

Focus Question:

How does Stormingo change during the story?

Book Summary

Text Type: Fiction/Fantasy

Stormingo doesn't look like any of the other birds in the marsh. Everyone wonders why, including Stormingo. What will Stormingo do when her mother answers her questions? Students will learn about friendship in this sweet story filled with detailed illustrations. The book can also be used to teach students how to determine an author's purpose for writing and the proper use of quotation marks.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Determine author's purpose
- ☐ Describe information provided by illustrations
- ☐ Discriminate initial consonant *fr*-blends
- ☐ Identify initial consonant *fr*-blends
- ☐ Recognize and use quotation marks
- ☐ Identify and use the high-frequency word *said*

Materials

- ☐ Book: *Stormingo!* (copy for each student)
- ☐ Author's purpose, initial consonant *fr*-blends, quotation marks worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *know, said, why*
- **Words to Know**
Story critical: *alone* (adj.), *flamingo* (n.), *friend* (n.), *hippopotamus* (n.), *stork* (n.), *strange* (adj.)

Guiding the Reading

Before Reading

Build Background

- Post photographs of a flamingo and a stork on the board. Ask students to work with a partner to identify the similarities and differences between the two birds. List their ideas on a Venn diagram on the board.
- Discuss with students what might happen if the two birds combined to make one bird. Have students draw on a separate piece of paper a picture of an imaginary bird that includes some of the characteristics of a flamingo and some of a stork. Invite volunteers to share their picture with the rest of the class.

Introduce the Book

- Give students their copy of *Stormingo!* Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Visualize**

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers make visual images using information from the text and what they already know about the subject. Point out that the pictures in a book can also provide information to add to visualizations. Have students close their eyes as you read page 4 aloud. Ask students to draw a representation of what they visualized. Invite volunteers to share their visualization with the rest of the class and discuss how their pictures compare to the picture in the book.

Introduce the Comprehension Skill:

Author's purpose

- Explain to students that authors have a purpose, or reason, for what they write. An author might want to persuade, to inform, or to entertain readers. Explain to students that to *inform* means

Guiding the Reading (cont.)

to provide information, to *entertain* means to amuse, and to *persuade* means to convince another to act or feel a certain way.

- Write the words *inform*, *entertain*, and *persuade* on the board. Explain that authors provide readers with details in the story and in the pictures to help them determine the author's purpose. Have students work in groups to predict the author's purpose on the basis of the title and cover pictures. Have volunteers share their prediction about the author's purpose and give reasons to support their choice.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about Stormingo. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How does Stormingo look different from the other birds?* (level 2) pages 4–6
- *Why does Stormingo look different?* (level 1) page 7
- *What does Stormingo do when she grows older?* (level 1) page 9
- *What does Stormingo learn about friendship after talking to her mother?* (level 2) multiple pages
- *Why do Stormingo and the hippopotamus become best friends?* (level 3) pages 11 and 12

Text Features: Illustrations

Explain that pictures are important when reading because they provide readers with additional information about characters. Have students work with a partner to review the picture on page 4. Ask students: *What additional information did you learn*

about Stormingo from this picture? Why are pictures an important part of the story? Have students review other pictures in the story and discuss the information they learned about Stormingo with a partner. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Model for students how you create visual images as you read, and direct them to stop at several points during reading to draw a picture of what they visualize. Invite volunteers to share their pictures with the rest of the class. Discuss with students how their pictures compare with the pictures in the story.
- Have students work in groups to periodically review the details they have read and discuss their effect on the reader. Have groups discuss their opinion on the author's purpose for writing each time they gather.

- Model evaluating details to determine the author's purpose.

Think-aloud: *The story is telling me many details about Stormingo and her interaction with the other birds in the swamp. I am learning the details of her life and how she feels. All of these details amuse and interest me, so I believe the author's purpose is to entertain. Still, I will read to the end of the story, examining each detail, to see if he has a different main purpose or more than one.*

- Model how to complete the **author's purpose worksheet**. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the author's purpose for the book.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Author's purpose

Review the author's purpose worksheet that students completed. Have students share their work with a partner. Invite volunteers to share with the rest of the class the details they chose, and have students point to the correct purpose on the board. Circle the word *entertain*. Discuss with students the reasons for choosing this purpose.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include how Stormingo felt at the beginning and end of the story. Samples: *In the beginning, Stormingo felt sad because she was different. By the end, Stormingo accepted her differences and the differences of those around her.*)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant fr-blends

- Say the word *friend* aloud to students, emphasizing the initial /fr/ sound. Have students say the word aloud and then say the /fr/ sound. Have students practice saying the /fr/ sound to a partner.
- Say the words *fog* and *frog* aloud. Have students discuss with a partner the difference between the two words. Point out the second word has a different sound at the beginning.
- Have students work in groups to think of words that begin with the /fr/ sound. Have students share some of the words generated with the whole group. Have students give the thumbs-up signal if the words begin with the /fr/ sound.
- **Check for understanding:** Say the following words one at a time, and have students snap their fingers when they hear a word that begins with the fr-blend: *free, tree, fly, fry, front, stork, and freeze.*

Phonics: Initial consonant fr-blends

- Write the word *friend* on the board and read it aloud with students.
- Have students say the /fr/ sound aloud. Then, run your finger under the letters in the word *friend* as students say the whole word aloud. Ask students to identify which letters represent the /fr/ sound in the word *friend*.
- Say the word *frog* aloud, emphasizing the initial sound, and have students write the word on a separate sheet of paper. Have students compare their word with a partner's.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *from, frog, free, and fry.* Invite volunteers to come to the board and add the initial consonant blend.
- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant-fr-blends worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: *"Why do I look different?" Stormingo asked.* Ask students what words are being spoken. Explain that quotation marks are the punctuation marks around dialogue in the book. Discuss the difference between what is being said aloud by the character (*Why do I look different?*) and what is not (*Stormingo asked*).
- Have students turn to page 8 in the book. Have them circle all the quotation marks on the page. Read the page aloud as students follow along. Ask them to give the thumbs-up signal while dialogue is being read aloud and give the thumbs-down signal when a character is not speaking.
- Discuss the different words used to indicate dialogue. Point out that words that indicate dialogue come directly before or after the quotation marks to show which character is speaking. Ask students to find the words used in the text that indicate dialogue. Write them on the board as students find them (*said, asked*).
- **Check for understanding:** Have students work with a partner to locate dialogue in the text. Instruct them to circle the quotation marks in each example and underline the dialogue words.
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their answers.

Word Work: High-frequency word said

- Write the word *said* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and that they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter on the top of their desk with their finger.
- Write the following sentence on the board: *"I'm pink," said the hippopotamus.* Read it aloud with students and discuss with them the meaning of the word *said*. Ask students to name other words that could take the place of the word *said* in the sentence.
- Have students practice spelling *said* in shaving cream spread on their desk.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *said*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *said* correctly.

Connections

- See the back of the book for cross-curricular extension ideas.