

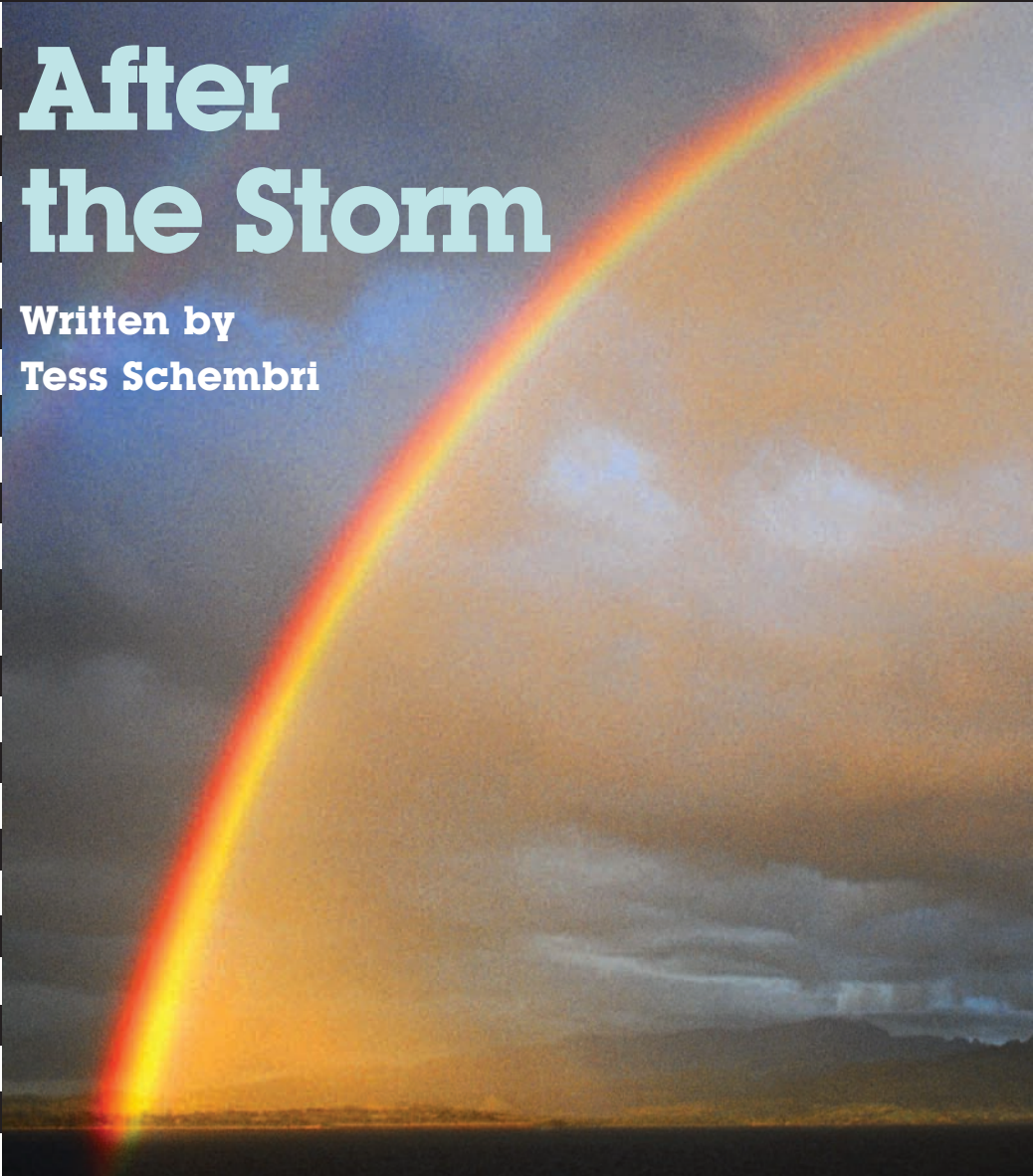


Teacher Edition

AlphaWorld

After the Storm

**Written by
Tess Schembri**



First published 2003

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How to use this book

Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the pictures and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the *Talkthrough* questions at the top of the page.



During reading: Observe and discover

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



After reading: Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Setting the context

Ask: *Have you ever been in a big storm? What happened during the storm? What happened after the storm? How did you feel during the storm? How did you feel after the storm?*

Introducing the book

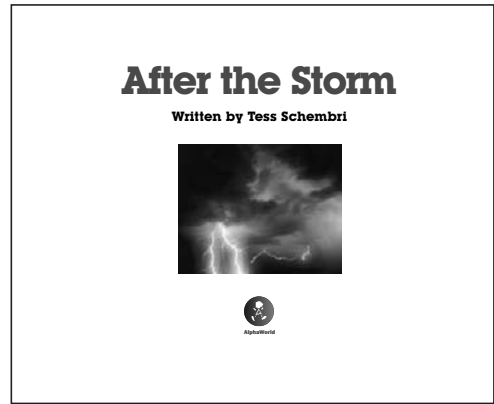
This book is called 'After the Storm'. It is about what happened during and after a very big storm. In this storm there was thunder, lightning, strong winds and heavy

rain. The storm made the power go off, blew over trees, caused a flood and damaged the rooves of houses. Lots of people had to help to fix up the damage.



Front cover

What can you see in this picture? Does it show the sky before, during or after the storm? How do you know?



