

National Geographic Kids Reader: Storms

Notes for teachers: using this book in the classroom

Reading objectives: read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; read accurately words of two or more syllables; drawing on what they already know or on background information and vocabulary provided by the teacher; participate in discussion about books that are read to them and those that they can read themselves, taking turns and listening to what others say; answering and asking questions

Spoken language objectives: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; articulate and justify answers, arguments and opinions

Curriculum links: Geography: Human and physical geography; Mathematics: Number and place value; Art and Design; Writing - composition

Interest words: weather, thunder, lightning, hailstorm, tornado, sandstorm, blizzard, monsoon, hurricane, crystals, temperature, electricity, lightning bolts, energy, natural, twister, cyclone, waterspouts, willy-willys, haboobs, typhoon, cone-shaped funnel cloud, billions, trillions, Australia, Sudan, India, Jupiter, Saturn, Neptune

Pronunciation guide: *Sudan (soo-dan)*

Resources: aprons, paints, paintbrushes, paper

Children who are reading at Green, Orange and Turquoise book bands are developing reading stamina and should be able to tackle longer stretches of text and some unfamiliar vocabulary with increasing independence. Children will enjoy talking about the content and pictures with some support – for example, in a group or guided reading session, or when reading with an adult.

Language

- Much of the language used in the main text should be familiar to children reading at this level and may be read independently. This book contains a lot of special subject vocabulary, and children may need help with the following:
 - the words used to describe different types of weather and storms, particularly in the table of contents, where there is no contextual support, e.g. *Weather, Thunder, Lightning, Hailstorm, Tornado, Sandstorm, Blizzard, Monsoon, Hurricane*
 - the less familiar scientific multi-syllable words used within each chapter, e.g. *crystals, temperature, electricity, lightning bolts, energy, natural, twister, cyclone, waterspouts, willy-willys, haboobs, typhoon*. Children may need help to decode and understand these scientific terms. Making connections to what is already known will help the children to make meaning.
 - expanded noun phrases with less familiar language, e.g. *cone-shaped funnel cloud*.

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- reading written numbers, e.g. *billions, trillions*, and the digits on page 24.
- Children may need help decoding and pronouncing unfamiliar place and planet names, e.g. *Australia, Sudan, India, Jupiter, Saturn, Neptune*.
- Children may need to spend time talking about each storm type as they read about it to make meaning from the explanations provided.

Images

- Look at the image of the lightning on the front cover. Ask children to describe it and to talk about thunder and lightning storms that they have experienced.
- Look carefully at the images of each different type of storm. Ask children to imagine what it would be like to be caught in the storm, and support them to describe their ideas using the senses: what can they see, hear, smell, feel etc.?

Activities

- Play the Guess! game on pages 26–27. Provide hints to help children identify each tiny bit of a storm.
- Provide aprons, paint, paintbrushes and paper. Ask children to paint a stormy scene, using the pictures in the book as starting points. Help children to name their stormy scene using the correct weather word.

Questions

- How many different storms can you remember?
- What is lightning?
- How big can hailstones be, and what are they made of?
- What happens in a tornado?
- Which type of storm would be the scariest and why?