

## Safe in a Storm

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Teaching notes written by Gill Howell.

Text type: non-chronological report

Topic: weather and extreme weather



### Synopsis

This book explains what weather is and looks at the different types of extreme weather. It includes floods, blizzards, lightning and hurricanes, and explains how people keep themselves safe during extreme weather conditions.

There is a topic-linked fiction book to partner this title, which is called *The Lightning Key*.

### Group/Guided reading

#### Introducing the book

- ➔ Look at the cover and read the title together. Ask: *What sort of weather is shown in the photograph on the cover? Have you ever been out in thunder and lightning?* Say: *I wonder what causes lightning.* Encourage the children to share any ideas they have.
- ➔ (*Predicting*) Read the blurb together. Say: *I wonder how you can keep safe in stormy weather.* Encourage the children to share predictions.
- ➔ (*Questioning*) Turn to p3 and read the contents list together. Ask the children to think of some questions about the different types of weather that they would like to find the answers to in the book. Make a note of the children's questions to come back to in the Returning to the book section.

#### Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *w-ea-th-er*, *c-l-ou-d-s*.
- ➔ This book includes some more challenging words that do not conform to phonics teaching, as well as subject-specific vocabulary that may be unfamiliar to children. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the book.

**temperature kilometres metres buildings Australia weirdest**

## Reading the book

- ➔ Ask the children to read the book aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage the children to re-read sentences to focus on meaning.
- ➔ After reading p6, ask the children to describe what the everyday weather is like where they live.
- ➔ On p7, point out the diagram of the Earth. Ask: *What does this diagram show you?* (Answer: where the equator is) Say: *Don't forget to use the photographs, diagrams and captions in the book to find out more information as you read.*
- ➔ *(Predicting)* After reading p10–11, ask: *Can you think of any other types of extreme weather? Why might they cause big problems?*
- ➔ On p15, ask: *Has your house ever been flooded? Can you think of any other ways to stay safe in a flood?* (e.g. moving to higher ground, using sand bags)
- ➔ *(Predicting)* After reading p16–17, say: *I wonder how people keep safe in a hurricane.* Encourage the children to share suggestions.
- ➔ *(Summarizing)* After reading p24–25, ask the children to describe what lightning is in their own words.

## Returning to the book

- ➔ *(Summarizing / Clarifying)* Ask: *Where was the coldest temperature ever recorded? What is the weather like by the equator?* Encourage the children to find the answers in the book (p7).
- ➔ *(Clarifying)* Re-read p26–27 and ask: *Why do you think it is best to go indoors during a thunderstorm?*
- ➔ Return to the list of questions the children drew up before they started reading the book. Do they have answers for any of these questions now? Discuss the answers, and if some of the questions haven't been answered, encourage the children to do some research of their own using books or child-friendly sites on the Internet to find the answers.
- ➔ *(Summarizing)* Ask: *Which of the examples of extreme weather shown in the book do you think is the most dangerous? Why?*
- ➔ *(Clarifying)* Tell the children that the Glossary explains the meanings of certain words. These words appear in bold in the book. Turn to p30 and look at the Glossary together. Tell them to look out for these words when they read the book independently and encourage them to use the Glossary when they read the book again.
- ➔ *(Clarifying)* Draw the children's attention to the Index on p30. Tell the children that an Index is an alphabetical list of some of the key words that can be found in the book, with references to the pages they appear on. Choose an example from the book's Index and tell the children that you want to find out more about it. Ask the children to use the Index to help you turn to a page that will tell you more about it.

## Independent reading

- ➔ Introduce the book as in the Introducing the book section above.
- ➔ Encourage the children to read the book as independently as possible. Remember to give them lots of encouragement and praise.
- ➔ As they read, encourage the children to sound out and blend new words, for example *t-r-a-d-i-t-i-o-n-al*, *s-ea-s-o-n*.
- ➔ This book also contains a number of more challenging words, which children may need more support with at this stage, but which enrich the topic. You can look together at the inside front cover for a list of challenging words. Read them together and talk about what each word means.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

## Speaking, listening and drama activities

- ➔ Ask the children to work with a partner and describe one of the weather conditions from the book. Explain that they shouldn't say the name of the weather event in their descriptions, e.g. *It is very cold, wet and difficult to see.*
- ➔ Partners then have to guess the weather event that is being described. Tell the children that they can ask questions to get clues if they are struggling.
- ➔ Give the children an opportunity to swap roles a few times so each child has multiple turns at describing a different weather condition.

## Writing activities

- ➔ Ask the children to choose a type of weather from the book.
- ➔ Ask them to write instructions on how to stay safe during their chosen weather event. Prompt them to use the book to support them.
- ➔ Prompt the children to organize their instructions into brief sentences.
- ➔ Encourage the children to rehearse what they want to say aloud before writing anything down. Prompt the children to re-read what they have written to check it makes sense.

## Cross-curricular activity

### Geography

- ➔ Choose a country (preferably linked to other work you have been doing in class) and ask the children to use books or child-friendly sites on the Internet to find out more about the weather in that country. Do they experience any extreme weather?