Title page

Read the title page together. Was the picture taken before, during or after the storm?

After the Storm

There was a big storm
near my house.
There was thunder and lightning.



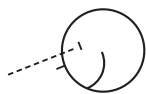
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Talkthrough

Here is the girl who is telling us about the storm. She tells us that it was a big storm with thunder and lightning.

Point out that the text is written in the past tense. The girl uses the word 'was'. This tells us that the storm has already happened.



Observe and support

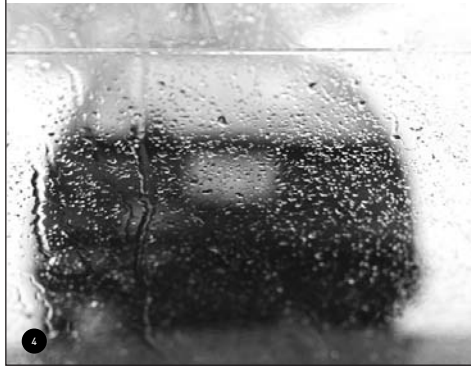
Can the child use knowledge of phonics to support their reading? Do they identify the digraph /th/ at the start of 'thunder'? Mask the rest of the word showing only the /th/.

Can you think of a sound that these letters might represent? Have you seen them in other words?

After the Storm



There was a strong wind
and lots of heavy rain.



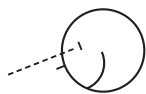
Talkthrough

There was lots of heavy rain and strong winds.

Discuss the pictures.

Why can't we see the trees easily? What might happen to the trees?

Point out the use of the past tense.



Observe and support

Can the child understand the literal meaning of the text?
What was this storm like? Can you describe it to me?

After the Storm



During the storm
the power went off.
It was very dark.

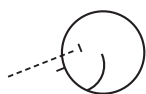
After the storm the workers
fixed the power lines.

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Talkthrough

The storm was so strong that some electrical wires were damaged. They had to be fixed by electricity workers after the storm.



Observe and support

Can the child infer meaning from the text?

Why did the power go off? Why do you think that?

Does the child understand that the storm happened in the past?

After the Storm



Talkthrough

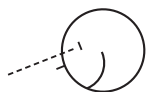
When did the tree fall over? What are these people doing to the tree? When did they come to cut up the tree?



During the storm a big tree
fell over in our street.

After the storm the workers
cut up the tree and
took it away.

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Observe and support

Does the child understand language related to time and sequence?

Which word tells you when the tree fell down? Which word tells you when the workers came to chop up the tree?



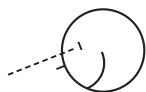
Talkthrough

During the storm there was so much rain that there was a flood. Look at the 'ROAD CLOSED' sign. Why would workers put that sign up? When would they take it away?



During the storm the road flooded and cars were washed away.

After the storm the workers closed the road until the water went away.



Observe and support

Can the child use contextual information to understand the definition of words?

What does 'flooded' mean? Why were the cars washed away?

After the Storm



Talkthrough

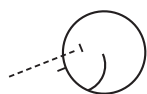
What do you notice about this house? Why does it have plastic sheets on the roof? When does the roof start leaking? When do the workers fix the roof?



During the storm the roof leaked and water came in the house.

After the storm the workers fixed the roof.

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Observe and support

Does the child monitor their own reading?
*Why did you stop there? What did you notice?
What could you try now? Does that sound right?*

After the Storm

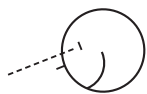
After the storm our garden
was a mess.

We cleaned up the mess.



Talkthrough

After the storm the girl's garden was a mess. Her mum and her had to clean up the garden.



Observe and support

Does the child use a range of information to support their reading?

You read, "We cleaned up the mess." How did you know that word said 'mess'?

What did you check?



Talkthrough

Then they planted a new tree. Why would they do that?



Then we planted a new tree.

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Comprehension check


What happened during the storm?


What happened after the storm?


Are most storms like this storm? Why?

What would you do if you were in a storm like the one in the book?

Responding to text

 Children could make a list of the people that helped to repair the damage caused by the storm, writing and drawing to show what each group of people did to help.

 Children could write about what happened after a storm that they have experienced. Encourage the children to model their writing after the book.

 Children can create sets of cards showing sequences of events under the headings: 'Before', 'During' and 'After'.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Early Reading Levels 6–11*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Can the child:

- understand language related to time, e.g. 'during' and 'after'?
- recall a sequence of events?
- link cause and effect, e.g. the roof leaked – the workers fixed the roof?

After the Storm

Topic: Our marvellous world

Curriculum link: Earth and Beyond;
Society and Environment

Text type: Recount

Reading level: 8

Word count: 130

High-frequency words: there, was, a,
big, where, I, and, of, went, off, it, the, in,
our, to, up, were, we, then

Vocabulary: house, storm, thunder,
lightning, strong, wind, rain, power, dark,
workers, flooded, road, cars, washed, closed,
leaked, fix, garden, mess, cleaned, planted



Possible literacy focus

Understanding the use of the past tense
in writing a recount.

Using comparatives in dealing with
before and after issues.

Making causal links when reading.

Summary

This book helps readers understand how
a storm impacts on a local community.
Householders and motorists are affected
and the aftermath requires the assistance
of workers such as electrical linesmen,
tree fellers, road gangs and roof repairers.

AlphaWorld



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