



Leveled Reader Teacher's Guide

A Change of Weather

4.1.5

Genre: Realistic Fiction
Guided Reading Level U
Benchmark 50
Lexile 570

Book Summary

Alicia and Mark are new to Seattle, where both the skies and their moods are cloudy. They miss the sun and their friends in Florida. During a terrible rainstorm, Alicia and Mark are stranded at the library, with people from their new community. What starts out as an inconvenience turns into a big party.

STRATEGIES AND SKILLS AT A GLANCE

Comprehension

- **Strategy:** Summarize
- **Skill:** Sequence

Vocabulary

- *advanced, aware, consisted, peculiar, positive, selecting*

Additional Vocabulary

- *exaggeration, frantically, pattering, potential*

Vocabulary Strategy

- Dictionary: Connotation/Denotation

Topic: Growing Up

PHONICS/WORD STUDY FOCUS

- Long *o*, *overcast*, **page 3**; *social*, **page 5**;
video, **page 7**
- Short vowels, *snuffled*, **page 5**; *invention*,
page 7; *wistfully*, **page 8**

ALTERNATE SKILLS AND STRATEGIES

The following skills can be modeled and applied to this text.

- Author's Purpose, pp. 2–19,
Graphic Organizer 5
- Main Idea and Details, pp. 2–19,
Graphic Organizer 11
- Problem and Solution, pp. 2–19,
Graphic Organizer 17

Build Background

- Have students discuss what it would be like to move to a place where everything was different, including the weather.
- Then create a two-column chart and label it “Moving to a New Place.” Write the heads “Good” and “Bad” at the top of the columns. Ask students to jot down on self-stick notes three good things about moving and three bad things.
- Invite students to share their ideas and place their notes on the chart. Have them discuss the results and ask what they might do to make moving to a new place easier.

Preview and Predict

- Give students a copy of ***A Change of Weather***. Have them examine the cover and predict who the main characters will be.
- Have students read the title and predict what the weather has to do with the story’s setting and plot.

Teach Comprehension

Use this text for explicit strategy and skill instruction.

STRATEGY Summarize

What? *When we make a summary of a book, we pick out only the most important information and tell it in our own words.*

Why? *Good readers think about what they are reading and summarize the information in their heads as they read. This helps them check to see if they understand what they’re reading, and it helps them remember details.*

When? *Readers summarize chapters or sections of the book during their reading, and they also summarize the book after reading.*

How? *To summarize, you need to be able to pick out the most important points as you read. Then you need to put the information into your own words.*

SKILL Sequence

When telling a story, authors arrange events in time order. Sometimes they use clue words and phrases that alert you to this sequence such as: when, as, soon, then, now, suddenly, one day, finally, before long, at this time, and from then on. Stories are more enjoyable and make more sense if we think about the sequence as we read. In addition, remembering the order of events helps us summarize a story when we’re finished.



Set a Purpose for Reading

Students may set their own purpose for reading or use the **Read to Find Out** prompt on the inside front cover of the Leveled Reader.

Model Cueing Systems

Meaning Point to the word *exaggeration* on **page 3** and model strategies students can use to read unfamiliar words.

Think Aloud I can sound out this word but that doesn't help me understand its meaning. I will look for context clues and prior knowledge to help me figure out what it means. I see that Mark says, *Where isn't there a puddle?* I know that I sometimes say something is worse than it is to make a point. I *exaggerate*. I think that's what Mark is doing here.

Guide Comprehension

Have students read the book independently and discuss it in literature circles, or use the prompts to explicitly model and teach the skill and strategy. If you may wish to divide the reading over two days, a stopping point is suggested.

Pages 2–3

Have students read to find out where the story takes place, who the main characters are, and why the weather is a problem.

Text Evidence On **page 2**, I read that the story takes place in winter, in Everton, near Seattle, where the weather is wet and rainy. The main characters are Alicia and Mark. They have just moved from Miami, where it was usually in the 70s in February. Mark is trying to be cheerful about the weather. To summarize this section, I combine these details and put them my own words: Alicia and Mark have just moved to the Seattle area, where the weather is cold and damp. They are trying to be cheerful, but they miss the beach, and the sunny, warm climate of Miami, where they used to live.

