

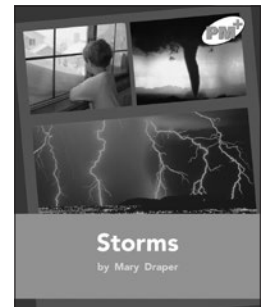
Storms

PM Levels 24/25

Silver

Text Type Information Report

Running Words 797



Preparing for Guided Reading

Orientation to the text

- If possible, observe a video clip of a tornado or cyclone before reading the title and studying the cover and title page photographs. Find the word *storm* in the dictionary and discuss its meaning. Have students share events and feelings they have experienced during a thunder storm.

Prior knowledge

- Storms are natural forces that happen all the time. This text will challenge students' thinking about why different types of storms happen.

Building the Balanced Reader

Vocabulary

Key vocabulary

calm, damage, destroy, difficult, lightning, satellites, several, temperature, understand, usually,

Content Words

blizzards, breathe, cyclone, electrical, fierce, funnel, moderate, scientists, tornadoes, violent

Decoding

- Use knowledge of text types, language features and vocabulary related to the theme of the text to assist with decoding unfamiliar words.

Focusing on the story – guided reading

- Read the chapter headings from the contents page. Encourage students to share their prior knowledge of different types of storms. Reinforce topic-related vocabulary as the chapter headings are discussed.
- Study the diagrams on pp. 6–7. Read the labels. Identify the key beside the diagram on p. 7. Ask, *What is the purpose of a key?* Ensure that students understand the meaning of *temperature* (see the glossary on p. 24). Reinforce the fact that changes in the weather are caused by changes in temperature. Show students a wall thermometer. Explain that temperature scales are based on the points at which water boils (100° C) and freezes (0° C). Talk about temperature predictions for the local area that are part of daily weather reporting. Recall features and names of different kinds of clouds, e.g. the dark, grey clouds that indicate heavy rain are called *cumulonimbus* clouds.

- Notice the progression of wind speed as recorded on the Beaufort scale. Search for changes in the illustrations. Discuss reasons for using this scale. Read and discuss the *Did you know?* statement.
- Ask questions that require students to search their texts for information describing the features of thunderstorms. Study and discuss the photographs. Read the *Did you know?* statement. Ask, *Why do you think it takes longer to hear thunder than to see lightning?* Explain the dangers of lightning and how to keep safe when this situation occurs.
- Ensure that students understand how powerless everything is when in the path of a tornado. Read the *Did you know?* statement. Talk about what it would be like living in a country where hundreds of tornadoes happen every year.
- Read and discuss the introductory paragraph on pp. 16–17. Recall ways in which people living in deserts have adapted to meet the harsh climatic conditions. Read the *Did you know?* statement. Recall that a tornado also spins very fast and makes a funnel.
- Reinforce the combined force of strong winds and falling snow that occur during a snowstorm. Talk about where a snow storm would be on the Beaufort scale. Ask, *Where would a blizzard be on the Beaufort scale?*

Comprehension

- What causes the weather to change? (*Literal*)
- What is the difference between a cyclone and a tornado? (*Inferential*)
- What should people do when they hear a warning that a storm is approaching? (*Applied Knowledge*)

Follow-up activities

- Study examples of weather forecasts in a local newspaper. Draw the students' attention to the use of symbols. Compare features of newspaper forecasting with those seen on television. Discuss similarities and differences. Reinforce how information is gained from satellites in space.
- Use a thermometer to investigate the different temperatures of places around the school, e.g. inside, outside, in the shade, in a sunny spot, etc. Record the temperatures at different times during the day and over a period of time. Discuss the information gained.

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Learning Intentions

- We are learning to apply a complex range of skills to decode unfamiliar words in the text.
- We are using our knowledge of text types, language structures, vocabulary, Contents and the Index to gain a deeper understanding of the text.

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Success Criteria

- I can use a wide range of skills to assist me in reading unfamiliar words in the text.
- I can use my knowledge of text types, language structures, vocabulary, Contents and the Index to gain a better understanding of the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up