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## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Can apply phonic skills and knowledge to recognize an increasing number of complex words. (READ) (ORCS Standard 3, 3)
- Can confidently recognize a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems, use of alliteration and simple common features of non-fiction texts. (A) (ORCS Standard 3, 5)
- Can locate some specific information, e.g. key events, characters' names or key information in a non-fiction text. (R) (ORCS Standard 3, 6)
- Is beginning to use contents and index pages to locate information in non-fiction texts. (A/R) (ORCS Standard 3, 11)

### ENGLAND The National Curriculum in England: English Programme of Study, Year 2

	National Curriculum objectives	Book-related assessment pointers
<b>Spoken language</b>	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (SpokLang.5)	Check the children can use vocabulary from the book, and their own experiences, to describe types of weather.
<b>Reading: Word reading</b>	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (Y2 ReadWord.7)	Check the children use their phonic knowledge to sound out new and unfamiliar words, without hesitation.
<b>Reading: Comprehension</b>	answering and asking questions (Y2 ReadComp.2iv)	Check the children are able to explain where the coldest temperature ever was recorded, and what the weather is like close to the equator, referring back to the relevant page/s in the book if necessary.
<b>Writing: Composition</b>	writing for different purposes (Y2 WritComp.1iv)	Check the children organize their writing in the form of a set of instructions, using brief sentences.

## SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
<b>Listening and talking</b>	When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. (LIT 1-09a)	<p>Check the children can use vocabulary from the book, and their own experiences, to describe types of weather.</p> <p>Check the children ask appropriate questions to find out more about the weather type being described.</p>
<b>Reading</b>	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children use their phonic knowledge to sound out new and unfamiliar words, without hesitation.
	<p>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. (LIT 1-14a)</p> <p>To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG 1-17a)</p>	Check the children are able to explain where the coldest temperature ever was recorded, and what the weather is like close to the equator, referring back to the relevant page/s in the book if necessary.
<b>Writing</b>	By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful to others. (LIT 1-26a)	Check the children organize their writing in the form of a set of instructions, using brief sentences.

## WALES Curriculum for Wales: Foundation Phase Framework, Year 2

	Framework objectives	Book-related assessment pointers
<b>Oracy</b>	use a growing range of appropriate vocabulary in play and structured activities and formal situations, using variety in tone to add interest (Y2_OracSpea.5)	Check the children can use vocabulary from the book, and their own experiences, to describe types of weather.
	listen to others with concentration, understanding the main points and asking for clarification if needed (Y2_OracList.1)	Check the children ask appropriate questions to find out more about the weather type being described.
<b>Reading</b>	<p>apply the following reading strategies with increasing frequency to a range of familiar and unfamiliar texts:</p> <p>- phonic strategies (Y2_ReadStrat.4i)</p>	Check the children use their phonic knowledge to sound out new and unfamiliar words, without hesitation.
	<p>explain relevant details from texts (Y2_ReadComp.3)</p> <p>show understanding and express opinions about language, information and events in texts (Y2_ReadResp.2)</p>	Check the children are able to explain where the coldest temperature ever was recorded, and what the weather is like close to the equator, referring back to the relevant page/s in the book if necessary.
<b>Writing</b>	write for different purposes (Y2_WritMean.2)	Check the children organize their writing in the form of a set of instructions, using brief sentences.

**NORTHERN IRELAND** Levels of Progression in Communication across the curriculum: Primary Level 1/2

	Levels of progression	Book-related assessment pointers
<b>Talking and listening</b>	use a general vocabulary to express thoughts, imaginings and opinions (L2_com_talk.3)	Check the children can use vocabulary from the book, and their own experiences, to describe types of weather.
	ask and answer questions to develop understanding (L2_com_talk.2ii)	Check the children ask appropriate questions to find out more about the weather type being described.
<b>Reading</b>	use a range of reading strategies (L2_com_read.2)	Check the children use their phonic knowledge to sound out new and unfamiliar words, without hesitation.
	talk about what they read and answer questions (L1_com_read.5)	Check the children are able to explain where the coldest temperature ever was recorded, and what the weather is like close to the equator, referring back to the relevant page/s in the book if necessary.
<b>Writing</b>	write using a given form (L2_com_write.3)	Check the children organize their writing in the form of a set of instructions, using brief sentences.
	show a sense of structure and organisation (L2_com_write.2ii)	

**CAMBRIDGE INTERNATIONAL** Primary English Curriculum Framework: Level 2

	Learning objectives	Book-related assessment pointers
<b>Speaking and listening</b>	Attempt to express ideas precisely, using a growing vocabulary. (2SL6)	Check the children can use vocabulary from the book, and their own experiences, to describe types of weather.
	Listen carefully and respond appropriately, asking questions of others. (2SL7)	Check the children ask appropriate questions to find out more about the weather type being described.
<b>Reading</b>	Use phonics as the main method of tackling unfamiliar words. (2R02)	Check the children use their phonic knowledge to sound out new and unfamiliar words, without hesitation.
	Find factual information from different formats, e.g. charts, labelled diagrams. (2Rx4)	Check the children are able to explain where the coldest temperature ever was recorded, and what the weather is like close to the equator, referring back to the relevant page/s in the book if necessary.
<b>Writing</b>	Write instructions and recount events and experiences. (2Wa6)	Check the children organize their writing in the form of a set of instructions, using brief sentences.