

Lesson 2: The Storm (2 Days)

Getting Started

✿ Questions to Explore

- How does the weather affect people, plants, and animals?
- What makes an environment safe or unsafe?



Facts and Definitions

- **cellar:** a basement
- **trembling:** shaking or shivering
- **bargain:** an agreement
- **encouragement:** the act of urging or inspiring
- **command:** to give orders or tell what to do

⦿ Skills

- Recall main ideas, facts, and details from a text. (LA)
- Retell a story or parts of a story. (LA)
- Read independently. (LA)
- Discuss meanings of words and develop vocabulary through meaningful experiences. (LA)
- Produce a summary of a text. (LA)

✂ Materials

- *Tornado* by Betsy Byars, Doron Ben-Ami
- dictionary
- glue
- journal
- scissors

Introduction

Tell your child that today she will start the story of a dog named Tornado. Ask her if she thinks she will enjoy this story and why or why not.

Activities

Activity 1: Word Match

The words on the "Word Match" page are the vocabulary words for the first four chapters of the book. Encourage your child to read each word in context where it occurs. (Page numbers are provided below.) Next, ask her to guess what the word means. Explain to her that the sentence in which a word appears can offer clues as to what the word means.

Have your child cut out the words and arrange them in alphabetical order. If needed, explain how dictionaries use alphabetical order and consider numbering the words beforehand. Have her circle the first letter of each word, then use a dictionary to find and match each definition. Finally, glue each word next to its definition on a separate sheet of paper.

- cellar (p. 2)

- trembling (p. 9)
- bargain (p. 12)
- encouragement (p. 13)
- command (p. 19)

Reading and Questions

Ask your child to read Chapter 1 in the book and then ask her the following questions.

Discuss the fact that the weather can be dangerous and harmful to people and even animals. Explain that in the event of a tornado, the safest place to be is a cellar or basement.

1. Can you summarize (tell me what happens in) Chapter 1?

Answers will vary but may include the following: a twister comes onto the farm and the family must hide in a storm cellar, Pete begins to tell a story.

2. What is the problem in Chapter 1?

There was a tornado.

3. How would you feel if you saw a tornado? What would you do?

Answers will vary.

4. Can you name all the people in the cellar? Who is not in the cellar?

Pete, the narrator, the narrator's 2 brothers, his mother (Beth) and grandmother. The narrator's father (Lincoln) is out in the cornfield.

5. How would you describe the cellar?

It is dim and cool and smells like potatoes and pickles.

6. Why do you think Pete decides to tell a story while they are all in the cellar?

Answers will vary.

Day 2

Activity 2: Main Idea

Explain that the main idea of a story or paragraph is a brief description of what the story or paragraph is about.

- The main idea is often found at the beginning of a story or passage. The first sentence often explains the subject discussed in the passage.
- The main idea can often be found in the concluding sentences of a paragraph of passage.

Give your child the page called "Main Idea." On this page, she will read four paragraphs. For the first two, she will decide which description best summarizes the main idea of each paragraph. For the third and fourth paragraphs, she will write a sentence that describes the main idea of the paragraph. *Answer Key: 1) B, 2) A*

Activity 3: Time Transition Words

Read the following paragraph to your child:

I am having a bad week. I was walking down the sidewalk, and a bird flew right into me! I thought it was hurt, but it got up and flew away. I tripped over my brother's toy truck and hurt my toe. I sprained my ankle playing basketball. I can't play in the big game next week. I will be happy when this week is over.

Ask what she thinks might be wrong with the story or how it could be improved. She might note that the sentences are choppy. Now read the following version to her. Emphasize the underlined words:

I am having a bad week. Yesterday, I was walking down the sidewalk, and suddenly a bird flew right into me! At first, I thought it was hurt, but it eventually got up and flew away. Later that day, I tripped over my brother's toy truck and hurt my toe. Then I sprained my ankle playing basketball. As a result, I can't play in the big game next week. I will be happy when this week is finally over.

Ask her what was different about the new paragraph. You may want to repeat or show her the underlined words and ask her what she thinks they have in common. Tell her that these are transition words and phrases. These types of words or phrases help us smoothly link one thought to another. They also tell readers when things happened and in what order they happened.

The "Time Transition Words" activity page lists some common words and phrases that tell when and what order things happened. Review this list with your child. She can then use the words to fill in the blanks of the short paragraph. Encourage your child to read the paragraph aloud (or read it aloud to her) to make sure it makes sense. Answers may vary.

