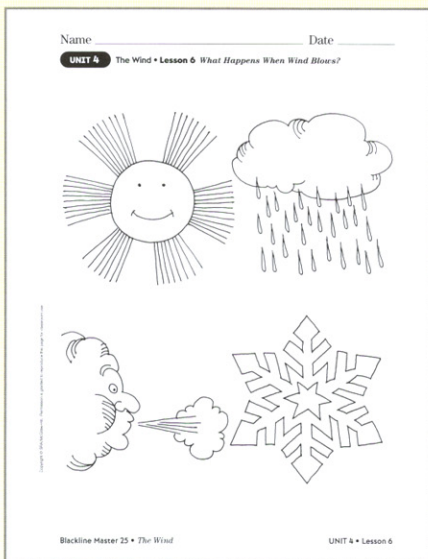


Research in Action

Vocabulary Knowledge and Reading Fluency

Students' vocabulary knowledge and their reading fluency are strongly related. (—James F. Baumann and Edward J. Kameenui, *Handbook of Research on Teaching the English Language Arts*)



Kindergarten Blackline Master 25

Preview and Prepare

Browse Reading 2.1 Listen/Speak 1.1

- Display the **Big Book**, *The Wind* opened to pages 24–45, “What Happens When Wind Blows?” Invite a volunteer to point to and read aloud the title. Have another student point to the name of the author.
- Have the students preview the article by browsing the first few pages. Remind the students that good readers often browse before they read. As you flip through the pages, the students should notice the different types of print. Point to the head *Wind and Weather* on page 24. Tell the students that this is called a *heading*, and it tells the reader what they will be reading about in the next section.
- Then point to the word *wisps* on page 27. Tell the students that this word is in a special type called **bold** type and that bold type means the word is an important word or a new word that they may not know yet.
- Tell the students to look for other headings and bold type words as you read the story.

Set Purposes Reading 1.3

Remind students that good readers know why they are reading a story before they read it. They have a purpose for their reading. Tell the students to listen closely for facts about the wind. Ask them if they have read other selections in other units that gave information. Help them recall that the selection “Shadows” from the **Big Book**, *Shadows* also gave information and is a very similar type of selection.

Ask the students to listen carefully as you read to see if they can get ideas for answering questions about the wind that they asked earlier.

Selection Vocabulary Listen/Speak 1.1

Tell the students that there are many wind and weather words they might like to become familiar with and try to use. Distribute copies of **Kindergarten Blackline Master 25**. Have the students point to and identify each weather symbol on the page: a sun, a rain cloud, the wind, a snowflake. For each symbol, have the students suggest words that describe or tell about that kind of weather. For example:

Sun: sunny, sunshine, hot, warm, calm, summery, bright

Rain: rainy, stormy, cloudy, dark, wet, thunder, lightning

Wind: windy, breezy, billowy, brisk, gust, hurricane, tornado

Snow: snowy, snowflake, snowstorm, cold, chilly, freezing, icy

- To help the students construct meaning for each weather word, write each list on a chart. Accept any reasonable words the students offer (for example, *sun*: *swimming*; *rain*: *umbrella*; and so on). Tell the students to listen for these words as you read the selection.