Title/Author: *The Storm Book* by Charlotte Zolotow and illustrations by Margaret Bloy Graham

Suggested Time to Spend: 3 Days

Common Core grade-level ELA/Literacy Standards: RL.2.1, RL.2.2, RL.2.5, RL.2.7, RL.2.10; W.2.2, W.2.8; SL.2.1, SL.2.2, SL.2.3, SL.2.6; L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Lesson Objective:

Students will listen to the text read aloud and use literacy skills (reading, writing, discussion, and listening) with attention to imagery and vocabulary, to understand the science concepts of this picture book.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work. Quickly clarify or pre-teach vocabulary listed for each read (2nd-4th) located at the end of this template. It is also helpful to number the pages within this text. Begin with page 1 on the first page of text, “It is a day in the country…”

Big Ideas/Key Understandings/Focusing Question

 Big Idea: Weather Movement and Changes: Weather moves from one area to another and it changes as it moves.

Focus Question: What did the author teach us about weather by changing the setting of the story? (One key takeaway is that weather moves from one area to another and it changes as it moves.)

Synopsis

The Storm Book is a 1952 children’s book by Charlotte Zolotow. The author tells about how a summer storm changes and moves over the countryside, city, and the seashore, something the young boy in the book hasn't heard or seen. The imagery her words create give the reader a feeling of anticipation while visualizing the calm before the storm, the exhilaration that comes with being in the middle of thunderstorm and a feeling of tranquility that comes with the surprise at the end of the book. This book was beautifully illustrated by Margaret Bloy Graham. Her use of watercolors on the double page illustrations give the reader even more details about how the storm is changing and moving.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions, vocabulary words, and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING**:Pull the students together so that all students can see the illustrations clearly. Read aloud the entire picture book with minimal interruptions.  | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING**: Before this read, have the chart recreated on chart paper or the white board so all students can see it. This chart will be used throughout the remainder of the readings.Read entire page and at the end of page 1, ask students these questions.1. What is the setting on this page? If students are unclear, model how to go back to the text and reread the first sentence.2. Describe the weather. (Teacher models think aloud and records words on the chart)3. How do you know? (Teacher charts responses through a think aloud)Teacher lists think-aloud responses on a 4 column chartTeacher will show the illustration.p.4Teacher will read p. 4 and ask students to respond to the following:4. “Describe the shift in the weather.” (Have students turn and talk to a partner about their thoughts on the weather at this point in the text.)5. “How do you know?”p.5Teacher will read p. 5 with anticipation. 6. “Parched fields…what does that mean?” Share with a partner what you think this means.(The word parched was pre-taught before the 2nd read)7. “Turn to your partner and discuss, “What is the boy noticing about the weather now?” (show illustration) Teacher charts student responses and models how to go back into the text to support their answers.p.8 Teacher will read p. 8.8. “What did the author compare the lightning to?” (wolf)9. “Why do you think the author chose a wolf?”Teacher will discuss the characteristics of lightning and the characteristics of a wolf and why the author chose to compare the two of these. Teacher will have students discuss if whether the beginning of the text held characteristics of a wolf and how the weather has changed. Teacher will direct students to the chart to answer this question.Teacher reads p. 910. “What are you picturing right now? What words did the author use to help you create the picture in your mind?” |

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| Setting | Evidence From Text | Weather | Evidence From Text |
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1. Students may respond by saying “the country.”2. Teacher will respond through a think aloud and referencing the text by saying, “hot, humid, still, no wind.”3. Teacher will respond with evidence from the text such as; “everything is hot”, “heat quivering up” “sticky with dust” “hot stillness over everything”, “birds too hot to sing”, “not a sound among the leaves.”

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| --- | --- | --- | --- |
| Setting | Evidence From Text | Weather | Evidence From Text |
| country | “It is a day in the country” | Hot, humid, still, no wind | “everything is hot”, “heat quivering up”, “sticky with dust”, “hot stillness over everything”, “birds too hot to sing” |

4. Teacher will have students share. No charted responses. Some possible student responses may include, “hot, still, getting darker, clouds moving in.”5. Students will respond and teacher will model how to go back into the text to explicitly show how to support students’ answers to the question. Students may respond by saying, “the sky turns from yellow to gray” “everything turns gray and dark”.6. No charted responses, teacher just reiterates that the fields are extremely dry. 7. Students may respond by saying, “dark clouds form”, “it is turning black” “windy”, “lightning” etc.

