Title/Author: *The Storm* by Cynthia Rylant

Suggested Time to Spend: 10 days (Recommendation: one session per day, at least 20 minutes per day)

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

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.

Big Ideas/Key Understandings/Focusing Question

As the friendship develops between Pandora and Seabold, students will gain a greater understanding of the importance of how family and friendship can change one’s life.

Synopsis

Pandora, a kindhearted cat, is a lighthouse keeper who lives a solitary life until she meets Seabold, a sailor dog during a bad storm. Both have been used to being alone until destiny intervenes. The two of them realize that they’ve been missing something… family. Their adventure together creates a new beginning for both of them.

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 chapter’s questions and vocabulary work. In addition, prepare any other materials (e.g.: handouts, chart paper, markers) necessary for activities and tasks also related to each chapter.*

*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.*

Chapter Guide – Questions, Activities, Vocabulary, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| CHAPTER 1 “Pandora”  Why does Pandora choose to become a lighthouse keeper? Why did she feel it was her purpose/ calling (destiny)?  *Create a graphic organizer/ chart including* ***Pandora*** *and* ***Seabold*** *in the left column and the major events they encounter in each chapter in the right column. This is an ongoing process that should be completed together with the teacher modeling the procedure. Be sure to include character traits so students can see how Pandora and Seabold change over time.* | She and her father had been in a shipwreck when she was a kitten. When fog covered the ocean, the light from the lighthouse and the foghorn saved their lives.  She always knew that she must save others in the same way.   |  |  | | --- | --- | | Pandora and Seabold | Major Events | |  |  | |
| CHAPTER 2 “Seabold”  Why did Seabold call the sea his friend?  Why did he say it turned against him?  Pair and Share different ideas with a neighbor sitting next to you. Use the following sentence frame:  Seabold called the sea his friend because the text stated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Seabold said the sea turn against him because the text stated \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | He loved sailing ever since he was a puppy and when he was old enough he said goodbye to his family and sailed the ocean for five years.  Seabold was in a storm at sea that ended in a wreck.  The students will share ideas from the above two questions. |
| CHAPTER 3 “Comfort”  Seabold tells Pandora that he never thought he would meet someone who loves the “solitary life” like him. Did Pandora really like the **solitary** life? How do you know? | No. In chapter one the author tells us that she has been living alone for “four long years” and that it’s beginning to wear on her (pg. 8). She says that she simply “lives it.” (pg. 29) |
| CHAPTER 4 “Companions”  Throughout this chapter, Pandora begins to see the beauty of having a friend. How does she feel about a friend?  What are some ways she and Seabold grew closer as friends?  Pandora say that she “felt a small emptiness in her heart.” (pg. 35) What is the main reason Pandora is sad? How do we know this? | When she wakes in the morning she remembers that she’s not alone and that she has someone to talk to. (pg. 32)  They told each other stories of their lives, things they had read or seen, and what they liked best/worst. (pg. 32)  Students should be able to recognize that Pandora has been lonely for a long time and that she is finally realizing the importance of friendship and having someone to share her future with. She feels empty because she is watching Seabold prepare to leave her and she won’t have a friend with her anymore. |
| CHAPTER 5 “The Storm”  The story says that “over the next few hours the wind built to an astonishing speed, its gusts rocked the tower”… it goes on to say that Pandora was **undaunted**. What things does Pandora do that show she is *undaunted*? | Pandora climbed up to the lantern room, lit the wicks, checked the kerosene vessel, cleaned the storm panes and then went to the watch room. (pg. 41)  She worked in the watch room sounding the horn, she had no time to dress, she was cold. (pg. 42)  One hour, two hours, three hours, four… How did Pandora do it? (pg. 45)  Note: Be sure to clarify student’s responses as they come up with different examples to describe Pandora. |
| CHAPTER 6 “Purpose”  The author tells us that, “Seabold was a sailing dog… the sea was his home.” What events transpire that show us that “destiny had other plans?”  How is Seabold inspired by Pandora’s life? What does he mean when he says that he wants to “make his life count for something?”  Based on what the text tells us it means to “make [your] life count for something,” turn and tell a partner one way you can make your life count for something. Spend some group time sharing their answers.  CHAPTER 7: “The Rescue”  What makes Seabold decide to take *Adventure* out on the open  waters again?  Listen as I read the last two pages of Chapter 7. What words in the story tell us how Seabold has changed?  Let’s add some words that describe the changes in ***Seabold*** to our chart.  CHAPTER 8: “Children”  Why is Pandora deeply **concerned** about Tiny? What is she going to do about it?  CHAPTER 9: “Family”  How has Pandora’s life changed from the beginning of the story? How did it all happen? | Essential pieces of Seabold’s boat need to be handmade and it would take several seasons to complete the task. (pg. 48)  Despite Pandora’s efforts, Seabold’s leg had not healed completely and he has to walk with the aid of a stick.  (pg. 47)  He witnesses her selflessness as she saves the lives of others in order to “serve a purpose higher than herself.” (pg. 49) He says he wants to be “useful” (pg. 50) and he tells Pandora that he will build a gazebo where they can wait to see what comes their way. (pg. 52)  Students will share examples of how they can make an impact in their lives and connect with ideas within the text and how the characters follow the quotation.  Seabold spots a crate on the water with a small flag waving in the wind. Pandora tells him that she has a feeling that there is “life out there.”(pg. 59)  Seabold is starting to think about others more than he thinks about himself. He says that he must “go fetch it to shore.” (pg. 60)  “We can stand here and watch that small flag float away and goodness- knows- what tragedy with it, or I can make *Adventure* float. (pg. 60)  Seabold is going to try and save anyone who is on the boat, even though it may be dangerous to him.  Note: The teacher should clarify all responses by citing examples from the text.  The children tell her that the baby never sleeps for long and that she isn’t stirring, gurgling, and bubbling like she usually does. Pandora holds Tiny and notices that she has a fever. (pg. 68) Pandora decides to go into the woods and find a special willow branch. (pg. 69)  In the beginning of the story Pandora lived a lonely life, she was “weary” from doing it alone for so long. (pg. 15) She was a “noble cat who wished to save lives… because Seabold was a brave dog that wished to sail… and because three small children wished for a family.” (pg. 74) |

