

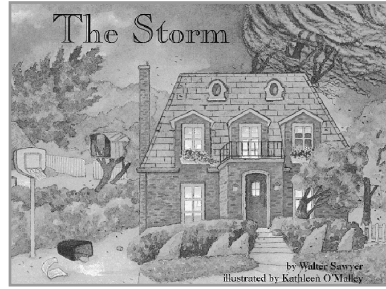
# Books for Young Learners Teacher Resource

## Book Notes



### The Storm

Author Walter Sawyer  
 Illustrator Kathleen O'Malley  
 8 pages ■ 75 words  
*La tormenta* ■ 71 words



The Storm

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S		G		I			

S = Shared G = Guided I = Independent

#### SYNOPSIS

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

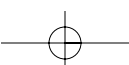
#### WHAT THE BOOK OFFERS

- 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

S = Shared G = Guided I = Independent	Em	Early				Fluent			
		1	2	3	4	1	2	3	4
		S		G		I			



# Books for Young Learners Teacher Resource

## Book Notes



### The Storm (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.