Activity 4: Chapter Summary

Explain to your child that you want her to keep a daily journal as she reads *Tornado*. At the end of each chapter, ask her to write three or four sentences that explain the main idea or the main events in the chapter. Explain that a summary will describe only the main events or ideas in the chapter. It does not need to give all the details.

Ask her to write a summary of Chapter 1, then have her read it. Remind her to use transitions in her summary to help show when things happened in the chapter. She can refer to the words on the activity page from Activity 3 as needed. After she summarizes the chapter, ask her to illustrate a major event from the chapter. Finally, share the following chapter summary and compare it to her summary: "First, the family took cover in a cellar because a tornado was coming. The father was outside during the tornado, and the family was worried. After that, Pete began to tell a story about a dog named Tornado." Your child will continue to use her journal to summarize and illustrate each chapter in the book.

Wrapping Up

Ask your child what she enjoyed most about Chapter 1 and ask her to predict what she thinks will happen in the next chapter.

Life Application

Discuss how the family felt during the tornado. Ask your child to think about what the family members did to help them feel better when they were all sitting in the basement (listened to and told stories). Ask your child what she does when she feels nervous or afraid. Next time she feels nervous or afraid, remind her of what makes her feel better.

WORD MATCH

Directions: Look up each word in the dictionary and match it to its definition.

cellar

- an agreement



trembling

- to give orders or tell what to do

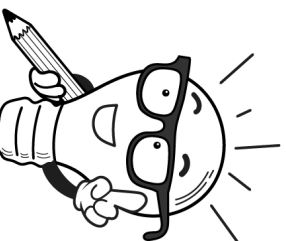


command

- shaking or shivering

encouragement

- a basement



bargain

- the act of urging or inspiring

MAIN IDEA

Directions: Circle the main idea for the first two paragraphs, write one for the second two.

Paragraph 1: A Fun Trip

The camping trip was the best vacation I ever took. The first night, we finally got the tent up, and then the rain came. Luckily, we stayed dry inside the tent. The next morning, my dad made pancakes – my favorite. We spent most of the day swimming at the lake. When the evening came, we roasted marshmallows. I hope we can go camping again in the future.

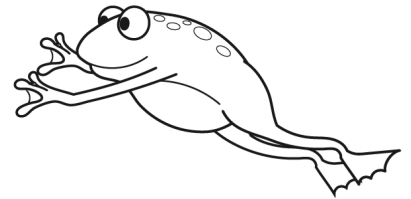
- a. It rained the first night.
- b. The camping trip was a great trip.
- c. Pancakes are my favorite breakfast.



Paragraph 2: Rainforest Life

I moved to the rainforest two years ago with my family. I have seen many animals that you might not have ever heard of – anteaters, sloths, red-eyed tree frogs, and even tapirs. Once, when I was down at the river with my brother, there was a crocodile standing only a few feet away from us. My knees got weak, and my heart started pounding. Luckily, he swam away. One of the best things about living here is that the weather is always pretty warm. Living in the rainforest can be exciting and, at times, even scary.

- a. Living in the rainforest can be exciting and even scary.
- b. The weather in the rainforest is almost always warm.
- c. I moved to the rainforest two years ago.



Paragraph 3: Robots

Someday, robots may do much of the work of humans. They will look and work like humans, but will be only machines. Robots might do our dishes, wash our cars, and make our beds. This would save people a lot of time and work. We might even be able to talk to the robots, and they will talk back. We can tell them what needs to be done, and they will do it. I hope that these robots are engineered soon. It would make my life a lot easier if I had a robot to do my chores.

Paragraph 4: Two Frogs

Melvin hopped into the pond, waiting for Lilly to follow. Today, the two frogs were going to race across the pond. Lilly approached the bank of the pond. The frogs stood next to each other and began hopping across lily pads, rocks, and logs. Suddenly, Melvin fell in the water. Lilly turned back and saw him in the water behind her. She began to jump even faster, beating Melvin across the pond. Lilly waited for Melvin, who finally reached the bank. Lilly had won the race across the pond.

Time Transition Words

Beginning	Middle	End
At first First First of all In the beginning One day Yesterday	After After that Afterwards All of a sudden Eventually In the meantime Later Later that day Next Now Second Suddenly Then	As a result At the end Eventually Finally In the end Last Lastly To conclude



Most mornings I follow the same routine. _____

_____ I choose the clothes I want to

wear and get dressed. _____ I brush

my teeth and comb my hair. _____ my

older brother makes breakfast. I always hope he will
make pancakes, but he usually chooses cereal.

_____ I gather my books and begin
doing schoolwork with my mom.