

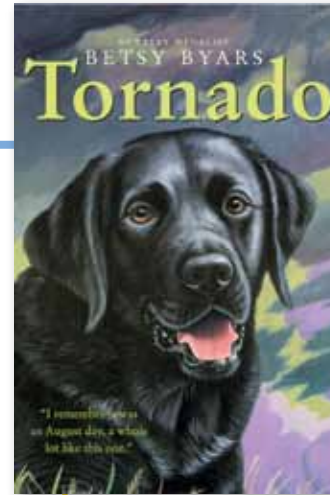
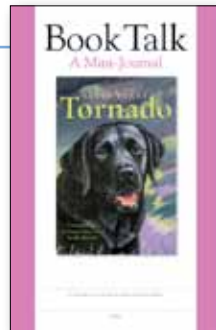
Tornado

Summary of Core Instruction

- ★ Lesson 16 Introduce the book and read pages 1–12
- ★ Lesson 17 Read and discuss pages 13–27
- ★ Lesson 18 Read and discuss pages 28–41
- ★ Lesson 19 Read and discuss pages 42–49
- ★ Lesson 20 Teach comprehension, vocabulary, and fluency skills

Materials

Tornado by Betsy Byars
Book Talk Journal for *Tornado*
Blackline Masters 7–12
Book Review Blackline Master (optional)



About the Book


Genre: Realistic fiction

This book reminds us of the power of stories to divert us at times of crisis. When a funnel cloud is spotted over the cornfield, Pete the farmhand gathers everyone into the storm cellar. As they wait for the storm to pass, Pete entertains the family with stories about a dog he found as a boy and

named Tornado. As readers, we get to enjoy the warm and wonderful stories along with the family. By the time Pete finishes telling about Tornado's adventures, the storm has passed and everyone is safe.

About the author: Betsy Byars, a prolific author of children's books, has won the Newbery Award for *The Summer of the Swans*, the National Book Award for *The Night Swimmers*, and the Edgar Award for *Wanted... Mud Blossom*. Ms. Byars has shared her life with many dogs, and the dog stories in *Tornado* ring true. She has written other books that second-graders can enjoy, including *The Golly Sisters* series; *My Brother, Ant*; and *Ant Plays Bear*. To learn more about the author, visit her website at www.BetsyByars.com.

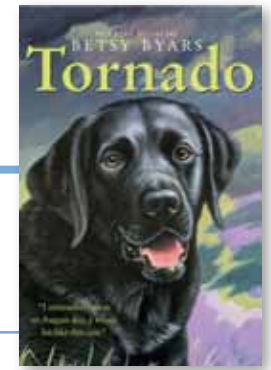
About the illustrator: Doron Ben-Ami is an accomplished artist and illustrator of many children's books. His warm and appealing illustrations for *Tornado* add so much to our great affection for this dog, the family, and their story. Mr. Ben-Ami is a professional guitarist, a performer in a jazz band, and a writer himself.



A tornado brings
Pete a special dog.
Will Pete get to keep
him forever?

LESSON 16

Pages 1–12



Summary of Core Instruction

- ★ Step 1 Prepare to read
- ★ Step 2 Teach vocabulary
- ★ Step 3 Guide reading
- ★ Step 4 Book Talk Journal

Student Objectives

Vocabulary

Understand words important to text
Understand descriptive language

Comprehension Strategies/Skills for Fiction

Use prior knowledge and pictures
Connect text to self
Understand setting
Understand characters
Draw and support conclusions
Monitor comprehension and use fix-up tips
Determine cause and effect
Recognize plot: Problem and solution

Materials

Tornado by Betsy Byars
Book Talk Journal
Blackline Master 7



PREPARE TO READ

Hold up a copy of *Tornado*. Help students read aloud the title and the names of the author and illustrator.

