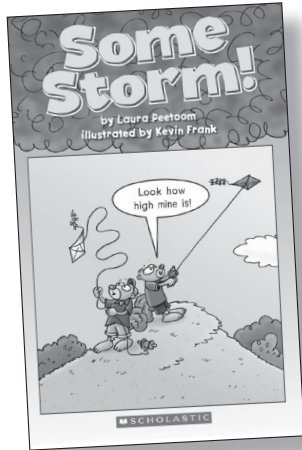




Some Storm!



Written by Laura Peetoom

Illustrated by Kevin Frank

Text Type: Fiction: Narrative — Comic Book

Guided Reading Level: G

Summary: Brothers Jin and Jang are flying their kites when a storm blows in. The brothers experience some of the problems that a storm can cause.

Word Count: 71

High-Frequency Words:

a, big, brother, came, come, got, here, his, how, in, into, it, jump, just, look, my, now, of, on, over, school, so, some, that, the, there, was, we, were, what

Text Supports

- ▶ illustrations highly supportive of text
- ▶ many high-frequency words
- ▶ storms are a common experience to all students

Possible Text Challenges

- ▶ comic book format with 1, 2, or 3 frames per page
- ▶ inset frame on last page
- ▶ story is told using captions and speech bubbles
- ▶ sentence fragments and slang expressions (*aw, oh, uh, woah, whew, yikes*)
- ▶ varying fonts and exclamation marks
- ▶ word recognition, e.g., *high, flying, gust, stole, creek, know, stuck, leave, chased, really, almost*

Reading Strategies

Comprehension

- ▶ synthesizing

Working with Words

- ▶ using picture and contextual cues and prior knowledge to read unknown words
- ▶ generating rhyming words

Assessment Opportunities

Note each student's ability to:

- ▶ synthesize own experiences
- ▶ analyze to determine the main ideas
- ▶ synthesize main ideas into a story
- ▶ understand the format of a comic
- ▶ work out less-familiar words by using picture and contextual cues

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade One Reading Guide.



BEFORE READING

Making connections

Activating and Building Background Knowledge

- ▶ Have students close their eyes and imagine as you paint a word picture.

Close your eyes and imagine that you are outside and a summer storm suddenly blows in. What would you see? How might you feel about being outside in a summer storm?

Making connections

- ▶ Quickly tell of a time you experienced a storm and a problem it caused. Use some of the expressions from the story ('Uh, oh,' 'Woah!,' 'Yikes!,' 'Whew!').

Tell a partner about a time you were caught in a summer storm or saw a storm on TV or in a movie. Be sure to tell about a problem the storm caused.

ELL Note:

Show ELLs several visuals of storms or hurricanes that depict lightning, dark clouds, fallen trees and branches, and so on. Go over the vocabulary with students.

Analyzing/infering

Discussing Supports and Challenges

- ▶ Give each student a copy of *Some Storm!* Read the title, and the author's name, and the illustrator's name aloud.

What do you see in the cover illustration? What do you think this comic will be about?

- ▶ Use prompts to discuss the first page of the comic:
 - Who is on the cover?
 - What are they doing?
 - When do you think this is happening? Why do you think this?
 - Where do you think they are? How do you know?
 - Do you think flying a kite in a storm could be a problem?

This comic has illustrations in frames. Most of the story is told by the illustrations. There's a caption that tells some of the story and characters give story details in the speech bubbles.

- ▶ Turn to page 2 together. Model how to read a comic by showing that page 2 is beside page 3 and that the frames must be read down rather than across.

- ▶ Draw students' attention to frame 1 and model how to view the illustration first. Think aloud what you see, speculate who the characters are, and connect to the cover. Then read the caption, thinking aloud that you now know who the characters are. Finally, model dramatically reading the speech bubbles to show how punctuation tells you how the author wants it read.

Analyzing/synthesizing

- ▶ Together, determine the main ideas of what has happened in the story so far, e.g., Jin and Jang are flying kites and big black clouds roll in. They get worried and decide to go! When students give unnecessary details focus them on the main ideas.

Yes, that is a part of the story but it's a detail, not a main idea. Remember, if a detail is removed from the story, the story will still make sense. If a main idea is removed, the story won't make sense.

Word solving

- ▶ Tell students to look at page 3, frame 2. Have students read the illustration first, discussing as a group what is happening. Next, read the caption and establish what a ‘gust’ of wind is. Finally, look at the speech bubble and solve ‘Woah!’ together. Tell students that this is another expression like ‘Uh’ and ‘Uh, oh’ as they experienced in frame 1.

Synthesizing

Setting a Purpose

- ▶ Focus the readers on the comprehension purpose.

Read on to find out what problems this summer storm causes Jin and Jang and their friends. At the end of each page, stop and decide what the main ideas of the page are. Discuss the main ideas with another student if you finish ahead of the group.

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Inferring

Print concepts

Analyzing/synthesizing

- ▶ Ask students to read each page independently, thinking about the purpose that has been set.
- ▶ Observe and listen to the students as they read quietly, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer occasional comprehension prompts to help them to problem solve as they read. Possible prompts:
 - What is happening in the 2nd frame on page 5? Why is there no colour in this picture?
 - In frame 3 on page 6, the word ‘really’ looks different from the other words. Why do think this is?
- ▶ Note successful reading strategies and any remaining reading challenges.
- ▶ At the end of each page, orally determine the main ideas on the page, sifting out the details as interesting, but not necessary to move the story along. Model/scaffold connecting to the previous main ideas and new main ideas to synthesize the story thus far.



AFTER READING

Synthesizing

- ▶ Revisit the purpose for reading: Read to find out what problems this summer storm causes Jin and Jang and their friends.
- ▶ Extend comprehension by creating a story map together. Revisit each page together, quickly summarizing the page. Create the story map with quick sketches and labels of the main ideas for each page, as suggested by students. If details are mentioned, list them off to the side of the map, reinforcing that they are interesting, but not the ideas that drive the story.

What problems did the storm cause?

Self-monitoring

- ▶ Comment on any effective reading strategies that you observed.

Carter was solving the word 'creek.' His eyes searched the picture to see what the brothers jumped over. He said 'crack,' but corrected himself when it didn't sound right for this story, or look right for the picture.

Rereadings

- ▶ Provide opportunities for students to reread the text independently or with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

Synthesizing

Drawing a Comic

- ▶ Invite students to draw a summer storm they have experienced in a 3-frame comic. Students can use page 3 of the text as a model.

Word solving and building

Story Map

- ▶ Students can draw and label the story of their summer storm in a story map using the one modelled in the After Reading activity. Students should retell their stories to a partner to rehearse for this writing response.

Analyzing

Radio Play

- ▶ This book can be read as a play to practise fluency and expression. In groups of 3 or 4, students can take on roles, create sound effects, and read the story as a radio play. After practice, the plays can be performed for others, recorded and/or videotaped.

ELL Note:

ELLs can initially take the role of creating sound effects and they can add words in their language to replace words, such as 'Yikes,' and 'uh, oh'. Assign a student partner as a prompter to help the ELLs once they're ready to assume spoken parts. Using puppets can also be a non-threatening method, particularly if there is a stage to hide behind.

Inferring

After the Storm

- ▶ Invite students to draw a picture of what they think Jin and Jang did after the storm was over.

Word solving and building

Word Building

- ▶ Provide students with plastic or magnetic letters to make the word 'Jin.' Ask them to make new words by changing the first letter.