

## Reading Recommendations

### Read Aloud

- Because “What Happens When Wind Blows?” contains a great deal of information for the students to learn, we recommend that you read the selection to the students once in its entirety, then, in separate lessons, reread it in sections. For this lesson, read the entire selection, stopping only occasionally to model the use of reading comprehension strategies.
- Before, during, and after this reading, invite the students to ask questions and to think aloud about anything in the selection.
- Before beginning the selection, read the Focus Questions on the first page. Tell the students to keep these questions in mind as they listen to the selection.
- As you read, reinforce print and book awareness for the students by running your finger or hand under each word in each line from left to right.
- After this first reading, review the selection with the students, using the suggestions in the right-hand column to reinforce their print and book awareness and to expand their understanding of basic literary elements such as *headings*; the purpose and use of special type, such as *boldface*; and the purpose and use of a *glossary*.

### Using Comprehension Strategies

- During the reading of “What Happens When Wind Blows?” you will model the following reading comprehension strategies:  
Asking Questions  
Monitoring and Clarifying  
Predicting
- Think aloud through each strategy, and encourage the students to share their ideas as well. Remember to use the Predicting strategy only in this first reading and to encourage the students to return to their predictions to see if they are confirmed or denied by the reading.



#### Routine Card

Refer to Routine 5 for the Reading the Selection procedure.



#### Teacher Tip PRETEACH For

English-language learners or students who may need extra help, you may wish to read this selection a day or so in advance of when it is read by the entire class. As you read, give the students the opportunity to discuss the selection and to clarify any problems they have with it. Model asking questions for them. When the students read the selection again with the class, they may feel more comfortable asking any questions they may have.