Use prior knowledge

- **What is a tornado?** *A strong windstorm* **What can a tornado do?** *It can destroy trees, houses, and buildings and carry things far away. People and animals can die in a tornado.* **What should people do to stay safe in a tornado?** *Get down low, away from trees and things that could fall on them. The safest place is in a basement or cellar.*

Use pictures

- **Look at the picture on the front cover.** **What do you think this book is about, besides a tornado?** *A dog. Some students may suggest that the dog saves people in a tornado. Others may guess that the dog's name is Tornado.*

Connect text to self

- **In this book, one of the characters tells stories about his favorite dog to help a family feel less afraid during a tornado.** **Would listening to a story help you feel better during a storm? Why or why not?** *Answers will vary, but be sure children understand that a story would probably take their mind off the storm.*
- **Do any of you have a dog or other pet that you like to tell stories about? What is something funny or interesting your pet has done?** *Allow children to share briefly.*

Discuss genre. Explain that this book is an example of realistic fiction. Ask students what this means. (*The author made up the story, but it's about things that can happen in real life.*)



TEACH VOCABULARY

Introduce new vocabulary words. Write the words below on the board. Have children read the words aloud and discuss what they mean. Call on students to use each word in a sentence. Ask which of the words are related to tornadoes.

twister (page 1): a tornado; a spinning column of wind and dirt that touches the ground during a thunderstorm

The twister spun over the land blowing down trees and sucking up dirt.

funnel cloud (page 1): a spinning column of air at the bottom of a cloud

We spotted a funnel cloud in the sky and knew a tornado was coming.

storm cellar (page 1): underground room where people can go to stay safe during a bad storm

We hurried into the storm cellar as the storm got closer.

hesitate (hesitated, page 2): to pause or stop briefly when unsure about something

She hesitated before spelling the difficult word aloud.

ditch (page 2): a long, narrow hole dug in the ground, usually to carry off water

The rain water ran off the road and down into the ditch.

Pleasant's Pointers

Tornado is a long and more challenging book. By taking advantage of how chapters 3–5 stand alone as separate stories, you can make the reading more manageable for students. Read the first two chapters with students. Depending on their abilities, have children read one or more of the chapters in the middle. End the week by reading aloud or having students read the last two chapters.



GUIDE READING

Pages 1–12

Set a purpose for reading chapter 1

Have students turn to page 1 and read aloud the title of chapter 1, “The Storm.” Explain that they can read the chapter to find out what the family in the story does when a tornado comes.

Pages 1–5

Understand setting

• **Page 1: Where does the family live? On a farm What does the sky look like? It's dark. There's a long, black funnel cloud. Where does the family go and why? They go into the storm cellar because it's a safe place to be during a storm.**

Understand characters

• **Page 2: The mother hesitated or stopped briefly before going in the storm shelter. Who is she worried about? Her husband, Link Why? He's still out in the cornfield which looks like it's right under the funnel.**

Draw and support conclusions

• **Page 2: Why will Link probably get into a ditch? A ditch is a low place in the ground, so he'll be safer there than standing out in the open cornfield during the tornado.**

Understand setting and descriptive language

• **Page 3: How is the cellar described? It's dim and cool and smells of potatoes and pickles. What can the family hear going on outside? The storm What does the hail sound like? Like gravel thrown against the cellar doors What is hail? Little chunks of ice that fall like rain**

Draw and support conclusions

• **Page 5: How do the kids know Pete's dog was named Tornado? Pete has probably told stories about his dog before.**

Understand characters

● **Page 5:** Find and read aloud the sentence that sounds like Pete is starting to tell a story about when he was a boy. “I remember it was an August day, a whole lot like this one.” **Why do you think he starts telling a story?** He wants to get the family interested in the story to take their minds off their fears and worries about the tornado outside and their dad who is still out there.

Set a purpose for reading chapter 2

Have students turn to page 6 and read aloud the title of chapter 2, “In the Doghouse.” Explain that this chapter is the story Pete tells the family as they sit in the storm cellar. Tell children they can read the chapter to find out what Pete finds in a doghouse as a boy.

Pages 6–12

Strategy: Monitor comprehension (Fix-up tip: Read ahead)

● **Pages 6–7:** Think aloud: “When I first started reading the chapter, I wasn’t quite sure if it was about the same day as in the first chapter or about a day Pete remembered. Sometimes when I’m not sure about something, I just keep reading and soon I find clues that help explain what’s happening. Page 7 describes how the tornado hit. The text says ‘there was no warning like we had today.’ This helps me understand that this is a different tornado than the one in the first chapter. As I keep reading, I realize the person speaking must be Pete and he’s talking about a tornado when he was a boy.”

Understand words and phrases

● **Page 6:** Pete’s mom says she can smell a storm. **What do you think she means?** She has a feeling there is a storm coming. She may actually smell rain in the air or the dust stirring up. **Why do you think the part of the country where the family lives is called “Tornado Alley”?** They get a lot of tornadoes there. Explain that tornadoes often follow the same path in different years.

