LESSON 16 TEACHER'S GUIDE

Monsoons of India
by Ellen Persio

Fountas-Pinnell Level W

Informational Text

Selection Summary
Depending on a monsoons' direction, the warm winds can bring flood or drought. Monsoons are integral to India yesterday and today. Some worry the southwest monsoon may be drying up. Scientists continue their studies, but only time will tell.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>• Informational text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>• Seven brief chapters of third-person narrative, some divided by subheadings</td>
</tr>
<tr>
<td></td>
<td>• Text insets provide ancillary information</td>
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<tr>
<td></td>
<td>• Details help the reader compare and contrast text information.</td>
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<tr>
<td>Content</td>
<td>• Monsoons and India's climate</td>
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<tr>
<td></td>
<td>• Scientific information about monsoons: causes, effects, future behavior</td>
</tr>
<tr>
<td></td>
<td>• Ecological concerns (deforestation, climate change)</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>• Nature is unpredictable.</td>
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<td></td>
<td>• People and the environment are interdependent.</td>
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<tr>
<td></td>
<td>• People modify their environment for their needs.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>• Conversational language: Welcome to Cherrapunji, India...</td>
</tr>
<tr>
<td></td>
<td>• Question-answer format helps the reader understand cause and effect</td>
</tr>
<tr>
<td></td>
<td>• Anthropomorphized monsoons</td>
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<tr>
<td>Sentence Complexity</td>
<td>• Short, declarative sentences interspersed with rhetorical questions and exclamations</td>
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<tr>
<td></td>
<td>• Numerous appositives</td>
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<td></td>
<td>• Parenthetical references and pronunciation guides</td>
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<tr>
<td>Vocabulary</td>
<td>• Many science terms, some of which might not be familiar to English language learners, such as monsoons, sediment, plateau, current, drought, deforestation. Cultural references such as monsoon festivals. (p. 9)</td>
</tr>
<tr>
<td>Words and Illustrations</td>
<td>• Multisyllable target vocabulary: ancestral, destiny, embodied, majestic, recreational</td>
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<tr>
<td></td>
<td>• Color photos, graph, diagram, and maps</td>
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</tbody>
</table>

Book and Print Features
• Sixteen pages of text
• Glossary, table of contents, sidebars

Monsoons of India by Ellen Persio

Build Background
Help students use their knowledge of weather and storms to visualize the selection. Build interest by asking a question such as the following: What do you know about monsoons or the heavy rains in India? Read the title and author and talk about the cover illustration. Tell students that this selection is informational text, and will give facts and examples about a topic.

Frontload Vocabulary
Some everyday words may be unfamiliar to English learners. Before reading, check understanding of the following words: record, experience, transfers, breeze, opposite, civilization, irrigation, plumbing, disappeared, predict, forecast, stable.

Introduce the Text
Guide students through the text, reading the captions, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Call their attention to any important labels. Here are some suggestions:

Page 5: Explain that this selection is about strong winds, called monsoons, which bring rains to India in summer and dry periods in winter. Read the caption. Suggested language: What effect do you think monsoons have on farmers? What is a community’s destiny if their farmers are not able to grow their crops?

Page 9: Read the text feature. Indians sing ancestral songs because their families have dealt with monsoons for centuries. How important do you think monsoons are to the Indian culture?

Pages 12–13: Show the picture on page 13. Explain that scientists have unearthed evidence that India’s Harappan culture prospered near a river for 800 years and then disappeared. Ask: What sorts of things might have been unearthed?

Page 14–15: Read the chapter heading. Ask: What could be both good and bad about monsoons? Read the title of the poem and the introduction. Read the fifth line. Cultural support: What does peace mean? What is another word that sounds the same but has an entirely different meaning?

Now turn back to the beginning of the selection and read to find out what role monsoons play in India—friend or enemy.

Target Vocabulary

ancestral – having to do with long-ago family members, p. 9
artistry – artistic ability or quality, p. 12
destiny – what is expected to happen in the future, p. 5
embodied – represented in a physical way, p. 9
forge – build or create, p. 5
majestic – impressive with grandeur and beauty, p. 3
recreational – done for relaxation and amusement, p. 12
ruthless – cruel, without pity or compassion for others, p. 3
sagas – long stories, often about heroes, p. 5
unearthed – dug up from the ground, p. 12
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Summarize Strategy and to tell the important parts of the text in their own words.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the selection.
Suggested language: What did you learn about monsoons that you didn’t know before reading the text?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Monsoons affect India’s weather and its ultimate destiny.</td>
<td>• Natural events, such as monsoons, affect people, animals, and the environment.</td>
<td>• The questions in the book help the reader focus and look for the answer.</td>
</tr>
<tr>
<td>• Although monsoons affect farmers first, eventually all people in India feel the effects of flooding and drought.</td>
<td>• Human actions can increase the destructive effects of nature.</td>
<td>• The glossary explains terms that are most likely unfamiliar to the reader.</td>
</tr>
<tr>
<td>• Deforestation increases the destructive effects of monsoons; some people believe India’s southwest monsoon is drying up.</td>
<td>• People are often dependent on nature.</td>
<td>• The author gives examples to help the reader understand how monsoons can be both friend and enemy.</td>
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</table>


Choices for Further Support
• Fluency Invite students to choose a passage from the text to use for a readers’ theater. Remind them to pay attention to punctuation, and to stress certain words to sound as if the narrator were actually speaking.