Pages 4–5

Have students read to find out what Alicia and Mark's real problem is and what happens at home. Model find the key details about the characters and events to summarize the events. Guide students to combine the main ideas and their own words to summarize this section. Remind them to leave out details that are not important to the story.

Think Aloud Alicia and Mark's real problem is that they hadn't made any friends in their new town yet. They missed their friends back in Miami. All the kids in their classes were busy with their own activities. They ask their Dad to drop them off at the library.



During Reading

Pages 6–9

Have students read to find out what happens at the library. Model summarizing the events that happen at the library, and retelling those events in their own words.

Think Aloud Alicia and Mark went to the library to work on projects for school. Alicia wants to write about trains, and Mark wants to write about X-rays. While they are at the library, it begins raining. When Alicia and Mark went to the front to wait for their mother, they learned from the librarian that the roads were closed because of flash flooding. Other people are stranded at the library too, including some girls from Alicia's class.



If you are dividing the reading into two days, this would be a good place to stop.

Apply Have students read the rest of the book independently and complete the graphic organizer on **Blackline Master 1**.

Respond to Reading

COMPREHENSION CHECK, page 20,
Answers

- **Summarize** Students use their completed Sequence Charts (**Blackline Master 1**) to help them summarize the story.
- **Think and Compare** (Sample answers are given.) 1. Alicia and Mark were unhappy because they hadn't made any friends in their new town. When they get stranded at the library, they make friends and change their minds about moving; **Text to text** 2. Once I thought my soccer team would lose an important game because two of our best players couldn't play. However, the remaining members of the team pulled together and we won; **Text to self** 3. In new settings people aren't sure how others will react to them. Others should be patient and friendly. **Text to world**

- **Apply Text Evidence** Ask students to locate and use evidence from the text to tell what caused Alicia and Mark to be stranded at the library. (On **page 8**, I read that "due to flash flooding," the roads were closed.)

Build Strategic Readers

Help students reflect on their use of skills and strategies.

- *How did knowing the sequence of events help you summarize the story?*
- *How did summarizing help you check your understanding of the story?*
- *Would you recommend this book to a friend? Why or why not?*

Reread for Fluency PHRASING AND RATE

Model Distribute **Blackline Master 2**. Model reading the sentences with appropriate phrasing and a steady rate. Then read the whole passage, modeling fluent reading.

Guide Read aloud the passage and have students choral read.

Apply Have students practice repeated readings with a partner.

