



Teacher Edition

AlphaWorld

A Storm Is Coming

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Photography by Michael Curtain



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How to use this book

Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the pictures and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



After reading: Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Setting the context

Ask: *Have you ever seen a thunderstorm? What happened before the storm started? How did you know that a thunderstorm was on the way?*

Introducing the book

This book is about a day when a thunderstorm happened. It tells us what is happening each hour as the storm approaches. Then the book tells us what

it is like during the thunderstorm and then after the thunderstorm.



Front cover

This book is called 'A Storm Is Coming'. Look at the picture. What tells you that a storm is coming? What sort of storm do you think it will be?



Title page

*This is the title page. It tells us the name of the book.
Read the title together.*

A Storm Is Coming



8 o'clock

It is very hot this morning.

I get up and look outside.

I think it is going to be hot again today.

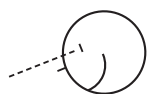


Talkthrough

Point out the clock and the chapter heading.

This book shows a clock on each page. It tells us what time it is in the story.

What time is it? The girl tells us that she felt very hot when she woke up. She thinks it is going to be hot again today. What season could it be? How do you know? When do we usually have thunderstorms?



Observe and support

Can the child recognise the purpose of the clock and chapter heading in the story?

What time is it in the story? How do you know?

A Storm Is Coming



10 o'clock
It is getting hotter.

There are lots of light, fluffy clouds in the sky.
Our dog is looking for a cool place to rest.

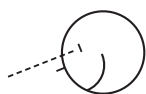
The barometer shows that it is going to rain.

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Talkthrough

What time is it in the story now? Look at the barometer. This is a device that measures what the air is like. The barometer is showing that a storm is coming. It is pointing to 'rain'. The girl's dog is hot. He is looking for a cool place to rest.



Observe and support

Does the child use a range of information to solve problems when they read?

When a child is stuck on a word:

What can you see that might help you work it out?

What could you try? What would make sense?

A Storm Is Coming



Talkthrough

Now it is eleven o'clock and it is still very hot. A strong wind starts to blow. The ants are very busy getting food before it rains.

Point out the use of the present tense by highlighting the words 'is' and 'are'.

These tell us that the girl is describing the changes as they happen.



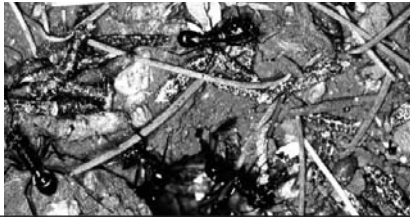
11 o'clock

It is very hot.

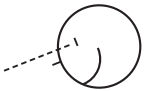
A strong wind is blowing.

The ants on the ground are very busy.

I think a storm is coming.



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Observe and support

Can the child interpret the text?

Why are the ants very busy? What are they doing?

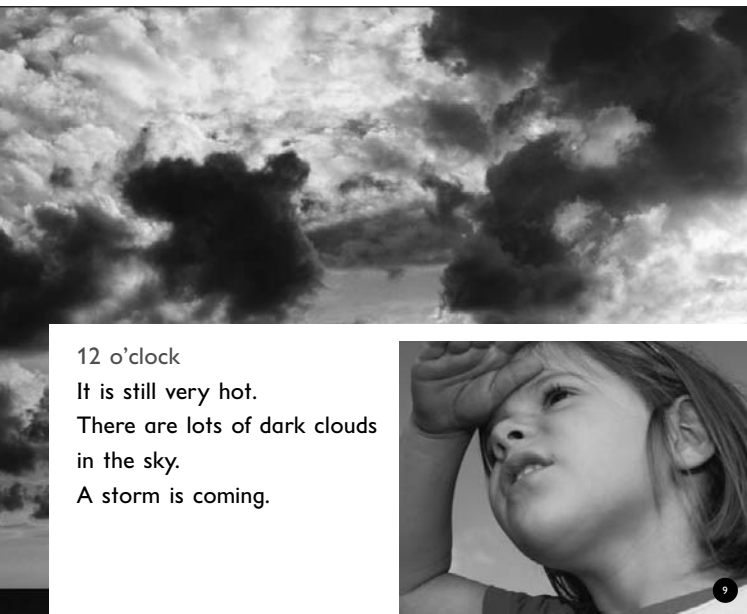
Does the child understand that the text is written in the present tense?

A Storm Is Coming



Talkthrough

*At twelve o'clock the girl decides a storm is coming.
What has she seen that makes her think that?
What can she see in the sky?*

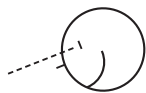


12 o'clock

It is still very hot.

There are lots of dark clouds
in the sky.

A storm is coming.



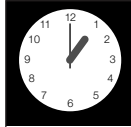
Observe and support

Can the child explain the literal meaning of the text?

Why does the girl think a storm is coming?

What has changed since eleven o'clock?

