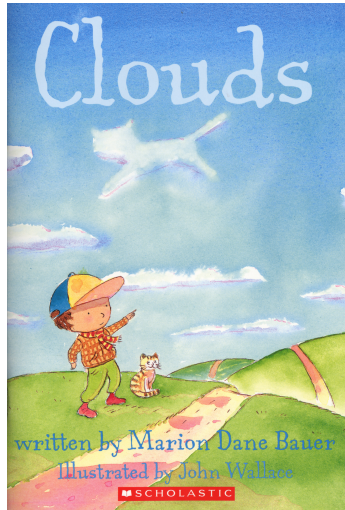


# BrainStorm™

## Read-Together Ideas



### Clouds

BY MARION DANE BAUER

ILLUSTRATED BY JOHN WALLACE

**Summary >>** In *Clouds*, your reading partner follows an ordinary day in a boy's life while learning about the different types of clouds. This book uses simple sentences and questions to explore and explain scientific terms associated with clouds.

### Key Words

#### Weather and clouds:

- \*fog
- \*cirrus
- \*stratus
- \*cumulus
- \*thunderstorm
- \*vapor

### Key Skills and Concepts

#### LITERACY SKILLS

- \* Summarize information (Comprehension)
- \* Read with appropriate phrasing (Fluency)

#### SCIENCE CONCEPTS

- \* Identify types of clouds (Earth science)
- \* Understand that weather can be observed and described (Earth science)

### Before Reading

- \* **Talk about the cover.** Ask your student to read the title and take notice of the cover art. Inform him or her that this story is filled with facts about clouds.
- \* **Flip through the book.** Invite your student to look through the book and talk about the different types of clouds he or she already knows. Ask: *What do you already know about clouds? What do you want to learn?* Be sure to talk about the more academic or scientific words (*cirrus*, *stratus*, *cumulus*). Explain that saying each new word aloud before we read helps us read smoothly.

## During Reading

\*As you listen to your partner read, provide support, encouragement, and occasional challenges to build

reading skills to better understand the book. Use some or all of the following prompts and questions.

PAGES	SUPPORT THE READING	OBSERVATIONS
5	This author uses questions to help us stay focused. Let's see how this question helps us.	Does your student read with ease? (Fluency)
6-7	What did we learn on these pages? How can people make clouds?	Can your student summarize the pages in a single sentence? (Comprehension)
8-9	What is fog?	As a way of monitoring comprehension, note whether your student is paying attention to clues in the picture.
10-18	Now, here we get to use our new vocabulary words for the different types of clouds.	Does your student pronounce the scientific terms for cloud types correctly? (Phonics, phonemic awareness)
17	What is a layered cloud?	Does your student summarize the text accurately? If not, invite him or her to look back through the book for support. (Comprehension)
24	How can a cloud keep the Earth warm? Clouds act like blankets, don't they? What clues can you see that give us this answer?	Does your student use the details in the picture to help answer the question? (Comprehension)
32	Let's review these cloud facts. What new information did you learn about clouds?	Does your student use the scientific terms for cloud types? (Vocabulary)

## After Reading

\**Wrap Up.* Invite your student to summarize the book. What information about clouds is new? What did he or she know already?

### Write It!

\*Ask your student to write a simple summary of the book. Be sure to explain that a good summary tells the most important facts. After your student has written a summary, invite him or her to note three details that support the summary. These details can come from the text or the pictures.