

Title: A Feather that Changed the Weather

Curriculum Reading Comprehension

Grade Level Span: k-3

Purpose: To develop reading comprehension through direct and indirect vocabulary development by: providing word meanings directly through explanation of meanings and example uses, associations to known words, and word relationships; providing for repeated encounters with new words and multiple opportunities to use new words; devising exercises to involve students in constructing meanings of words.

Description: After assessing the students' prior knowledge of an African plain and building upon it the teacher will develop the vocabulary for the book, *Bringing the Rain to Kapiti Plain* by Verma Aardema.

Activities	Minnesota Grad Standards	NETS for Students
<p>1. Have the students participate in the repeated readings of the story, <i>Bringing the Rain to Kapiti Plain</i> by the teacher, on a listening tape, and/or on a video. Identify and discuss unknown words.</p>	<p>Read, Listen, and View Literal comprehension 1,5</p>	<p>1,2,3,10</p>
<p>2. Using chart paper, place an important vocabulary word or phrase that you would like the class to focus on (example: sea of grass). Lead an active discussion with the students about what the word means, answering the questions: What is it? What is it like? And listing examples that are similar and not similar (mountains)</p>	<p>Read, Listen, and View Literal comprehension 5</p>	<p>1,10</p>
<p>3. Compare the vocabulary word chosen in activity 2 with the examples that were listed as similar and not similar using a Semantic Feature Analysis Chart (Johnson & Pearson 1984) This chart visually displays how words can be categorized and classified.</p>	<p>Read, Listen, and View Literal comprehension (5) Math Application, Number Sense (3) Inquiry, Data Categorization, Classification & Recording</p>	<p>1,10</p>

	Large	In town	In the country	Wild	tame	(A, B, C)	
Sea of grass	+	-	+	+	-		
Ocean	+	-	-	+	-		
Meadow	+	-	+	+	-		
Lawn	-	+	+	-	+		
<p>4. Have the students explore the vocabulary in the book, <i>Bringing the Rain to Kapiti Plain</i> by using the PBSKids web site for younger students and a vocabulary usage site (Quia Pop-up) for more advanced students.</p>						Read, Listen, and View Literal comprehension (1,5)	5, 7,9
<p>5. Plant grass seed in four different containers and decide on different watering schedules for each container (after the grass has had an adequate time to mature) making sure to allow one specimen the opportunity to demonstrate what a drought means to the grass. Take digital pictures to demonstrate the differences.</p>						Read, Listen, and View Literal comprehension (1,5) Applied Scientific Methods, Direct Science Experience (B,C)	1
<p>6. Pass out cards with appropriate vocabulary words or phrases on each. Have the children use permanent markers on overhead transparencies to illustrate their word or phrase. Use these pictures on the overhead to illustrate the story as it is read aloud. Play African drumming music as background music to help establish a creative atmosphere while your students are working. These overhead transparencies can then be put in plastic page preservers and use as a classroom book once the story is added.</p>						Read, Listen, and View Literal comprehension (1,5,6) Write &Speak (5)	8, 5

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Tools and Resources

(List all Web sites, specific software and hardware needs)

<http://pbskids.org/lions/trains/index.html>

<http://www.quia.com/pop/4758.html>

Bringing the Rain to Kapiti Plain by Verma Aardema

tape player

Puffin storytapes ISBN: 0140950524 *Bringing the Rain to Kapiti Plain*

overhead projector

transparencies

vcr/tv

Reading Rainbow video: *Bringing the Rain to Kapiti Plain*

CD “The Gift of the Tortoise” by Ladysmith Black Mambazo

Assessment

(How will you assess the students' learning? If you have a rubric, record it here. Be as specific as possible)

Teacher Observation

Authors (including contact information)

(Record the names and email addresses, if possible, of those who contributed to the development of this lesson sequence)

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Personal Account

(Have you taught this lesson sequence before? What are the great learning/experiences you had?)

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