

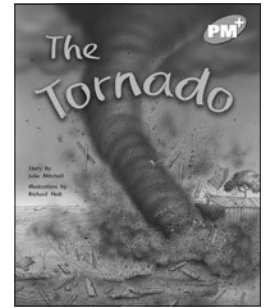
The Tornado

PM Level 23

Silver

Text Type Narrative

Running Words 805



Preparing for Guided Reading

Orientation to the text

- Discuss the word *tornado*. Write students' ideas on a chart. Compare their ideas with the dictionary meaning of *tornado*.

Prior knowledge

- Tornadoes are known to destroy anything they touch – flattening houses, uplifting trees and tossing cars into the air. In this story, Troy and his mother prepare for such an emergency.

Building the Balanced Reader

Vocabulary

Key vocabulary

direction, distance, drifted, lowering, prepare, tumbling, warn

Content Words

batteries, emergency, funnel, monster, spotter, tornado, touchdown

Decoding

- Consolidate recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title. Study the cover and title page illustrations. Explain why tornadoes are sometimes called *twisters*.
- Talk about the job of a weather spotter.
- Study the illustration on pp. 4–5. Explain that a tornado forms when a great funnel of wind and cloud starts to whirl round and round at the bottom of a thundercloud. It gets faster and faster as the tornado twists itself down to the ground.
- Talk about the destruction caused by such natural disasters. Discuss potential problems that may arise due to the tornado's change of direction.

- Study the illustrations on pp. 8–13. Discuss the actions taken by Troy and his mum when preparing for the approaching tornado, and while waiting for it to pass. Consider Troy's feelings and thoughts as he waits in the basement.
- Reinforce the relief felt when everyone was seen to be safe.
- Discuss directional vocabulary: *south-east*, etc.
- Discuss new words made by adding a suffix to a root word: *spot, spotter; head, heading*.
- Revise irregular plurals: tornadoes. Make a list of other words ending in *-o* that add *-es* to make the plural form.
- Discuss the meanings of *towers of cloud, a funnel of cloud* and *suck water from a pond*.

Comprehension

- What does a 'spotter' do? (*Literal*)
- Why did Dad call the tornado a *monster*? (*Inferential*)
- Why did the rest of the family go into the basement when they knew the tornado was coming? (*Applied Knowledge*)

Follow-up activities

- Invite students to make detailed drawings of the events that happened during the tornado. Display these sequentially with appropriate captions.
- Recall that the purpose of an explanation is to define an idea or to explain cause and effect. Write explanations about *What is a tornado?* Include diagrams.
- Pretend to be Troy's dad. Write about the experience from his point of view.

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Learning Intentions

- We are consolidating our knowledge of high-frequency words, and using phonics, syllabification, familiar words, affixes and scanning to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.
- _____

Guided Reading Notes

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