A Storm Is Coming



1 o'clock

It is getting darker and darker.

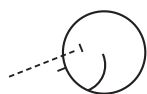
There is a flash of lightning
in the sky.

I think it is going to rain.



Talkthrough

At one o'clock it is getting darker and darker. Then lightning flashes. The girl sees a flash of lightning in the sky.



Observe and support

Does the child understand the passing of time?
What time is it now? What's happening?

A Storm Is Coming

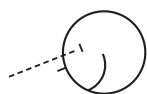


2 o'clock
It is dark outside.
Large drops of rain
crash on our roof.
The rain gets heavier and
the noise gets louder.



Talkthrough

At two o'clock the rains starts and it gets heavier and heavier. The noise gets louder and louder.

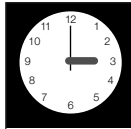


Observe and support

Does the child understand the meaning inferred by the text?

Why is there a picture of someone turning on the light switch?

A Storm Is Coming



3 o'clock

The rain stops.

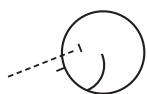
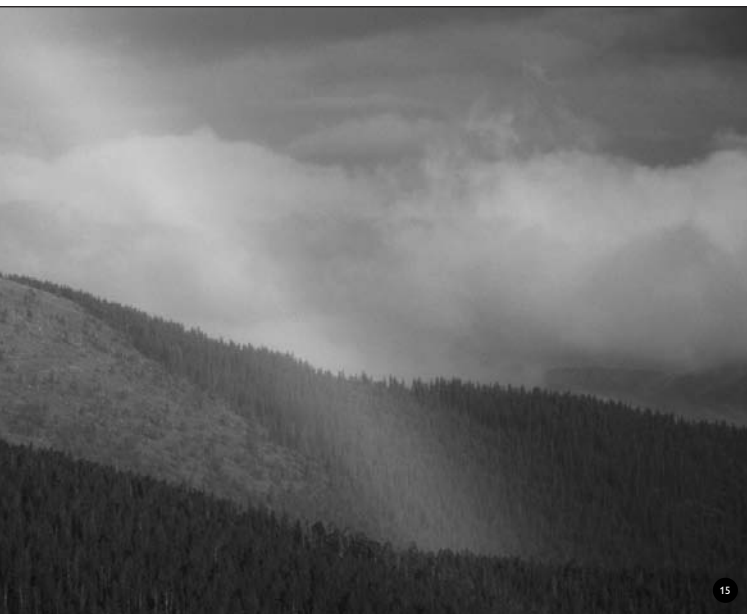
The sun comes out.

A beautiful rainbow stretches
from the sky to the ground.



Talkthrough

*Then at three o'clock the rain stops, the sun comes out
and a rainbow appears.*



Observe and support

Does the child modulate their voice to indicate the end of the storm?

How could you change the way your voice sounds to show that the storm has passed?

A Storm Is Coming



Talkthrough

By four o'clock the storm is over and the sun is shining again.



4 o'clock

The clouds and rain have gone,
and the sun is shining again.


The storm is over.





Comprehension check

*What happened before the storm?
Is it always like this before a storm?
Are all storms like this one?*

Responding to text

 Children could retell the book on cards with clock faces stamped on them. These could be mixed up and put into the correct sequence by another child.

 Ask the children to think about what happens just before a thunderstorm starts. Have them draw a picture of something that shows that a storm is coming. Ask children to write a sentence underneath their drawing to explain what it is about. Encourage children to write in the present tense, e.g. “I can see dark clouds gathering. The ants are starting to move very quickly. The wind is starting to blow.”

 Focus children on building and illustrating superlatives from the text: hot, hotter, hottest; dark, darker, darkest, etc.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Early Reading Levels 6–11*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Can the child:

- understand the text at a literal, inferential and interpretive level?
- read the text fluently and expressively?

- reconstruct the sequence of events in the correct order?
- understand the use of the present tense?

A Storm Is Coming

Topic: Our marvellous world

Curriculum link: Earth and Beyond;
Society and Environment

Text type: Description

Reading level: 9

Word count: 172

High-frequency words: when, I, up, this, that, it, is, to, be, there, are, of, in, the, our, and, for, a, on, from, says, her

Vocabulary: today, getting, hotter, light, fluffy, clouds, sky, dog, looking, cool, rest, barometer, rain, still, quiet, outside, strong, ants, ground, busy, dark, storm, coming, darker, flash, lightning, large, drops, crash, soon, heavier, noise, louder, stops, sun, beautiful, rainbow, stretches, ground, shining



Possible literacy focus

Understanding the construction of text in the present tense using time markers to denote the sequence.

Understanding descriptive language.

Reading expressively to denote increases in dramatic tension.

Summary

This book describes the environmental changes leading up to, during and after a storm. The text focuses on changes in the weather, and is written as a temporal sequence.

AlphaWorld



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