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| --- | --- | --- | --- |
| Setting | Evidence From Text | Weather | Evidence From Text |
| country | Illustration on pp. 6-7 | Cloudy, dark, cool and windy, lightning | “dark clouds form”, “world is black as night”, “cool wind”, “a streak of starlight comes a flash” |

8. No charted responses at this time, students just respond with “wolf.”9. Students will use evidence from the chart to discuss how the weather has changed and how it is wolf-like.10. This will be closure of the lesson for the second read.Students will record the change in the weather in the countryside by drawing the change in the boxes on their paper (example below), using the vocabulary and notes from the chart to assist them. The mental image from Question 10, should be what is depicted in the 2nd box. An example of what students may draw could be countryside with droopy flowers and still blades of grass, and then in the second box students could draw lightning, rain, and roses being whipped by the wind. |
| **THIRD READING**:Read pages 12-13. After page 13, show the illustrations on page 14-15, and ask students the following question:11. What is the setting? Ask students to state the setting. If students are unclear, model how to go back to the text. Teacher will chart the change of setting on the chart. 12.What is the weather like in the city? Ask students to describe the weather. Again, if students are unclear, model how to go back to the text. Teacher will record responses on the chart. Teacher will read p. 16-17 and show the illustration on p. 18-19.13. Ask students to state the setting. If students are unclear, model how to go back to the text. Teacher will chart the change of setting on the chart. 14. What is the weather like at the seashore (beach)? Ask students to describe the weather. Again, if students are unclear, model how to go back to the text. Teacher will record responses on the chart. 15. “Do you think this is the same storm from the settings we have charted so far?” Teacher will reference the chart.On an index card, students will write either *yes* or *no* on one side.16. “What evidence from the story makes you think this is the same storm?” On the other side of the index card, students will provide textual evidence/reasoning to support their answer.Closure:Stand and Share: All students stand. One student states one piece of evidence from their card to the group. The other students will either add the item to their list on the back of their card, or, if it is already listed on their card, they will check it off. The process is repeated and at the end of the activity, all students will have the same list of evidence on the backs of their cards. | *Students will write 3- 4 sentences using the graphic organizer to describe the change in the weather.*Questions 11 and 12

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| Setting | Evidence From Text | Weather | Evidence From Text |
| city | “miles away in the storm-darkened city” | Lightning, rainy, windy, cloudy | “flash of lightning”, “Umbrellas…wind and the rain”, “tops of buildings cut off by the storm darkness” |

Questions 13 and 14

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| Setting | Evidence From Text | Weather | Evidence From Text |
| beach | “At the seashore” | Windy, rainy, thunder, lightning | “the wind and rain splatter”, “the thunder roars”, “streak after streak of cloud-rendering light”, “lightning flashes” |

