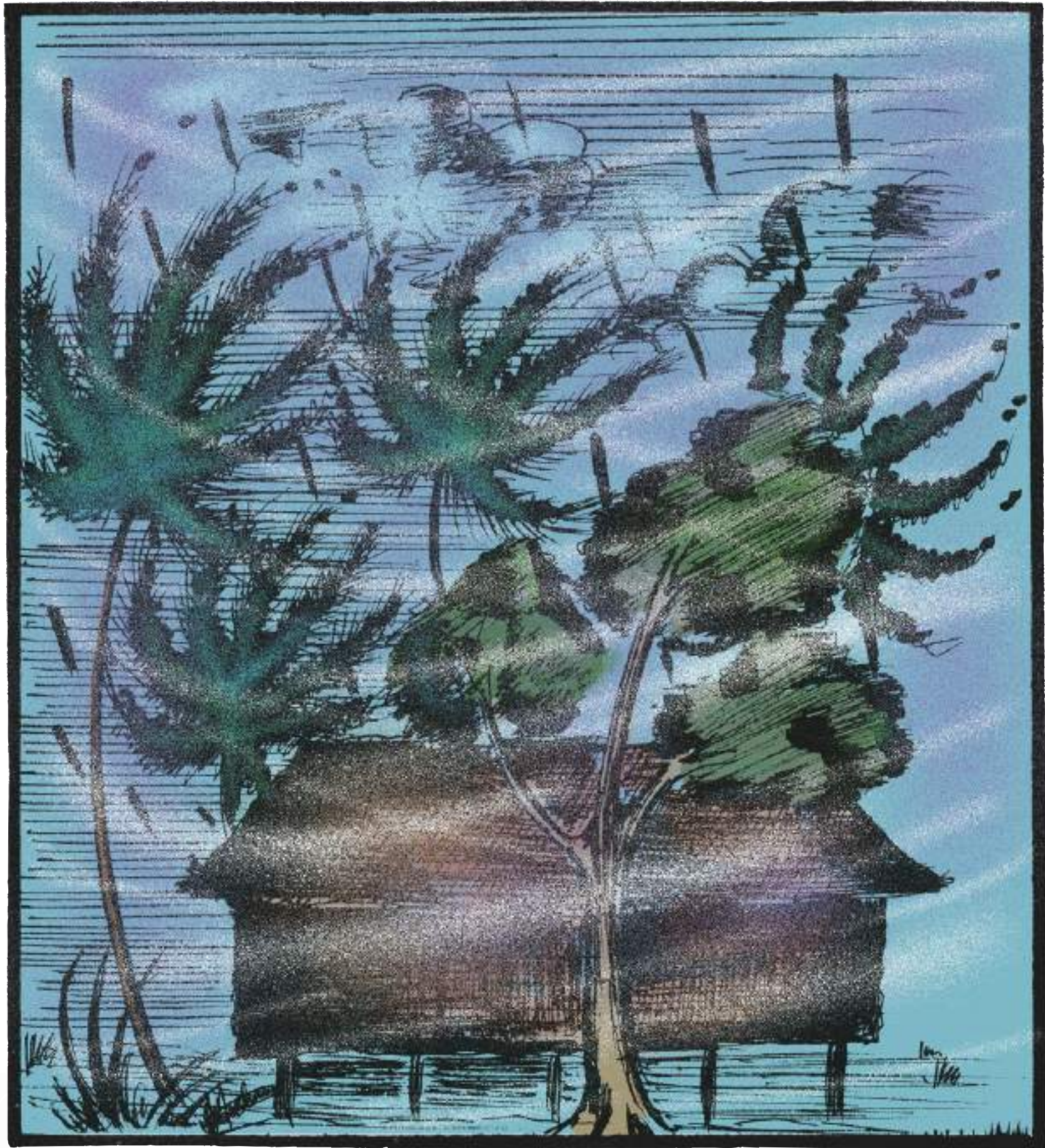


# The Storm



By Nelson Ameo  
Pictures by Jebra Hoahania



Nguzu Nguzu Reading Books

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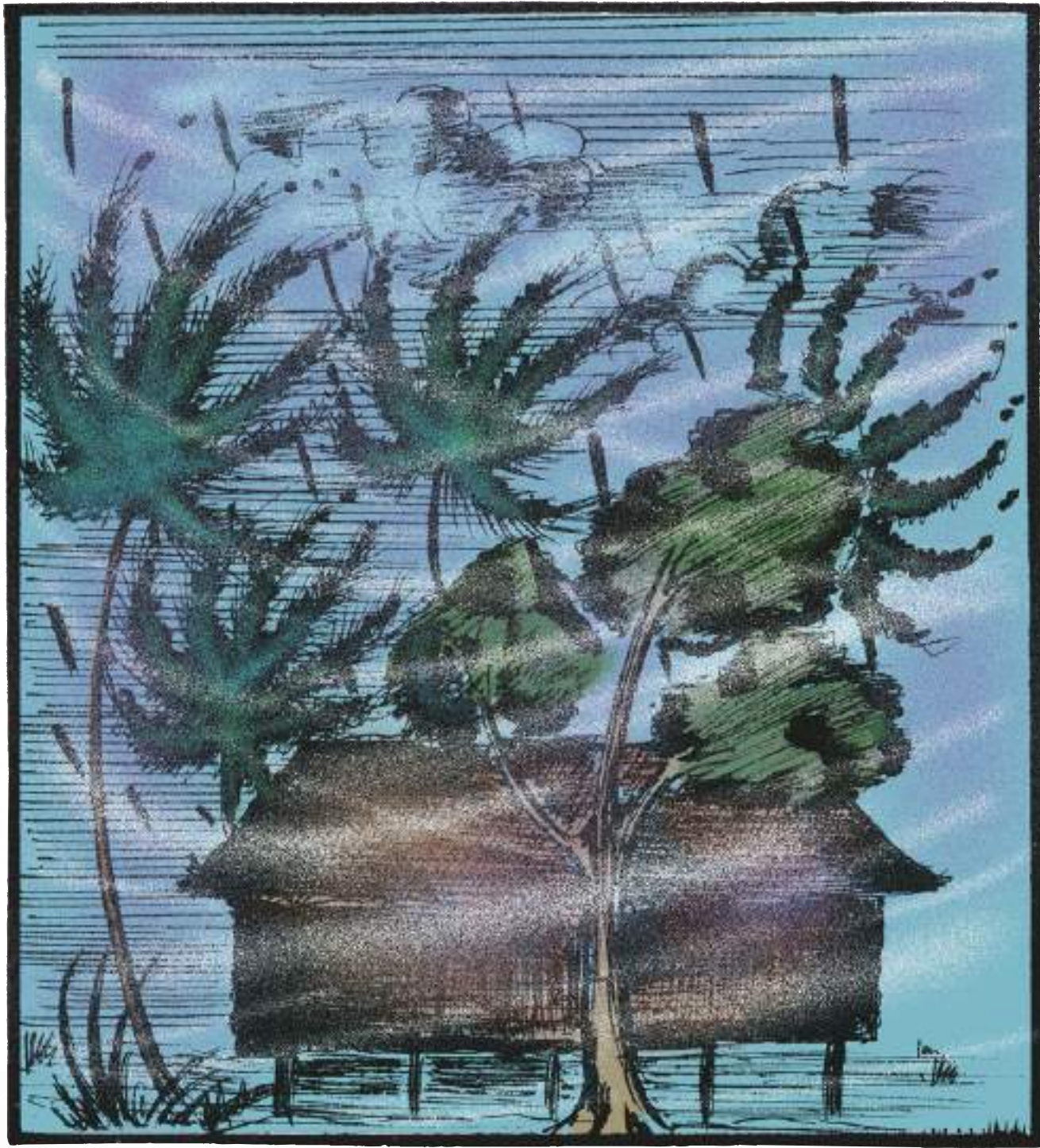
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# The Storm



