

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.

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Windy Days Big Book, pp. 26–33

Differentiating Instruction

English Learners

IF ... students have difficulty understanding the concept of *categorizing* or discussing categories, **THEN ...** introduce or review words such as *group*, *kind*, *type*, and *sort*. Emphasize that to sort or categorize is to group things with something in common.

Comprehension Skills

Classify and Categorize

- ◆ Point out to students that “What Happens When Wind Blows?” tells about many kinds of winds. Explain that some winds are gentle; others are strong. Some are helpful; others are harmful.
- ◆ Help students categorize the kinds of winds mentioned in the selection by creating a chart with the column headings Strong Winds and Gentle Winds.
- ◆ Ask students where to put *no wind*, *breeze*, and *storms*. Tell students you will add to this chart as you read the rest of the selection.

Reading with a Writer’s Eye

Text Structure: Types

- ◆ Explain to students that authors who write to share information often organize the information in ways that make it easier to understand. Tell students one way to do this is to use headings that group information by how it is alike.
- ◆ Tell students we can group things according to how they are alike, the kinds of things they do, or other characteristics.
- ◆ Reread the headings on page 26–33, and ask students how the author has grouped the information. *by the different kinds of winds*