15. No charting for this question. However, if they are having trouble with their evidence, guide them back to the text through a think-aloud on page 12 to the first sentence, “Miles away in a storm darkened city….” Get students discussing what this means and their thoughts about this phrase. Lead them through a discussion about how this is the same storm. Those students that wrote ‘no’ can revise to a ‘yes’ answer.16. Students are making an inference here. They may write, “dark clouds are in both illustrations, thunder, rain and lightning are talked about in both settings.” |
| **Fourth Read**:Teacher will read p. 20-21 and show the illustrations on p. 22-2317. Ask students to state the setting. If students are unclear, model how to go back to the text. Teacher will record the change of setting on the chart. 18. What is the weather like in the mountains? Ask students to describe the weather. Again, if students are unclear, model how to go back to the text. Teacher will record responses on the chart. 19. “What does ‘rain coming down like a waterfall’ look and sound like?Teacher will read the **first paragraph** on p. 24.20. Ask students to state the setting. If students are unclear, model how to go back to the text. Teacher will chart the change of setting on the chart (make sure students understand that this is the same little boy’s house as the beginning of the story. Teacher will reread the phrase “loud tattooing” in the first paragraph.21. “What would ‘loud tattooing’ sound like?Guide students here to the difference of their actions from making sounds like a waterfall to making tattooing sounds of rain. Teacher will read the **second paragraph** on p. 24 22. What is happening to the storm? Turn and talk to your partner. 23. “What information does the author give you about the storm now? Talk to your partner about what words in the paragraph helped you come up with your answer.”Chart student responses under ‘weather’ and textual evidence.If the word **subsides** has not been mentioned, do the following think-aloud:24. Teacher will read aloud the first sentence in the second paragraph. “I am noticing this word **subsides** tells what the storm is doing. But I am not sure what it means. Let me read a little more to see if I can get an understanding of what this word means.”Teacher reads the second and the third sentence. “I am seeing words like, *rolls away, softer, slowly*, and *stops*. This makes me think that the storm is slowing down and is not as strong. So **subsides** is less intense.” Teacher will read the rest of p. 24-25, show the illustration on p. 26 and 27 and read the last page, p.28.After reading p. 28, Teacher will ask:25. “What role does the rainbow play in the storm?”Move students to thinking about how the rainbow not only shows the storm is over, but also shows all the places the storm has traveled. Teacher may need to reference the chart to assist with the setting changes the storm has been to. Go back to the last paragraph on p. 25 and reread it to support student’s thinking about this question.Have students draw a picture that shows all the different settings with the rainbow arching over all settings. | Questions 17 and 18

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| Setting | Evidence From Text | Weather | Evidence From Text |
| mountains | “in the mountains” | Raining hard, thunder, lightning | “rain comes down like a waterfall”, “crash of thunder… flash of lightning” |

19. Have students act out this vocabulary phrase. (no charting)(play the link of the sounds of a waterfall) <http://www.youtube.com/watch?v=u-bWGc_AwaQ>Questions 20-24

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| Setting | Evidence From Text | Weather | Evidence From Text |
| country | “the little boy’s house” | Going away, moving, rain is getting lighter | “rain…pitpatpitpatting“storm subsides”“sky begins to brighten” |

25. Students might say, “The rainbow shows the storm is over.”, “There is always a rainbow after the rain is over”. |

FINAL DAY WITH THE BOOK - Culminating Task

* Teacher says something like, “We determined that this is the same storm. Write about how the storm moved and changed from setting to setting. You may use the evidence that you wrote on your notecard to support your answer or the chart we created as a class.”
* Students will compose a paragraph using information from the chart and notecard to explain how this storm moved and changed from setting to setting. Students should use proper capitalization, spelling, and punctuation in their paragraphs.

Sample

Storms Move

In the country, the weather was hot and humid, with no wind. Then a storm began to build and it got cloudy and windy and cool. There was even lightning. The storm moved to the city, because it was windy and raining there too. There was also thunder and lightning. The storm hit the beach in full force with hard rain and lightning and thunder. Even the mountains were not safe from the storm, because there were crashes of thunder and flashes of lightning there too. As the storm moved away from the country, the sky began to brighten.

Vocabulary

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| **These words merit less time and attention** (They are concrete and easy to explain, or describe events/processes/ideas/concepts/experiences that are familiar to your students) \*\*Clarify vocabulary when you encounter it in the text by reading the word, stating the meaning, repeating the word or phrase and reading on.  | **These words merit more time and attention**(They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with)\*These words should be pre-taught before each designated read. |
| **Second Read**P. 1 daisies, hollyhocks, rambler roses, buttercups- all types of flowers p. 1 latticework-a framework consisting of an ornamental design made of wood or metalp.4 shift- to movep.4 enormous- hugep. 4 slightest- small in degree; tinyp.4 expectant- anticipating that something is coming p.4 astir- in the state of excited movementp. 5 “great silver sighing stretch”- leaning downhill with the windp. 5 streak- long thin line or markp. 8 terrier- a type of dogp.9 torrent – strong, fast-moving | **Second Read**p. 1 quivering- slight shakingp.1 stillness-keeping stillP. 2 parched -dried out with heatp.4 motion-connection or process of being movedp. 5 “Throwing their shadow” (metaphor) casting a shadowp. 5 straining- to stretch or force something’s limitp. 9 breaking- the act of breaking something |
| **Third Read**p. 12- buffet (pronounced buff-it)- to hit or beat repeatedly, to strike forcefully; batterp. 16- “boot-deep”- measuring of depth to the top of a bootp.16- oilskin- a raincoatp. 16 “drive of the rain”- the beating or pelting of the rainp. 16- earsplitting- loud or shrillp. 16- “cloud-rending light”- light that is piercing through the clouds | **Third Read** |
| **Fourth Read**p.21- herds-to gather and movep. 24 glistening- to shine with light reflecting off a wet surfacep. 24 subsides- showing signs of stoppingp.24 “shower of wind-driven sweet-smelling petals”- ground is covered by petals | **Fourth Read** |

