

Lesson Plan

**Emergent
reading stage
Levels 5–6**



A Storm Is Coming describes the changes in the weather throughout a day. It describes what the weather is like as a storm approaches, during the storm and after the storm.

Running words: 124

Informative text type:
Description

Science Curriculum links

Australia

- **ESS (ACSSU004)** Daily and seasonal changes in our environment, including the weather, affect everyday life
- **NDS (ACSHE013)** Science involves exploring and observing the world using the senses

New Zealand

- **NS:** Linking science to daily life

Key concepts

- Weather can change throughout the day.
- A storm has describable weather changes before, during and after the event.

Content vocabulary

clouds, hot, rain, rainbow, sky, storm, sun, weather, wind

Text features

- Digital and analogue clocks indicating time
- Photographs

Reading strategy

- Asking and answering questions

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What do you know about storms? Can you tell if there is going to be a storm? How?*

Invite students to talk about this with a partner and then share their ideas with the group.

Provide each student with a copy of *A Storm Is Coming*. Say: *This book is called A Storm Is Coming. It explains what the weather is like when a storm is on the way, during the storm and after the storm is finished.*

Have students turn to pages 2 and 3. Ask: *What time of day is it? What can you see in the sky? What might the weather be like that day?* Invite students to share their ideas.

Have students browse through the book and look at the photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about weather and storms?* Have students talk to a partner and then share with the group. List the words on a chart and invite the students to make suggestions about what each word means. Where appropriate, have the students add a drawing to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers ask questions about what they are reading.* Have students talk with a partner about the questions they would like to ask about storms. Say: *When you ask questions about the book you are reading, it shows that you are thinking deeply about what you are learning.*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to reflect on what they have read and what else they would like to know about the topic. For example, on pages 4 and 5 you could say: *Think about what you have read. What would you like to ask about it? What else do you still want to know?*

After reading

Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

What happened when the storm arrived? What did the sky look like after the storm had finished? (Literal)

Why did the girl wonder if it was going to rain? How did the girl know the storm was over? (Inferential)

Have you been in a storm? What was the weather like? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *I like that you asked questions about the book. This helps you to understand what you read, and it shows me you want to learn more.*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Speaking and listening

Have students sit with a partner. Have them talk with their partner about the different weather types shown throughout the book.

Say: *Look at the pictures on each page and talk about what is happening. Tell your partner what things you would see and how you would feel if you were out in that type of weather.*

Vocabulary

Write the words *clouds*, *rain*, *rainbow*, *sun* and *wind* on a chart.

Read the words aloud and then say: *Some of these words are things that you would see during a storm, and some are things that you would see after a storm. Let's sort them out.*

Draw up a T-chart with the headings “During a storm” and “After a storm”. Have students talk with their partner about which words belong in which column.

Invite students to share their ideas. Using students’ input, record each of the words on the T-chart under the appropriate heading.

Phonological awareness

Say: *Listen closely as I say the words “rain” and “rainbow”. Ask: How are these words similar? How are they different? Discuss.*

Ask: *How many parts or syllables are in the word “rain”? How many syllables are in the word “rainbow”? Have students say the words aloud as they clap each of the syllables.*

Ask: *What other two-syllable words do you know? Discuss as a group.*

Phonics

Write the words *sky*, *sun* and *storm* on a chart. Invite a student to underline the first letter in each word. Ask: *What sound does the letter “s” make in each of these words? Discuss and draw out that it makes the /s/ sound.*

Have students turn and talk with their partner about other words that begin with the /s/ sound. Invite students to share their ideas, and add these words to the chart.

Writing

Modelled writing

Say: *I am going to write about a time I saw a storm.* For example: “One summer night a storm hit our town. The thunder was very loud, like a drum banging. The lightning lit up the whole sky and the rain was very heavy. I liked watching it because I was safe inside.”

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *I remember a time when I watched a storm. I am going to write about what the weather was like and how I felt about it. I will use interesting words and explain what it sounded or looked like when I describe the thunder, the lightning and the rain.*

Reread your writing aloud and ask: *Does that make sense? How could I make it sound better?*

Independent writing

Ask students to talk to a partner about the weather. Have each student decide upon a weather type to write about.

Say: *Draw a picture of your chosen weather type and write about it. Think about what things you would see during this weather, and how you might feel.*

If students need extra support, provide a sentence starter. For example: *Look at the sky. I can see _____.*

Sharing and presenting

Have students take turns talking about their drawings and their writing. As students share, make a list of weather words that the students use.

Say: *We have learnt what it looks like during different weather types, and how it feels during these weather types.*

Say: *By looking at the sky you can see what the weather might be like. Can you give me some examples of this? Discuss and draw out that when the sky is clear it might be warm, when the clouds turn black it will rain, etc. Explain that weather can change. We can observe this by looking at the sky, and we can feel it too.*

Blackline Master: Storm Time Line

Name: _____

Write or draw what happened at each time of the day.

Time	What happened?
	
	
	
	

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