

Print and Book Awareness

Headings

Point to and read the words *Wind and Weather* on page 26. Remind students these words are called a *heading* and authors use headings to let readers know what they will be reading about in a section of the text. Ask what this section of text is about.

Sentences: Periods

Have students come to the **Big Book** and point to the first and last words in each sentence on page 27. Have them point to the periods at the ends of sentences and say *This is a period.*

Initial /s/

Reread page 31, and ask students to listen for words that begin with the /s/ sound. *Smoke, swept, soar, Sailboats* Have volunteers come to the **Big Book** and point to words beginning with the letter that represents the /s/ sound. As volunteers point to the letter *s*, have the class say the /s/ sound.

A Fresh Breeze

As the wind gets stronger, leaves rustle, and flags wave.



30



Smoke from chimneys is **swept** away by the **breeze**, and kites soar in the wind. Sailboats begin to glide through the water.



31

Storm Clouds Gather

The wind grows stronger, and dark **storm** clouds gather high up in the air. The ocean forms **peaks**, and the water becomes rough. 4



32



On land trees sway, and it is difficult to walk in the wind.

33

Windy Days Big Book, pp. 26–33

Differentiating Instruction

English Learners

IF ... students have difficulty understanding the verbs on pages 30–33, **THEN ...** ask English speakers to demonstrate the meaning of each word for their English Learner classmates.