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| About this Resource:*This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

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| **Key Content (Synopsis of two weeks)** |
| Read Aloud:The Wizard of Oz<http://achievethecore.org/page/3036/the-wizard-of-oz>  | **Synopsis of Text:**A little girl, Dorothy, and her dog, Toto, are carried to a magical place called the Land of Oz by a cyclone. On her quest to find her way back home to Kansas, Dorothy befriends a Scarecrow, Cowardly Lion, and a Tin Woodsman. They each join her in order to visit the Wizard of Oz, who is said to have magical powers to grant any wish. The Scarecrow wants a brain. The Lion wants courage, and the Tin Man wants a heart. Once they find the Wizard, he sends them on a very dangerous assignment before he will grant their wishes. They encounter many perils before completing their task of destroying the one remaining wicked witch in Oz. Once they destroy the witch and return to the wizard, they find he is an imposter, but he still helps them achieve their goals. He has to send Dorothy and Toto to a true witch to help her get home, so more adventures ensue before they return to Kansas. The story ends where it began: on a farm in Kansas, where Dorothy’s Aunt Em lovingly greets her niece when she returns. |
| Related Text 1: Tornadoes<http://easyscienceforkids.com/all-about-tornadoes/> | **Synopsis, highlighting related learning:**This text provides students with some basic understanding of what a tornado is and when and where it is likely to occur. *Note: Be sensitive to students who live in tornado-prone areas or who have lived through a tornado. Focus on the ways people stay safe during a tornado and less on the destruction they cause.*  |
| Related Text 2:Spinning Storms<https://www.readworks.org/article/Spinning-Storms/d720cb48-ffac-4e95-917c-bb06dd1290a6#!articleTab:content/> | **Synopsis, highlighting related learning:**This text opens with an anecdote about Greensburg, Kansas, a town destroyed by a tornado. Then the text elaborates on the science behind tornados. It introduces the concept of “Tornado Alley” (a part of the US that includes Kansas) and explains how meteorologists track storms and warn people to get to safety. *Note: This article has a “StepReads” feature that allows to lower the Lexile level from 780L to 660L.* |
| Related Text 3:What is a Tornado?<https://newsela.com/read/govt-NOAA-tornadoes/id/26803> | **Synopsis, highlighting related learning:**Like the other two texts, this article explains the science behind tornados. It contains a map which helps students understand that cold air, moist warm air, and warm dry air begin to swirl to create tornadoes. It also introduces the concept of supercell and non-supercell tornadoes.  |

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| **Optional Supporting Resources** |
| Tornado Safety Action Guide<https://www.ameriprise.com/auto-home-insurance/aah/learning-center/disaster-preparedness/tornado-safety/tornado-safety-action-guide/> | **Description/rationale for inclusion:**Students may use this infographic to discuss ways to stay safe during a tornado. You may choose to read as a whole class or students could jigsaw in smaller groups. A simpler one (with the acronym D-U-C-K) can be found at: <http://firstwarnweatherteam.blogspot.com/2013/11/severe-weather-update-tornado-watch.html> Be sensitive to students who may have lived through a tornado or live in tornado prone areas. It will likely reassure students to know that they can stay safe in a tornado. |
| How to make a tornado in a jar science trick<https://www.youtube.com/watch?v=cU7jUx5Mvx0> | **Description/rationale for inclusion:**In this simple science demonstration, students can observe a simply swirling vortex, which is essentially what a tornado is.  |
| **Writing/Culminating Tasks** |
| Text Type 1: Informational | **Description of task:**The local weather station is creating pamphlets about different types of weather. They heard that our class has been studying tornadoes and asked for help creating an informational brochure about tornadoes. Use all that you have learned about tornadoes to create a teaching brochure. Be sure to include illustrations, captions and facts about tornadoes.  |
| Text Type 2: Narrative | **Description of task:**Pretend you are Dorothy. Your house has just been picked up by a tornado. What do you see? What do you hear? What is the temperature? What is happening around you? How do you feel? Use what you have learned about tornadoes and write 4 or 5 sentences describing what Dorothy may experience inside a tornado.  |
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