Write in Response to Literature

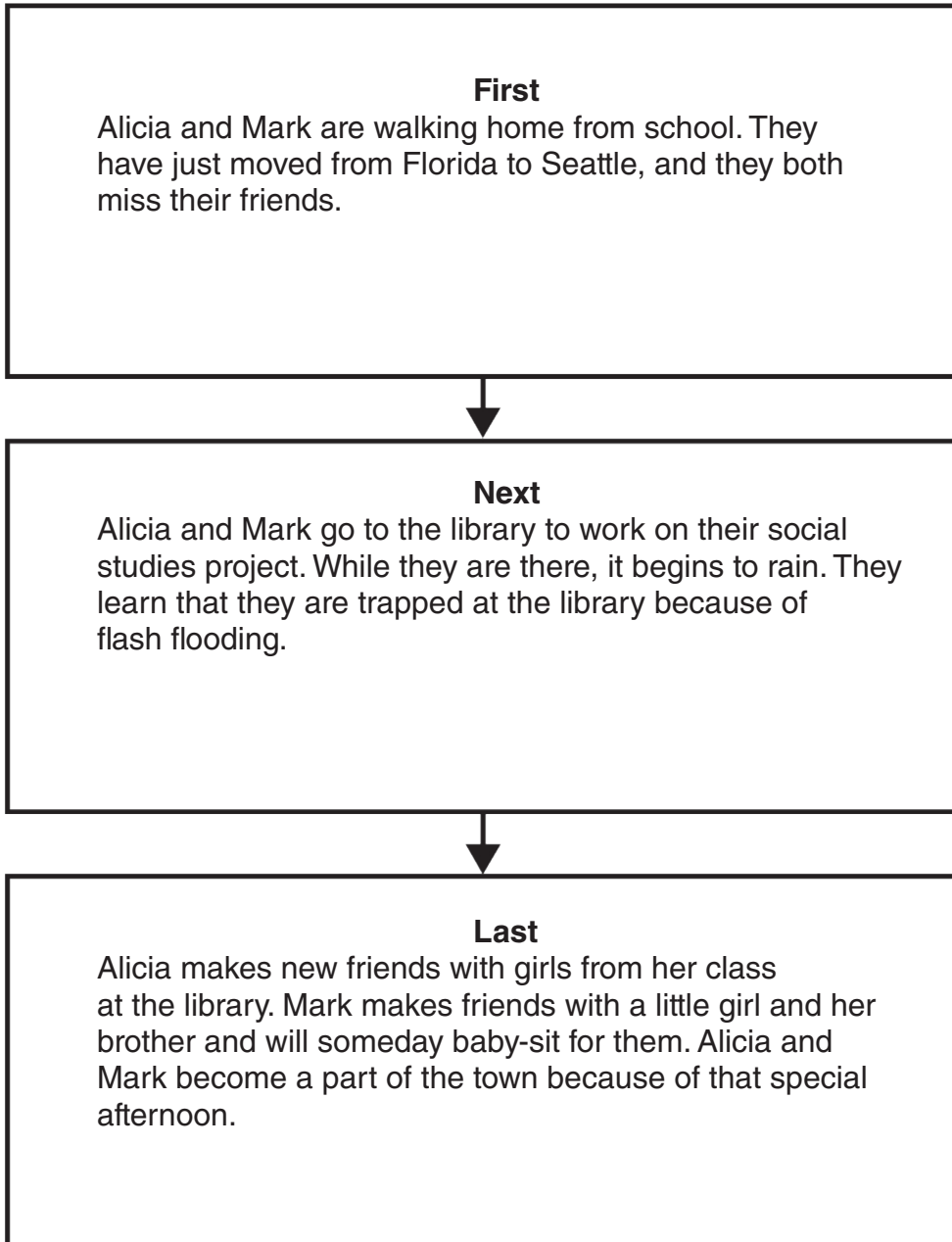
Have students respond to the text in a way that is meaningful to them, such as:

- Write a new chapter to show what happens to Alicia and Mark next
- Write a poem about making new friends
- Write a brief news report comparing the geography of Seattle and Miami

Name _____

Sequence Chart

Use the chart to record important information from *A Change of Weather*. Then write a summary.



Name _____

As I read, I will pay attention to reading with appropriate phrasing and rate.

13 Alicia pulled up the collar of her parka as a cold gust of
25 wind blew past. It wasn't hot, it wasn't sunny, and the beach
36 was 3,000 miles away in Florida, where they used to live before
50 Mom got a new job in Seattle. It had been a month since their
61 family had moved to Everton, a town outside Seattle, and Alicia
74 still wasn't used to the weather. In Miami it was usually in the
86 70s in February. But here every day seemed to be cold and wet.
99 The skies were gray, and the air had a peculiar smell. It was
109 nothing like the salty sea air she was used to.
121 Mark kicked a stone and watched it skip into a puddle. "Of
131 course," he thought to himself. "Where isn't there a puddle?"
143 He knew that it was an exaggeration. It didn't always rain here. It
155 was just that when it rained in Florida, the skies cleared up
165 afterward. Here the skies stayed overcast for days. But Mark
176 tried to stay cheerful. He had read about the Pacific Northwest
187 and learned that the weather during the summer was just fine.
198 Then they would go to the mountains, which would be really
exciting. 199

Comprehension Check

1. Even though Seattle and Miami are near oceans, how do they differ?
Compare and Contrast

2. How do the characters feel about their new home? **Draw Conclusions**

	Words Read	–	Numbers of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	