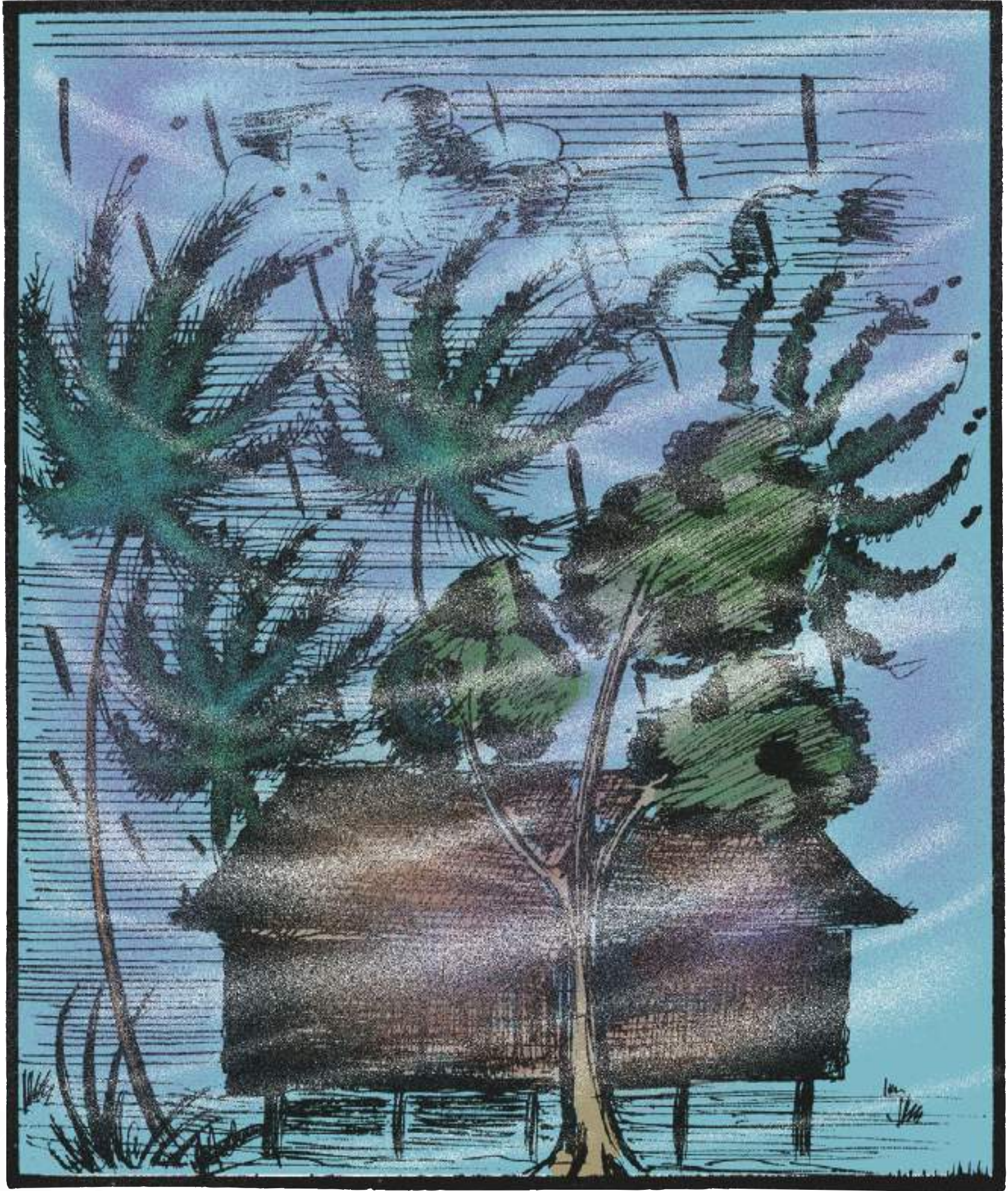
By **Nelson Ameo**  
Pictures by **Jebra Hoahania**



**John lay in his  
bed and listened.  
Outside a terrible  
storm howled.**



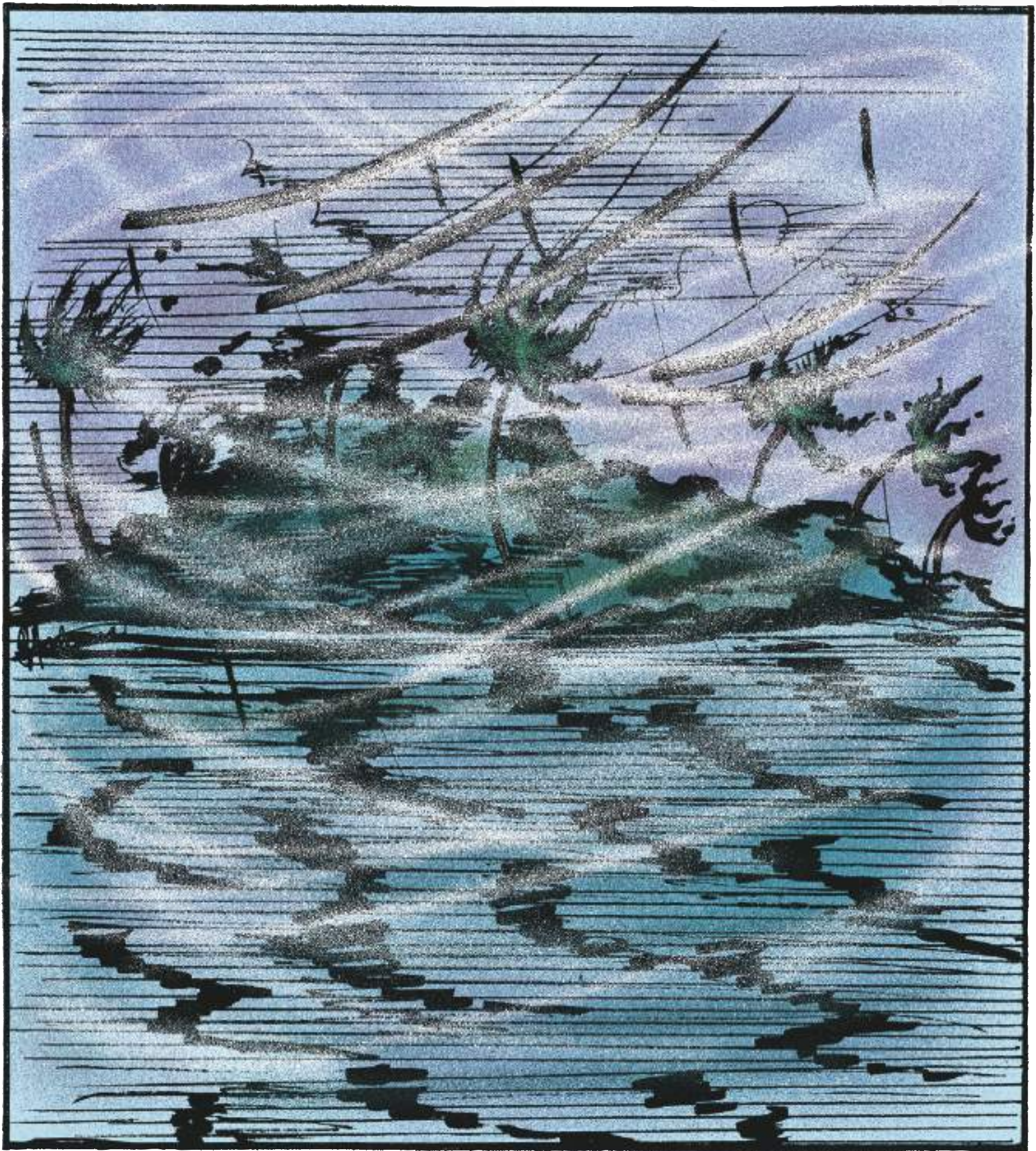




**It howled and  
howled and howled.**

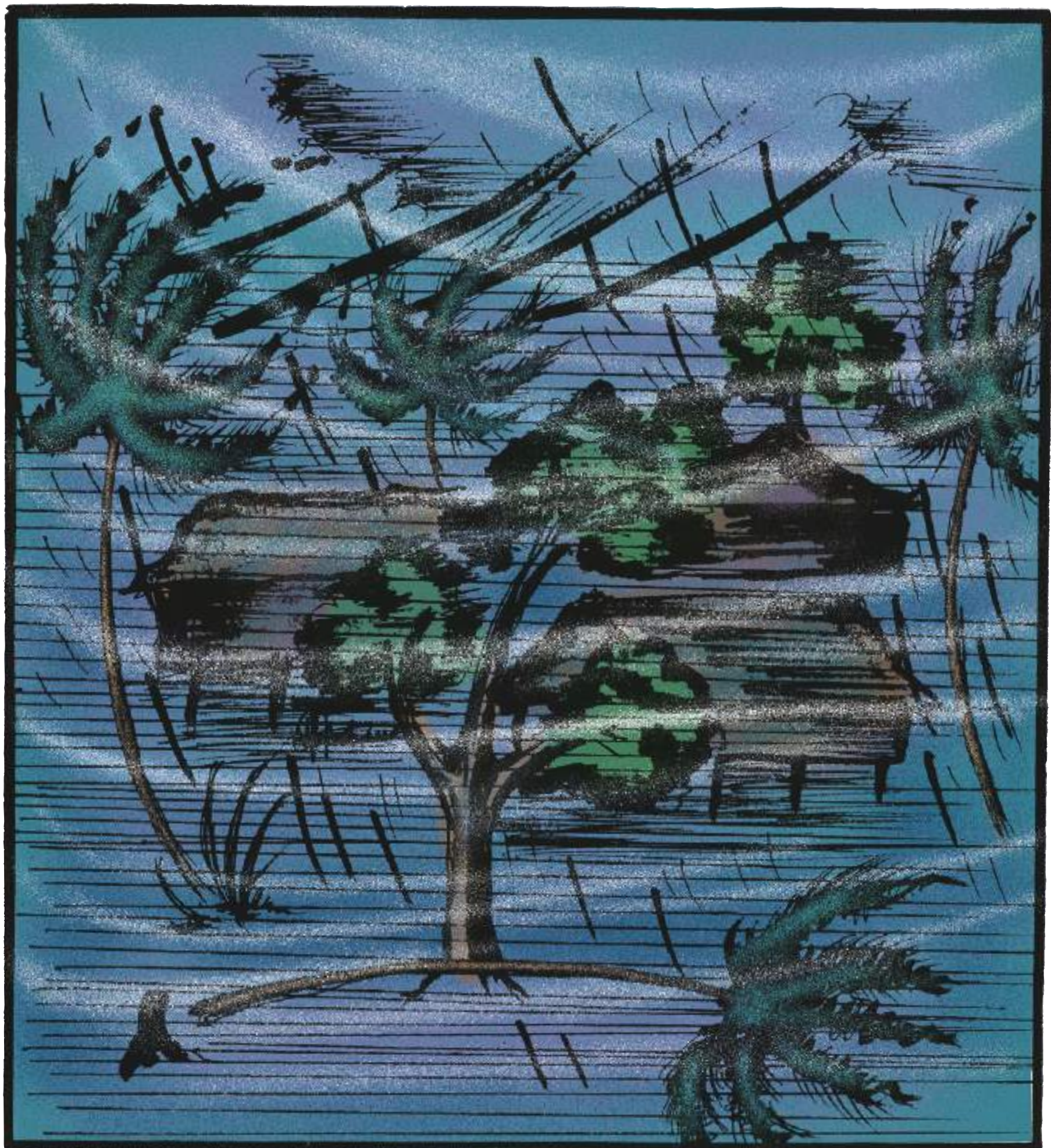


# It howled over the island.



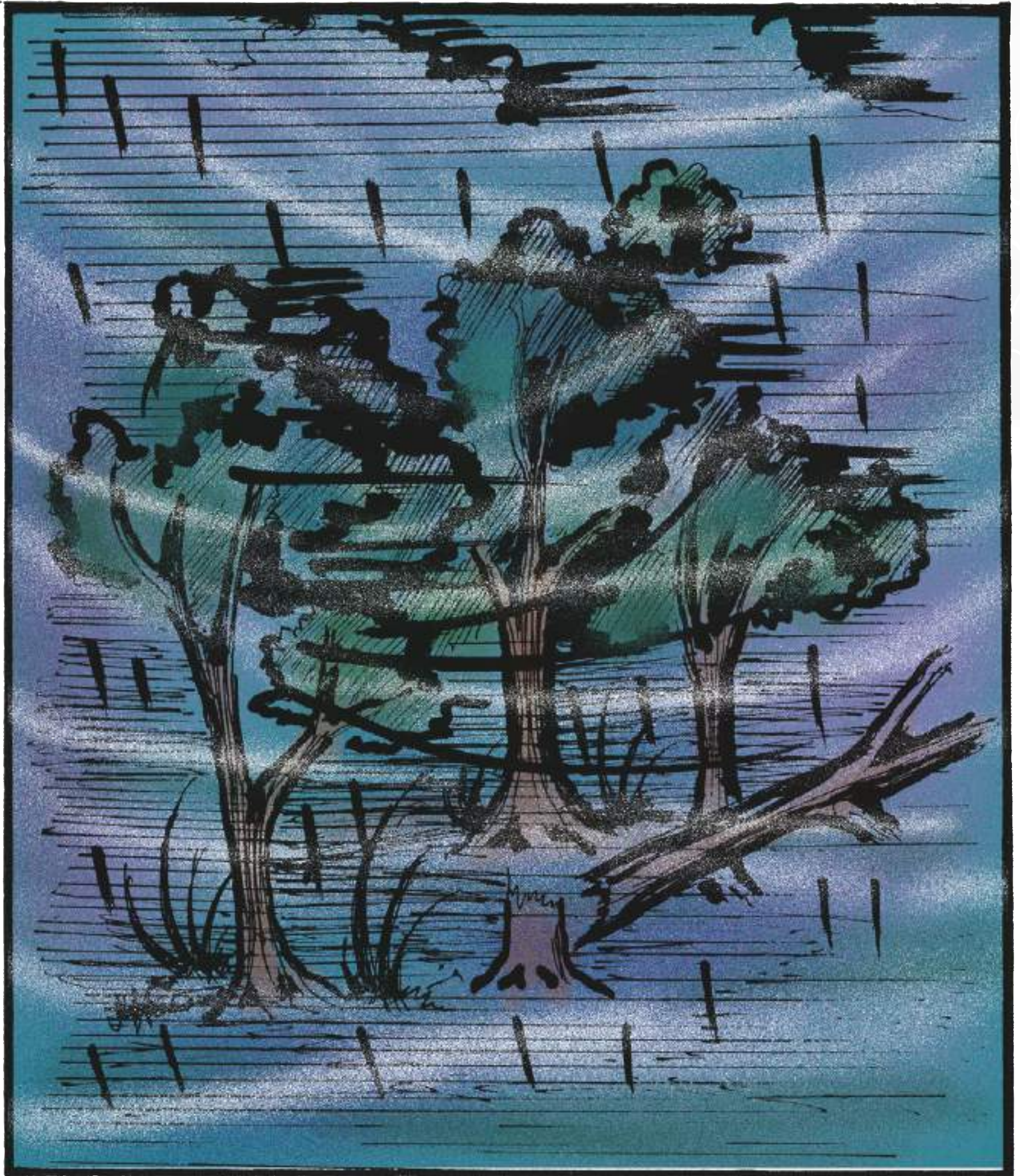


# It howled over the village.



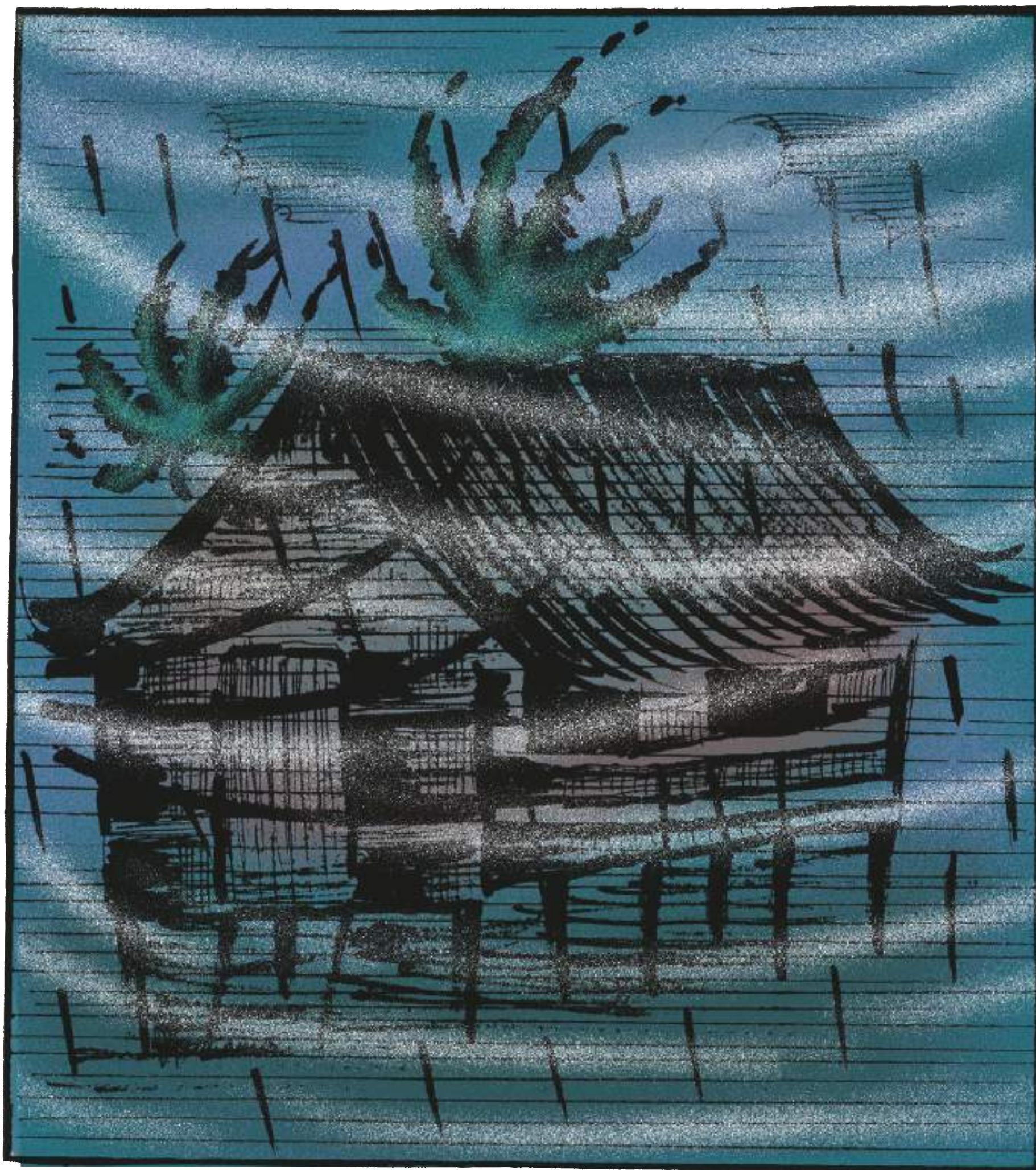


# It howled through the trees.



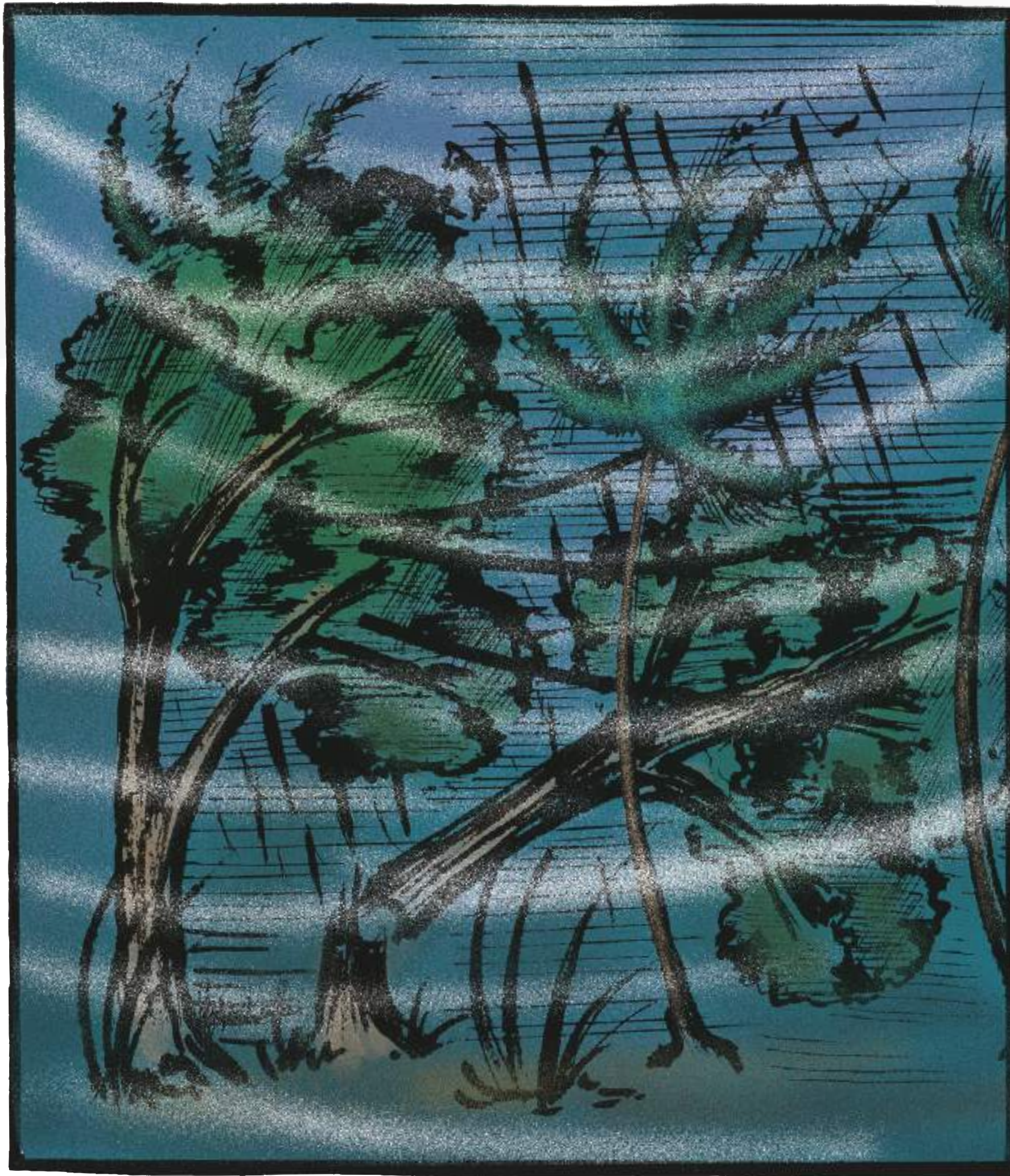


# It howled against the house.





# The howling went on and on.



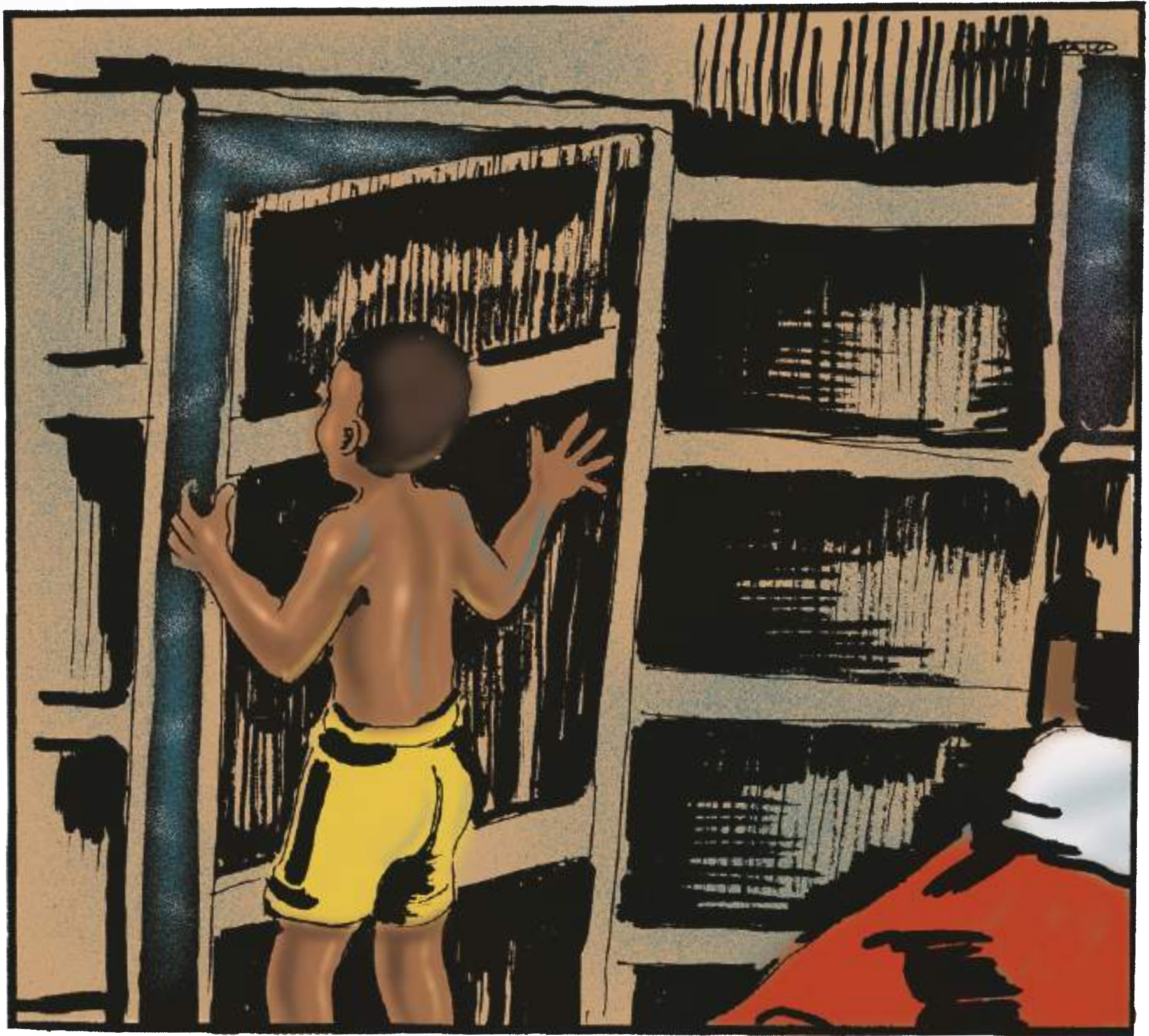




**Suddenly, John  
heard a scratching  
sound at the door.**



**He got out of bed  
and crept to the  
door. He carefully  
opened it a little bit.**



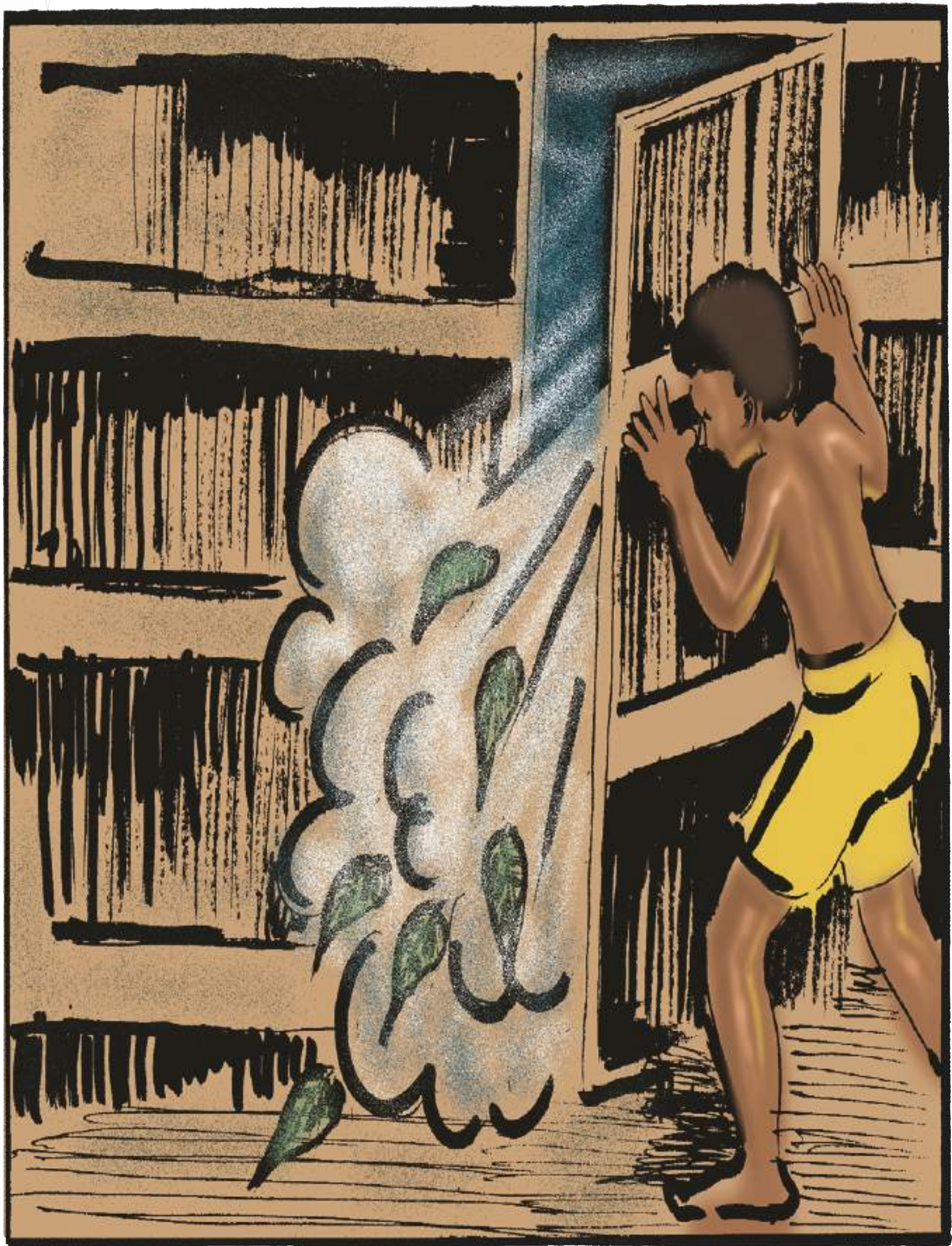




**In rushed the wind.**



# In rushed the leaves.







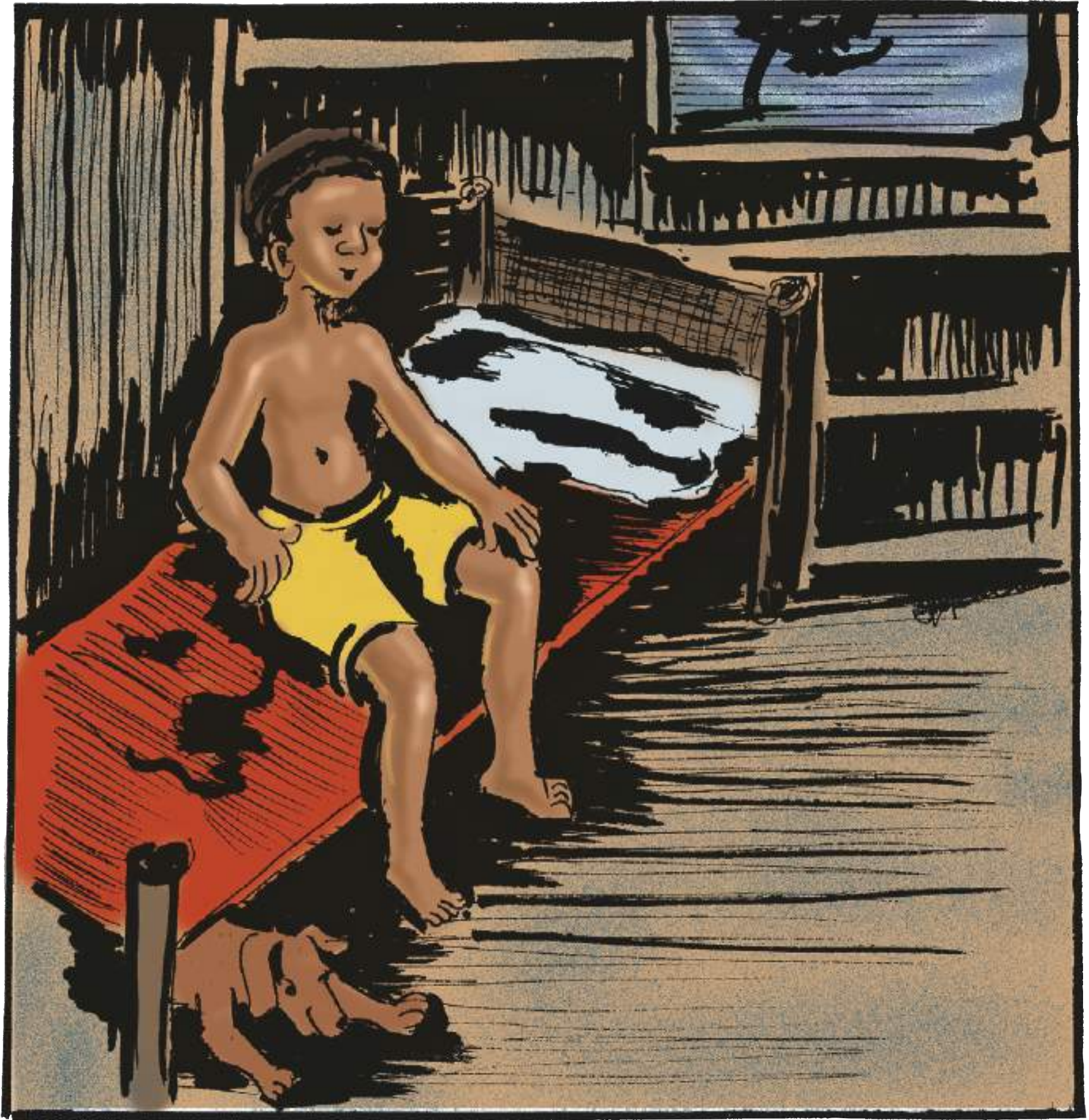
**And in rushed  
Razor the dog.**



**Razor was  
frightened by the  
howling wind."Poor  
Razor," said John.**







**John felt sorry for  
Razor. "You can  
sleep inside tonight."**



Text:	<i>The Storm</i>
Level:	Year 1
Message:	Friendship
Discussion focus:	How we feel in bad weather
Vocabulary focus:	Nouns for places and objects; words for weather sounds
Letters and sounds:	Medial /
Print focus:	Speaking marks
Writing opportunity:	New story: wild weather

## ACTIVITIES

	LANG.	SYLLABUS
<p><b>Day 1</b></p> <p><u>Set the context: Talking with learners</u></p> <p>Tell the learners <i>This story is called The Storm, but it is actually about friendship. In this story the boy, John, helps out a friend during a big storm. We start by hearing about the storm and how frightening it is.</i> Ask the learners to think about storms and what makes them frightening. What does the wind do? What does the rain do?</p> <p>Take a walk through the pictures in the book. Look at how the pictures show the storm and ask the learners to suggest what noises the wind might be making. Notice what is being felt by the wind (<i>island, village, trees, house</i>). Learners need to listen to find out where the wind travels at each of these places.</p> <p>At p. 9, notice that John sits up and explain that this where he hears a sound. At p. 11 makes sure learners understand the picture, that the wind is coming through the doorway. Stop at p. 12 and tell the class: <i>Wait and listen to the story to see who comes through the door next!</i></p>	V/P	1.3.3.1 1.4.4.1
<p><u>Read the story: Listening and watching</u></p> <p>Now read the story in clear English. Read the word <i>howled</i> with expression, to show that this word tells us about a sound. Read the pages before Razor comes inside (pp. 9-12) in a scared voice, to build suspense and to show that John is scared by the scratching sound.</p>	E	1.6.1.1
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book. Look at each picture and ask the learners to explain what happened on each page. On p. 9, ask the learners to explain what the scratching noise was (John's dog scratching his paw on the door). Ask the learners to explain why John's dog was scratching at the door.</p>	V/P + E	1.4.1.3 1.4.1.2 1.6.1.2
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners to think about John and Razor. Ask the learners to explain what John did to help Razor during the storm. Ask the learners to think about their younger brothers or sisters (or their pets if they have them). Ask: <i>Do they feel scared during storms or heavy rain?</i> Let the learners tell you how they look after their younger siblings and pets during a storm. Talk about other ways in which they help younger children or pets when they feel scared.</p>	V/P + E	1.1.2.5 1.3.1.2

<p><b>Day 2</b></p> <p><u>Shared reading: Revisiting the story</u></p> <p>Review the story by turning the pages of the book and looking at the pictures. On each page ask the learners to tell you what happened. On pp. 4, 5, 6 &amp; 7, review the nouns (<i>island, village, trees, house</i>). Now read the story. On pp. 4-9, pause before the last word in each sentence (<i>It howled through the...</i>) and let the learners read this word. Encourage them to look at the picture to help them read this word.</p>	E	1.4.1.2 1.6.2.5 1.6.1.1
<p><u>Focus on vocabulary: places and objects</u></p> <p><i>Preparation:</i> Write these words on word cards: <i>island, village, house</i>.</p> <p>Show each word card to the learners and teach them how to read each word. Turn the pages of the book and ask the learners to find each word in the story.</p> <p>Say <i>These words are nouns. Nouns are words that tell us the names of people, places and things.</i> These are words for places. Stick up the word <i>house</i> on the board. Ask the learners to think about things you find in a house (eg. <i>bed, table, cupboard</i>). Explain that these words are also nouns. Write the learners ideas around the word card to make a spider diagram like this, adding more ideas from the learners:</p> <div style="text-align: center;"> </div> <p>Make a new diagram for <i>village</i> and <i>island</i>: stick up the word then ask the learners to think of things we find in a village (eg. <i>gardens, church</i>) and on an island (eg. <i>trees, canoes</i>).</p> <p>In groups: Give each group a piece of paper with a word in the centre (<i>house, village, school, ocean, garden</i>). Let the learners draw pictures of things we find in these places. Encourage the learners to label their pictures with the words.</p>	E + V/P	1.6.2.5 1.6.1.3 1.7.1.3



ACTIVITIES	LANG.	SYLLABUS
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Today ask the learners to join in for the whole sentence on pp. 4, 5, 6, &amp; 7.</p>	E	1.6.1.1
<p>Focus on print: Speaking Marks</p> <p>Remind the learners about speaking marks that they have seen in other books. Turn the pages of this book and ask the learners to find parts of the story that are spoken (<i>Poor Razor/You can stay inside tonight</i>). Now read pp. 14 - 15 to the learners and ask them to tell you who is speaking (John). Choose a learner to come up and point to the speaking marks.</p> <p>Explain to the learners that John is being very kind to the dog. In the story he says <i>You can</i> to show that he is letting the dog do something. Ask the learners to think about nice things they let their friends do (eg. <i>play with them, borrow their toys, share some of their food</i>). Let the learners give ideas. If they say their idea in V/P show them how you can say it in English by starting with the words <i>You can</i>_____ (eg <i>You can play with me, You can have some of my food</i>). Do this orally, maybe have the learners act out the actions and say the words.</p> <p>Using the acted out words, write each learners idea in English on the board, then ask the learners to show you where you need to write in speaking marks. Add in <i>said (name)</i> at the end of each sentence like this:</p> <p>“You can have some of my food,” said Jenny.</p> <p>“You can play soccer with me, “said Cedric.</p> <p>Learners could draw pictures of people being kind and what they are saying.</p>	E + V/P	1.2.1.5 1.6.2.4 1.6.2.6 1.7.2.5

<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask learners <i>Who would like to try to read a page in the book?</i> Choose some volunteers. The teacher reads the first page, a learner reads the next. The teacher continues to read one page and a different learner reads every second page until finished.</p>	E	1.6.1.1
<p>Focus on Letters and Sounds: medial /</p> <p>Preparation: have some Nguzu Nguzu books the learners have already read in the classroom.</p> <p>Turn to p. 2 and point to the word <i>howled</i>. Ask the learners to find the letter / in this word. Make sure the learners know the name of this letter. Say to the learners <i>Listen as I say the word howled. You will hear the ll sound in the middle of the word</i>. Now look through the book and find more words with the ll sound inside the word (<i>terrible, island, village, carefully, little, leaves</i>).</p> <p>Hand out some Nguzu Nguzu books the learners have already read and ask them to find some more words that have the letter / in the middle of the word. As the learners find words, make a list on the board. Once finished, read through the words together. Let the learners choose three words from the list, write them in their books and illustrate them.</p>	E + V/P	1.7.2.9 1.4.2.4 1.1.1.2
<p>Focus on vocabulary: words for weather sounds</p> <p>Look at the word <i>howled</i>. Explain that this is a word we usually use for people or animals, but hear we are using it for the wind. <i>What other words can we use for wind?</i> Ask the learners to make the sound of wind: they might start off quietly and then get louder and louder until it is howling! Do this a couple of times as a class. Now think about how to write that: <i>whistling, whooshing, pounding, booming</i>. Try the same thing for rain: start off quietly and then get heavier and louder. <i>How can we say this? Pitter patter, falling, pouring, tumbling, crashing</i>. Think of some other types of weather (lightning, thunder) and ways of describing it.</p> <p>Learners could draw a picture of the wind or the rain and write the words to describe the sound.</p>	E+ V/P	1.6.2.6 1.6.1.3 1.9.1.2 1.6.1.4

<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Put the learners into pairs. Give each pair a copy of the book and let the learners read to each other today. Encourage the learners to point to each word as they read.</p>	E	1.4.3.1
<p><u>Shared Writing</u></p> <p>Tell the learners <i>We are going to write a story about everyone in our class, keeping dry and safe during a storm. Our story will be a bit like The Storm but we are going to write about the rain in our story, instead of the wind</i>. Link this back Day’s 4 activities. <i>Think of the ways to talk about the rain in this story</i>.</p> <p>Start by asking the learners to think of a good place to stay in the school during a storm.</p> <p>Now think about where the rain will pour. Encourage the learners to think of more places and objects they have in the school and revise the prepositions <i>over, through</i> and <i>against</i>.</p> <p>Now write the story one sentence at a time, pausing to let the learners suggest words and ideas. Let the learners help you to spell some easy words as well. Here is an example of a story you can write. You must change the bolded words.</p> <p style="text-align: center;"><i>The Storm</i></p> <p>Year 1 sat in <b>their classroom</b>. Outside the rained poured. It poured <b>over the field</b>. It poured <b>through the windows</b>. It pours <b>against the library</b>. Year 1 heard a <b>knocking</b> sound at the door. They carefully opened the door. In rushed <b>Mary the teacher</b>. “Poor <b>Mary</b>,” they said. “You can <b>stay and read books with us</b>”.</p> <p>Learners can illustrate this for a class story and put into the classroom library.</p>	E+ V/P	1.9.1.4 1.9.1.2 1.8.1.1 1.8.1.5 1.9.2.3 1.9.2.2

Other activities:

Find poems about the wind or rain to read with the learners.



