Final Days with the Book - Culminating Task

*Note: The first day listed below is the Culminating Task and the second and third days are optional. The first day is spent discussing the final page of the book. The second day is spent creating a book cover and title for the sequel, and the third day students write a short description of what life would be like for Pandora, Seabold, and the children.*

**Day One:** The last page shows an illustration of Seabold, Pandora, and the children. It reads, “The Beginning”. Describe why Cynthia Rylant ended her story this way. What did she mean? How is it a new beginning for all of the characters?

Sample Student Response:

The author ended the book with the title of “The Beginning” because the lives of Seabold, Pandora, and the children were changing and they were all starting something new together. They will all have a new family and their lives will be different than before.

**Day Two (optional):** Review responses from yesterday’s lesson. Students should create a **title** and **illustrate** a picture for the cover of the book for a sequel to The Storm.

Note: As a support, the teacher could write the answers on chart paper so the students can reference it when they create a title, illustrate the book cover, and write a synopsis on days two and three.

**Day Three (optional):** Students will write a short summary for the back cover of the book that describe what life would be like now that Pandora, Seabold, and the children are a family.

Vocabulary Tracker

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| Chapter 1 –**kindhearted** – Pandora is a kindhearted cat who saves lives by attending to the lighthouse (pg. 8)  Chapter 1- **destiny** – She knew she must become a lighthouse keeper, it was her destiny  Chapter 1-**beacon** – Pandora remembers the beacon that saved her and her father when she was a kitten (pg. 13)  Chapter 1- **desolation** –Pandora knew that others would prefer the city life over the lonely life as lighthouse keeper (pg. 14)  Chapter 1 –**faithfully** – Pandora faithfully did her job at the lighthouse for four years (pg. 15)  Chapter 2- **bear** – Seabold loved to sail so much that he could not stand to be away from it even for a day (pg. 18)  Chapter 2- **instincts** – Seabold always relied on his gut feelings when he sailed (pg. 18)  Chapter 2–**agitate** – the birds were agitated calling to one another about the bad weather (pg. 19)  Chapter 2–**clung** – Seabold was being flung here and there in his boat so he clung tightly (pg. 21)  Chapter 2 – **safe harbor** – Seabold longed for safe harbor from the storm (pg. 21)  Chapter 3- **gratefully** – Pandora fixed Seabold a cup of hot tea and he was very thankful for it (pg. 25)  Chapter 3–**unsure** – Seabold had been asleep for three days and was confused (pg. 25)  Chapter 3–**suffering** – Seabold left leg was bandaged and splinted from knee to foot and he thought he should be suffering pain (pg. 26)  Chapter 3 – **seasonal** – Pandora tells Seabold that she has friends that are only seasonal (pg. 28)  Chapter 3- **solitary** – Pandora tells Seabold that she is not sure that she enjoys being alone all of the time (pg. 29)  Chapter 4 –**responsibilities** – Pandora had things she had to do to prepare for the winter ahead (pg. 33)  Chapter 4- **tend to** – Pandora watched as Seabold worked on his boat preparing it to sail again  Chapter 4 –**battered** – Seabold’s boat was battered from the storm and he had to rebuild it (pg. 35)  Chapter 4 – **emptiness** – Pandora felt an emptiness in her heart as she watched Seabold working on his boat (pg. 35)  Chapter 5- **frantic** – the seagulls were reacting to the storm that was moving in (pg. 40)  Chapter 5–**unpredictability** – the sky above a sea loves surprise (pg. 40)  Chapter 5- **remedy** – Pandora worked hard to keep the light going, forgetting about her own needs  Chapter 5 –**undaunted** – Pandora worked steadily even though the storm raged (pg. 42)  Chapter 5 –**witness** – the storm continued raging even though Seabold had fallen asleep (pg. 45)  Chapter 6- **sorrowful** – Pandora and Seabold knew that they would have to part when Seabold was well enough to sail again (pg. 48)  Chapter 6- **resourceful** – Seabold’s boat needed a lot of repair and he knew that some things would have to be handmade (pg. 48)  Chapter 6 – **destiny** – Pandora and Seabold thought their days together would end but *destiny* had other plans (pg. 48)  Chapter 6– **astonished** – Seabold couldn’t believe that he wasn’t “land- sick” since he had stayed ashore for so long (pg. 50)  Chapter 6 – **useful** – Seabold wanted to be able to help Pandora (pg. 500  Chapter 7 – **contented** – Pandora and Seabold slept well at night knowing that they had saved many lives (pg. 57)  Chapter 7– **soberly** – Pandora was concerned that the crate contained life and that it was probably in danger (pg. 58)  Chapter 7– **resolve** – Pandora was hesitant but knew that Seabold had to set sail to see what was in the crate (pg. 6  Chapter 7- **mercy** – the crate was floating on the open waters and risked falling apart  Chapter 7- **tragedy** – Seabold was determined to fetch the crate in the water because he knew that something bad would happen if he didn’t (pg. 60)  Chapter 8– **solemnly** – the boy mouse was exhausted from the storm and he thanked Seabold for the fresh water (pg. 67)  Chapter 8 – **proper** – Lila said Tiny was her sister’s real name  Chapter 8 – **distressed** – Whistler was very concerned for his little sister since she was sleeping a lot and had a fever (pg. 68)  Chapter 9 – **transformed** – Seabold changed when he realized the importance of family as he watched the children play (pg. 73)  Chapter 9 – **marveled** – Pandora couldn’t believe how much her life had changed (pg. 74)  Chapter 9 – **attached** – Seabold grew very fond of Tiny, he took her everywhere with him (pg. 77) |

