in other formats like video and audio.

c. Readability

This book would be beneficial for all stages of the PAR lesson plan format. The Flesch-Kincaid readability scale places this book at a 4.2 meaning that it falls above grade level for a second grade unit. I think that the readability is a little all over the place due to the massive amount of content included on each page. According to the Bader Analysis, concepts are appropriate and the reader is able to understand and relate. New vocabulary is highlighted and defined in the text. The illustrations are very appealing and the writing is appropriate for the audience. The format can be a little overloading due to the amount of text and illustrations found on each page but overall this book should be very appealing to most students.

d. Usage of text

This book would be best used as a read aloud and instructional activity. I think that the teacher can adapt this book so every kind of reader can participate in a read aloud and/or instructional activity. This book allows for the teacher to be very creative and provide a fun learning experience.

e. Reference: