

## Books for Young Learners Teacher Resource

# Book Notes



### The Storm / La tormenta

Author Walter Sawyer

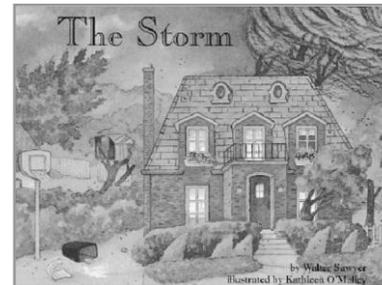
Illustrator Kathleen O'Malley

8 pages ■ 75 Eng. words 71 Spn. Words

Fountas and Pinnell Level G

Reading Recovery Level 14

Descubriendo la Lectura Level 9



The Storm

#### SYNOPSIS

When the lights go out, flashlights lead to a camp inside the house.

#### WHAT THE BOOK OFFERS

- Realistic fiction recount
- First person plural
- Past tense
- Double-page illustration without text at the beginning
- Chain structure: the last idea on one page becomes the link with the next
- All sentences begin with “when,” an adverbial clause of time, making two-part sentences

#### POSSIBLE SKILLS EMPHASIS

- Understanding sentence patterns
- Developing fluency
- Self-correcting, especially consistency of tense
- Gathering scene-setting information from illustrations

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### The Storm / La tormenta (continued)

#### INTRODUCING THE BOOK

*Scan the cover illustration to see indications of a storm. Do you think the storm is at its worst or . . . ?*

*What kind of storm might it be?*

*Turn to the title page and see what extra information that illustration provides.*

*And keep turning because we can gather more information from pages 2 and 3.*

*What do you notice about the houses compared with the one on the front cover?*

*So these pictures on the cover, title page, and these pages work like a sequence—a story in themselves.*

#### FOCUS OF INSTRUCTION

*Pages 4 and 5: Read the first sentence in your head. What does the first line tell you? And what do you learn from the second? So what is the pattern of this sentence?*

*See how that helps you read the second sentence.*

*What does the group of words that comes before the comma tell us? And what do the others tell us?*

*Reread the last line of page 4 and look at the first line of page 5. What do you notice? This author is writing a chain story. What ends one page is used to begin the next page. Let's see how that helps us keep our reading smooth and the ideas flowing.*

#### FOLLOWING THE READING

- Recall storms that students have experienced, perhaps one that happened during the school day that would provide a common focus. Tell what happened, encouraging the use of “when. . .” or another introductory clause.
- Revisit the chain structure. Bill Martin Jr.’s *Brown Bear, Brown Bear* follows the same structure. Create a group story with the same framework. Cut the story into sentences and make a chain, with each sentence forming a link. While this may seem gimmicky, it does help children to understand the structure of the form.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>Sometimes all the lights go out in houses when . . . Flashlights are great tools because they . . .</i>
<b>USE YOUR MEMORY</b>	<i>What did the kids eat when they were in the tent? When did the lights come back on? How do you know?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>What kind of storm made the lights go out in the town in this story? Check pages 2 and 3 for clues. Why do you think the kids built a tent on the floor in their house when the lights went out? What would you do if all the lights went out in your house?</i>
<b>BE CREATIVE</b>	<i>The kids in this story told ghost stories when they were in the tent. Write a ghost story! Who will be the characters in it? Where will it take place? What will make it scary and fun? Use your imagination...boo!</i>
<b>VOCABULARY AGENT</b>	<i>Make a list of all the things people should have in their houses in case the lights go out. Use the Nonfiction Note box on the inside back cover to help you get started with your list. Make a list of all the things people should take with them if they go tent camping. Don't forget the tent!</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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