

After the Storm



Topic: Our marvellous world

Curriculum link: Earth and Beyond; Society and Environment

Text type: Recount

Reading level: 8

Word count: 130

High-frequency words: there, was, a, big, where, I, and, of, went, off, it, the, in, our, to, up, were, we, then

Vocabulary: house, storm, thunder, lightning, strong, wind, rain, power, dark, workers, flooded, road, cars, washed, closed, leaked, fix, garden, mess, cleaned, planted

Possible literacy focus:

Understanding the use of the past tense in writing a recount.

Using comparatives in dealing with before and after issues.

Making causal links when reading.

Follow-up activities

During and after

Reflect on the content of the book by asking the children to think about:

What things happened during the storm? What things happened after the storm?

Fill in a chart as the children offer their ideas.

During the storm	After the storm
Thunder	Workers take away fallen trees
Lightning	Roads are closed
Heavy rain	Power is fixed
Power goes off	
Trees fall over	
Roads flood	

Encourage children to use all the information from the text, including the visual information contained in the pictures, to fill in this chart. Ask the children to add things that are not in the book.

Wall story

Tell the children that together you are going to write an account of a storm as if it was happening now. Tell them that this is called writing in present tense. Ask for children's ideas and scribe the story onto a large chart. For example:

The storm

It has been a hot day but I am now starting to feel cold. I am walking home from school and I think I just felt a big, heavy raindrop on my head. Then another one. I had better start to run or I will get wet. Too late – the rain is now falling heavily ...

Compare the language used in the book with the language used in your wall story. List words that tell you something is happening now (am, just, will, is, now, falling) and contrast these with words that tell you that something has happened in the past (fell, was, then).

Understanding text structure – Recounts

Explore the structure of a recount with the children. Recounts reconstruct and describe a past event or experience. A recount is usually chronological and tells the reader:

- what happened
- who was involved
- where it happened
- when it happened.

Recounts often conclude with a personal comment.

You could use a chart to deconstruct the book *After the Storm* to reveal its structure:

Recount
Beginning (who, what, where, when it happened)
Events (retold in the order in which they happened)
Conclusion

Discuss the sequence of the events in the book. *Why did the author put them in that order?*

Have the children use the book as a model to write their own recount of an event that happened to them at home or at school.

Storm workers



You will need:
paper, pencils

1. Draw pictures of people who help fix things after a storm.
2. Write sentences to explain your pictures.

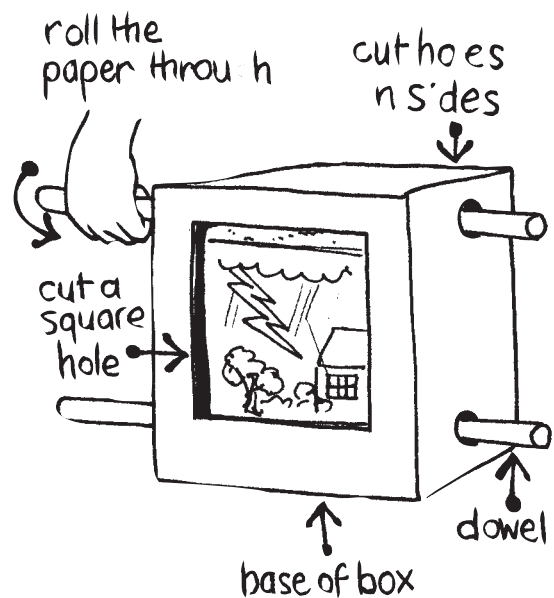


The TV storm



You will need:
box, paper, sticky tape, pencils, two pieces of dowel

1. Draw pictures to show before, during and after the storm.
2. Tape the pictures together. Tape each end around a piece of dowel.
3. Put the roll in the box TV.
4. Run your TV show for the class.



Name _____

During and after a storm

Write and draw.

During the storm	After the storm
The power went off.	The workers fixed the power lines.
	Workers cut up the tree and took it away.
The road flooded and cars were washed away.	
The roof leaked and water came in the house.	
	We cleaned up the mess.

Instructions Ask the children to draw pictures and write sentences to fill in the blank boxes in the table.

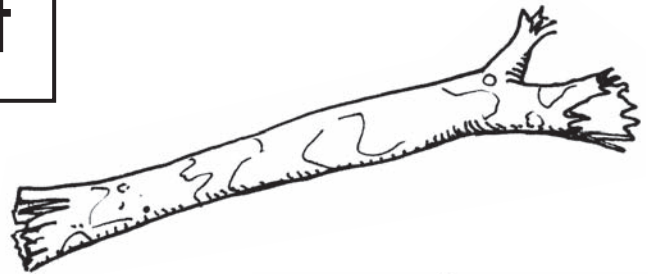
Name _____

Starting sounds

Colour the pictures that start with 'st'.



st



Use 'st' to finish these words.

<p>___ __ ingray</p>	<p>___ __ ar</p>	<p>___ __ ation</p>	<p>___ __ atue</p>

Instructions Ask the children to say the name of each picture and listen for the 'st' blend. Children then write 'st' to finish the words.