

# How Can You Measure Rain and Wind?



Level: F7

Word Count: 131

Little Books of Answers

Curriculum Connection	Weather
Content Vocabulary	around, barometer, fallen, fly, full, gauge, glass, kite, marks, measure, move, pointer, points, rain, stops, strong, tell, turns, use, water, weather vane, wind, wind sock
Visual Literacy Element	table
Critical Thinking	further research
Comprehension Strategy	extracting information
High-Frequency Words	a, can, coming, from, going, has, if, in, is it, not, on, out, put, the, to, when, where, will, you, your

## Before Reading

### Prior Knowledge – Discuss the Topic

- Discuss rain and wind. Talk with the students about light breezes and gale-force winds. Do they know the difference? Discuss light showers and a heavy downpour. Invite volunteers to talk about a time they were out in strong wind or heavy rain. Tell the students that there are ways of measuring how strong the wind is or how much rain has fallen. They will learn about this as they read the book.

- Give each student a copy of the book *How Can You Measure Rain and Wind?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Tell the students that this is an instrument that tells you something about the wind. Ask questions such as – *Do you know what this instrument is called? What do you think it tells you about the wind? Where would you see one?*
- Have the students turn to the title page. Tell the students that this instrument is a rain gauge. Ask similar questions to those you asked about the cover photo.
- Explain to the students that as they read this book they will find out about some instruments that measure rain and wind. They should use the text, the photos, and the captions to help them get the information.

### **Introduce the Vital Vocabulary**

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels. Assist them where necessary.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

### **Take a Photo Walk**

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the captions with you.
- To ensure and enrich understanding say things such as – *Most people don't need to measure the wind and rain, but some scientists do. Some scientists measure the wind and rain in a big storm at sea so that they can warn people on the land how strong the wind will be and how much rain will fall when the storm arrives. Scientist would use very special instrument to do this. Many people use a barometer to let them know when the weather is going to change. Then they can plan what they want to do around the weather.*
- Discuss the table on page 15. Explain that the table shows you at a glance what each instrument is used for.

## **Read the Book**

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

## After Reading

### Comprehension

- Check literal comprehension by asking these questions:  
*Where could you see a wind sock?*  
*What does a weather vane tell you?*  
*How much rain has fallen if the glass is full?*  
*What do you use a barometer for?*
- Check inferential comprehension by asking these questions:  
*Why wouldn't a scientist use a glass to find out how much rain fell?*  
*Why do airports use wind socks?*  
*Where would the arrow on a weather vane point to if the wind was coming from the west?*  
*What do kites and wind socks need to make them fly?*
- Have the students discuss the information that they learned. Ask questions such as, *How did the photos help you read the text? How did the captions help you understand the photos? Was the table easy to read?*

### Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell the students that their task is to find out what this instrument is and how it works.

### Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

### Writing

- Have the students write a story about one of the weather-measuring instruments. Assist with spelling where necessary. Have them illustrate their story.

### Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Label the photo. Use these words.

kite string ribbon arm grass  
shorts t-shirt cloud



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# How Can You Measure Rain and Wind?



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Name:

Draw and write.

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I like the part about

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