Understand descriptive language

● **Page 7:** How does Pete describe the sound of a tornado? **Read aloud this part.** “Next there was a roar—worse than a train—worse than a hundred trains. And then there came a terrible tearing sound, like the world was being ripped apart.”

Understand characters

● **Page 7:** How does Pete’s family feel after the tornado rips the roof off the kitchen? *They are surprised to find themselves alive.* **Why do you think they feel this way?** *It’s amazing that the tornado could take the roof off the kitchen, but not hurt any of them inside.*

Draw and support conclusions

● **Page 8:** Why do you think there’s a doghouse, a piece of a bicycle, and somebody’s clothesline in Pete’s yard? *These things must have been picked up by the tornado from other people’s yards and dropped into Pete’s yard.* **Remind students that tornadoes can carry things a long distance.**

Determine cause and effect

● **Page 9:** What is the doghouse doing? *It’s rattling, shaking, and trembling.* **Why is this happening?** *There’s a big dog inside the doghouse and he is shaking so hard that the whole doghouse shakes.*

Understand characters

● **Pages 9–12:** Why does the dog pant, shake, and refuse to come out of the doghouse? *He is probably scared from being picked up and carried by the tornado.* **Why does the dog finally come out?** *He hears Pete’s mom yell “Supper!” He seems to know the word means food and he must be hungry.* **Is he a friendly dog? Yes** **How do you know?** *He shook hands with Pete’s dad.*

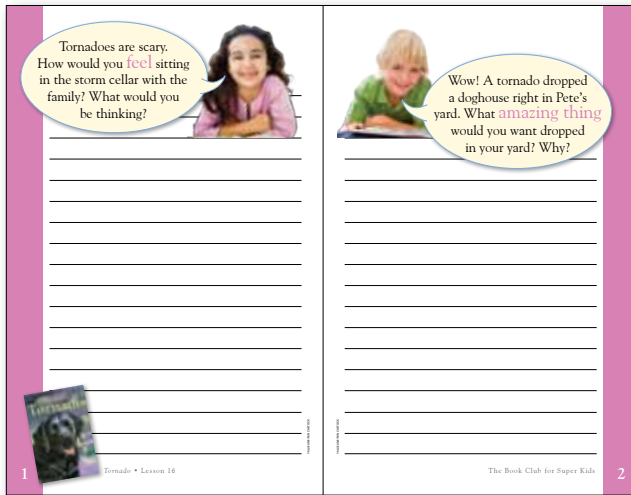
Recognize plot: Problem and solution

● **Page 12:** Does Pete want to keep the dog? **Yes** **What problem might come up later in the book?** *Pete might have to give the dog back to his owner.*

Step
4

BOOK TALK JOURNAL

Ask students to turn to pages 1–2 in their Book Talk Journal. Discuss how you might answer each question. Tell students to complete their journals during Independent Work Time. After meeting with all Book Club groups, bring the class together for a brief recap and discussion of the journal questions.



Cross-Curriculum Connection

Social Studies: Show students where **Tornado Alley** is on a map. It's a section of the U.S. from Texas up through Oklahoma, Kansas, Nebraska, and parts of South Dakota.



INDEPENDENT ACTIVITIES

Have students complete **Blackline Master 7**.

Name: _____

Book Club BIM
Unit 5, Lesson 16 **7**

What Happened?

The sentences at the bottom of the page tell about things that happened in the first two chapters of *Tornado*. Cut out the sentences and glue them in the boxes to show what happened first, second, and third in each chapter. Then draw a picture for each chapter.

Chapter 1: The Storm	Chapter 2: In the Doghouse
1. Pete saw a twister and called the family to come into the storm cellar.	1. A twister ripped the roof off the kitchen and left a doghouse in the yard.
2. The family listened to the storm outside without talking.	2. Pete found a dog shaking inside the doghouse.
3. Pete said that the tornado reminded him of a dog he had one time.	3. The dog came out of the doghouse after Pete's mother called "Supper!"
Draw it!	Draw it!

A twister ripped the roof off the kitchen and left a doghouse in the yard.	The family listened to the storm outside without talking.
Pete saw a twister and called the family to come into the storm cellar.	Pete found a dog shaking inside the doghouse.
The dog came out of the doghouse after Pete's mother called "Supper!"	Pete said that the tornado reminded him of a dog he had one time.

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Answers shown in pink.