Extension learning activities for this book and other useful resources

1. Students complete a K, W, L chart about lighthouses.

Students will begin with what they already know. Teachers can prompt students by asking questions such as: What does a lighthouse look like? What is the purpose of a lighthouse? Where are lighthouses located? Who needs a lighthouse? How do lighthouses work? When do you think a lighthouse is most needed? How do lighthouses save lives? Have students pair and share with a partner what they already know. Next, have students work together in small groups to create a list of questions they **want to** **know**. Groups should try to come up with 3 questions. Finally, upon completion of the book, have students work on the questions they created. They may work with a partner to complete this task. Students should be encouraged to use nautical terms and other book related vocabulary to answer the questions. *Note: This is particularly supportive of English Language Learners.*

2. Narrative Writing Prompts

Pandora had been living in the lighthouse by herself for four long years. Write about a time when you felt lonely. Have you ever helped someone who was lonely? Tell how.

Pandora and Seabold have an unlikely friendship because they are very different from one another. Write about one of your friends and how the two of you are different.

Seabold says that he is **astonished** that he has been able to stay ashore for so long. Write about a time when you did something that you didn’t think you could do. What did you learn from that experience? How have you changed since then?

1. List several character traits for Pandora and Seabold then create a Venn Diagram comparing/ contrasting the two characters. Try to list five ways they are different and 3-4 ways they are alike.

Websites:

<http://www.storyboardthat.com/teacher-guide/the-lighthouse-family--the-storm-by-cynthia-rylant> (story board)

<http://pitnerm.blogspot.com/2012/07/lighthouse-family-storm-text-exemplar.html> (chapter by chapter guide)

**What Makes This Book Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your book 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

730L

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 story is about an unlikely friendship that develops between a cat and a dog. “The sea is full of surprises… new friends among them.”

The text structure alternates between third person “Seabold had planned to sail away by October’s end…” to first person “In Spring … I will build a gazebo at the top of daisy hill and from there we may sit and see what comes our way…”

Figurative Language:

“She felt a small emptiness in her heart”… and

“Evenings, the two made a picnic on the hill…and watched the sun go down, painting the world pink and red. ”

Knowledge of weather conditions: ***fog, gale, forced winds*** *and boating terms:* ***leeward, grand schooner***

**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?

The figurative language and background knowledge of the sea and boating will challenge students.

Students can be supported with discussion around the challenging language and the context of the language. Direct vocabulary instruction may be necessary for some words.

How will this text help my students build knowledge about the world?

The text will build knowledge about the Big Idea of friends and family and how those connections can I impact one’s life. Additionally, students will gain knowledge about the sea and weather.

1. **Grade level**

What grade does this book best belong in? 2nd grade

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