• Comprehension Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Remind students that some word families consist of words that share a common root. For example, the word ancestral (associated with family members) on page 9 is an adjective. It shares a common root with the nouns ancestor “one from whom a person descended, generally a relative more distant than a grandparent” and ancestry “a line of descent.”
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 16.10.

Responding
Have students complete the activities at the back of the book, using their Reader’s Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

**Compare and Contrast**
Remind students that, when they compare and contrast, they can see how two or more details or ideas in the book are alike and different.

Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

**Think Aloud**

The narrator says that the summer monsoon blows from the north and south and brings heavy rains to most of India. During the winter monsoon, winds blow from the northeast and dump rain on only southern India, while the rest of India stays dry. List these details to compare and contrast summer and winter monsoons.

Practice the Skill
Have students share an example of another story in which they used details in the story to compare and contrast characters, settings, or events.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts
- What is this selection mainly about?
- What are two sentences on page 4 that support the idea that monsoons greatly affect life in India?
- What is the meaning of *forge* on page 5?
Critical Thinking

1. Think within the text: What would happen to India's farmlands if there were no monsoons?

2. Think within the text: What is deforestation?

3. Think beyond the text: Scientists disagree about how the Harappan civilization in India ended after 800 years. These types of disagreements happen occasionally. Why do you think scientists can't decide on a theory?

4. Think about the text: Is the weather in India more violent or extreme than weather in the United States? Explain your answer.

Making Connections: If you lived in a part of the world that had a monsoon season, how would your life be different? Think of at least three things that would be different about your life during monsoon season.

Write About It: Suppose that you are a writer for a travel magazine. Make a list of travel tips for tourists visiting India in the summer monsoon season.

Reading Support: Make sure the text matches the students' reading level. Language and content should be accessible with regular teaching support.

Cognates: The text includes many English-Spanish cognates. Explain that the English word destiny (page 5) is destino in Spanish. Saga (page 5) is the same in both languages while the Spanish counterpart of forge (page 5) is forjar.

Oral Language Development: Check student comprehension, using a dialogue that best matches your students' English proficiency. Speaker 1 is the teacher; Speaker 2 is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
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<tbody>
<tr>
<td>Speaker 1: What are monsoons?</td>
<td>Speaker 1: Why does Cherrapunji receive record rainfalls?</td>
<td>Speaker 1: Why are monsoons difficult to manage?</td>
</tr>
<tr>
<td>Speaker 2: winds that reverse direction in summer and winter</td>
<td>Speaker 2: The mountains near Cherrapunji cause a huge buildup of rain clouds.</td>
<td>Speaker 2: Monsoons are difficult to manage because forecasting is expensive and often unreliable. Even a tiny change can affect the whole system. Managing monsoons requires constant work to keep a stable water supply, prevent floods, and bring water to dry areas.</td>
</tr>
<tr>
<td>Speaker 1: What kind of weather occurs in India during the summer?</td>
<td>Speaker 1: What causes a monsoon?</td>
<td>Speaker 2: Monsoons start when temperatures on land and on waters differ.</td>
</tr>
<tr>
<td>Speaker 2: heavy rains</td>
<td>Speaker 2: Monsoons occur in September?</td>
<td>Speaker 2: dry period</td>
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</table>
Monsoons of India

Thinking Beyond the Text

Think about the questions below. Then write your answer in one or two paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

On page 5, the author says: “In India, monsoons are a matter of life and death.” If you lived in India, do you think you would agree with the author? Why? How would you feel about living with India’s monsoons? Explain your answer, giving examples from the selection.

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Critical Thinking

Read and answer the questions.

1. **Think within the text**  What would happen to India’s farmlands if there were no monsoons?

2. **Think within the text**  What is deforestation?

3. **Think beyond the text**  Scientists disagree about how the Harappan civilization in India ended after 800 years. These types of disagreements happen occasionally. Why do you think scientists can’t decide on a theory?

4. **Think about the text**  Is the weather in India more violent or extreme than weather in the United States? Explain your answer.

**Making Connections**  If you lived in a part of the world that had a monsoon season, how would your life be different? Think of at least three things that would be different about your life during monsoon season.

**Write your answer in your Reader’s Notebook.**
Monsoons of India • LEVEL W

Monsoons have affected people in India for a long time. They think about the monsoons a lot. They have strong feelings about them, too. People see the mighty monsoons as a sign of hope. But they also know monsoons can cause trouble.

The summer monsoon can bring good times or hard times. India's farmers depend on monsoon rains. But these rains may come too late or fall too lightly. Crops may not grow.

Sometimes, the rains fall too hard and wash away young plants. If the wet weather lasts too long, crops go bad.

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Monsoons have affected people in India for a long time. They think about the monsoons a lot. They have strong feelings about them, too. People see the mighty monsoons as a sign of hope. But they also know monsoons can cause trouble. The summer monsoon can bring good times or hard times. India's farmers depend on monsoon rains. But these rains may come too late or fall too lightly. Crops may not grow. Sometimes, the rains fall too hard and wash away young plants. If the wet weather lasts too long, crops go bad.</td>
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Comments:

Accuracy Rate
(=# words read correctly/94 × 100) %

Total Self-Corrections

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✔ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>☺ cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>☞ cat</td>
<td>1</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td>cut cat</td>
<td>1</td>
</tr>
<tr>
<td>Self-corrects</td>
<td>cut ☺ cat</td>
<td>0</td>
</tr>
<tr>
<td>Insertion</td>
<td>the ☞ cat</td>
<td>1</td>
</tr>
<tr>
<td>Word told</td>
<td>☇ cat</td>
<td>1</td>
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