

Teacher's Instructional Guide

College and Career Readiness Anchor Standards for Reading:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.



Author: Doe Boyle
Illustrator: Emily Paik

Before you Read:

Make Connections–

Ask students to think of a time when they experienced any type of storm near their home. What did they notice about what happens to the sky and wind just before a storm, during a storm or soon after?

Assess Prior Knowledge–

Ask students what they might know about different types of storms that occur around the world. Discuss the intensity levels of different storms, and where these storms usually take place.

As You Read:

Keep track of learning–

This text introduces many new vocabulary words and terms. Have students keep a word journal to help them with comprehension. Encourage students to try explaining the definitions of these new terms by using their own words. Ask them to explain what those words mean as if they were explaining it to another child or a teacher.

Look for Literary Devices and Figurative Language–

The author uses similes and metaphors, along with onomatopoeia and alliteration to describe the sights and sounds of the changing environment as a storm approaches and occurs. These are examples of Literary Devices and Figurative Language that are often used in poetry to establish mood and create effect.

Use this as an opportunity to teach figurative language to your students. Have them search for examples as they read the text.

Text Dependent Questions:

Asking text dependent questions enables students to draw on specific examples from the text to provide evidence and verify the rationale for their answers.

The story begins on a peaceful morning. Were there any clues that a storm was coming?

What does the wind have to do with the waves of the ocean waters?

What are some of the words the author chose to describe the movement of the wind as it moves through the trees?

*As the storm was beginning, the family had to **hasten** on their way home. Based on the illustrations and the story, what do you think the word **hasten** means in this story?*

Why do you think the family had to hide together once they were inside their home?

What kind of storm was this?

How does the author describe the storm as it makes landfall on the shore?

What happens after the storm? How did the community work together?

Additional Questions to discuss:

Connection to Science:

NGSS for this text: MS-ESS3-2 Earth and Human Activity

[Link to NGSS Standard](#)

Discuss storm preparations and safety precautions the family took in this text. What safety precautions do you take in your house in case of a bad storm?

Review where hurricanes occur geographically. Discuss the likelihood of a hurricane occurring where they live. Discuss what type of storms they might experience in their region.

Review and discuss The Beaufort Wind Force Scale and the Glossary at the end of the text. Discuss the different levels of wind and how it affects sea and land.