Extension learning activities for this book and other useful resources

Students will visit the website weatherwizkids.com and read about the different characteristics of weather. Students will choose a type of weather from the website and write an informational paragraph describing the type of weather they chose and its characteristics.

<http://www.weatherwizkids.com/>

 Tornadoes can be very violent. They have wind speeds up to 300 miles per hour and can destroy very tall buildings. They can throw vehicles and uproot trees. Tornadoes come from thunderstorms. They are formed when hot and cold air masses meet. If you get caught in a tornado, you need to get to someplace low.

**The Storm Book by Charlotte Zolotow**

**(Use this at the end of the 2nd reading – question 10)**

In the country, the weather changed from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.





Using the chart, write a paragraph describing the change in weather in the first setting.

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**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

\_\_1030\_\_

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

This is a chronicle of a storm and all its components; what it looks like over land and water.

There is a change in tone when the author changes the setting and characters. What makes this text complex is that there are multiple settings and characters experiencing this storm throughout the storm’s various stages. The rainbow at the end encompasses the elements of each setting. The settings are cyclical.

The text also has varied sentence length. Some paragraphs have only two sentences while others contain multiple sentences that are both simple and complex.

The extensive use of figurative language and vivid imagery makes this text complex for 2nd graders. Some examples are below:

“The lightning was like a wild white wolf running free in the woods and the lamp like the gentle white terrier who came when the little boy called.”

“The wind whips.”, “boot deep”, “cloud rending light”, “rain comes down like a water fall”

Minimal background on storms and how they come and go which makes this text complex.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

Vocabulary and imagery, along with structure and change in setting will challenge students. Pre teaching vocabulary and using a graphic organizer will help students to track the setting and movement (along with connected vocabulary) of the storm.

How will this text help my students build knowledge about the world? It will help students understand that storms move and that the storms that they see (in our city) that are in the beginning stages, will move to other parts of the country/city. Likewise, storms that they see (in our city) that are in full force could have begun in other parts of the county/city.

4. **Grade level**

What grade does this book best belong in? second grade

Here is an example of the finished chart:

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| --- | --- | --- | --- |
| Setting | Evidence From Text | Weather | Evidence From Text  |
| country | “It is a day in the country” | Hot, humid, still, no wind | “everything is hot”, “heat quivering up”, “sticky with dust”, “hot stillness over everything”, “birds too hot to sing” |
| country | Illustration on pp. 6-7 | Cloudy, dark, cool and windy, lightning | “dark clouds form”, “world is black as night”, “cool wind”, “a streak of starlight comes a flash” |
| city | “Miles away in the storm-darkened city” | Lightning, rainy, windy, cloudy | “flash of lightning”, “Umbrellas…wind and the rain”, “tops of buildings cut off by the storm darkness” |
| beach | “At the seashore” | Windy, rainy, thunder, lightning | “the wind and rain splatter”, “the thunder roars”, “streak after streak of cloud-rendering light”, “lightning flashes” |
| mountains | “In the mountains” | Raining harder, thunder, lightning | “rain comes down like a waterfall”, “crash of thunder….flash of lightning” |
| country | “the little boy’s house” | Going away, moving, rain is getting lighter | “rain…pitpatpitpatting“storm subsides”“sky begins to brighten” |

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