

### Focus Question:

*What is a Nor'easter?*

### Book Summary

Text Type: Fiction/Realistic

The wind howls and the snow blusters as Kevin waits anxiously for his parents to arrive at his grandmother's house on Thanksgiving Day. Despite the inviting smells coming from the kitchen, Kevin is unsettled by a story his grandmother tells him about a violent Nor'easter that occurred when she was a young girl. *The Nor'easter* is an exciting story that will keep readers interested and engaged. The book can also be used to teach students how to make inferences and draw conclusions and to identify and use compound words.



### Lesson Essentials

#### Instructional Focus

- ☐ Summarize to understand text
- ☐ Make inferences and draw conclusions
- ☐ Describe information provided by illustrations
- ☐ Recognize and use past-tense verbs
- ☐ Identify and use compound words

#### Materials

- ☐ Book: *The Nor'easter* (copy for each student)
- ☐ Make inferences / draw conclusions, past-tense verbs, compound words 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](http://VocabularyA-Z.com). (\*) words appear in the lesson but not the book.

##### • Words to Know

**Story critical:** *air pressure* (n.), *blizzard* (n.), *enormous* (adj.), *Nor'easter* (n.), *sleet* (v.), *visible* (adj.)

**Enrichment:** *assumed* (v.), *instructed* (v.)

- **Academic vocabulary:** *another* (adj.), *except* (conj.), *inference* (n.), *through* (prep.), *visible* (adj.), *without* (prep.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Write the word *storm* on the board and read it aloud to students. Invite students to share what they know about storms and use this information to create an idea web on the board. Point out that there are different kinds of storms, such as snowstorms, thunderstorms, and windstorms. Ask students what most storms have in common.
- Provide students with a blank piece of paper and have them illustrate a time when they experienced a strong storm. Then, have students write a paragraph describing the experience, including where they were during the storm, how they felt during the storm, and how they felt when it was over. Have students work in small groups to share their stories and illustrations. If time allows, invite volunteers to share their stories with the class.

##### Introduce the Book

- Give students their copy of *The Nor'easter*. Guide them to the front and back covers and read the title. Have students discuss what they see on the cover. 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: Summarize

Explain to students that engaged readers *summarize*, or create a brief overview, as they read. Explain to students that when readers summarize what they read it helps them identify the sequence of events in a story. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read aloud a summary from the back of a familiar book. Ask students what information is included in the summary and what information is omitted. Remind students that a summary includes only the most important details.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

#### Make inferences / draw conclusions

- Explain to students that authors may give information to readers without explicitly writing it in the story. Discuss how they provide readers with clues and readers use those clues and what they already know to make inferences or draw conclusions about what is happening in the story.
- Read page 3 aloud to students and have them locate the following sentence on the page: *"Some weather for Thanksgiving, eh Kevin?" Grandma said, her voice seeming to break the ice in the freezing living room.* Have students locate the phrase *break the ice* and explain that this phrase often means that there is tension or discomfort between two people. Point out that, on the basis of this information given by the author, the reader can conclude that Kevin does not have a very comfortable relationship with his grandmother. Although the author does not tell us this directly, we can draw this conclusion on the basis of the information in the text.

#### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 10. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

#### Set the Purpose

- Have students read to find out more about the Thanksgiving Nor'easter. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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.

- *Why is Kevin alone with his grandma?* (level 1) page 4

- *Why does Grandma start to tell Kevin the story about the Nor'easter when she was young?* (level 1) page 5
- *What happened during the Nor'easter when Grandma was young?* (level 2) multiple pages
- *How does Grandma feel about the Thanksgiving Nor'easter? Why does she feel this way?* (level 1) page 9
- *How do you know that Kevin is scared while Grandma is telling her story?* (level 2) pages 6 and 8
- *Why does Kevin laugh at himself at the end of the story?* (level 2) page 9
- *How is the Thanksgiving Nor'easter the same as the Nor'easter of Grandma's childhood? How is it different?* (level 3) multiple pages

#### Text Features: Illustrations

Explain that illustrations, or pictures drawn by an illustrator, provide readers with detailed images of the characters and setting of the story. Point out that they also help explain the plot to readers. Have students work with a partner to review the illustration on page 7. Ask students: *How does this illustration show how Kevin feels while Grandma is telling her story? What other information is shown in this illustration that is not written in the story?* Have students review other illustrations in the book and discuss in groups how they help to create strong images and aid the reader in understanding the story.

#### Skill Review

- Remind students that a summary of a story describes the most important events and characters. Have students work in groups to describe the characters in the story and identify the most important events. Direct them back to the chart on the board and review that a summary often includes *who*, *what*, *when*, *where*, and *why*. Invite students to share details with the rest of the class and record this information on the board.
- Have students work in groups to create a summary of what they have read, referring to the information on the board. Call on groups to share their summary with the rest of the class.
- Model making inferences and drawing conclusions. **Think-aloud:** *In the story, the author writes that Kevin groans because he must stay with his grandma and does not want to listen to another one of her stories. On the basis of this information, I can tell that Kevin is not happy to be left with his grandma and that they do not have a relationship that he enjoys. The author does not specifically write about their relationship, but rather gives clues for readers to make inferences and draw their own conclusions.*

### Guiding the Reading (cont.)

- Model how to complete the **make-inferences / draw-conclusions worksheet**. Have students identify details from the story and prior knowledge they have about those details. Then, have students make inferences on the basis of that information. Have students discuss the inferences with a partner.

### 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:

#### Make inferences / Draw conclusions

Review the make-inferences / draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to discuss their inferences as a class and share why and how they made those inferences.

### Comprehension Extension

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

### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary, but sample responses may include the following: *A Nor'easter is a very strong storm that often causes flooding and blizzards.*)

### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

## Book Extension Activities

### Build Skills

#### Grammar and Mechanics: Past-tense verbs

- Have students turn to page 4 of the text and invite a volunteer to read the page aloud. Ask students whether the text takes place in the past, present, or future. Have students discuss in small groups how they know when the story is taking place. Have students underline all of the past-tense verbs on the page. Remind them that adding the suffix *-ed* to a verb makes it past-tense.
- **Check for understanding:** Write the following present-tense verbs on the board: *chatter, call, groan*. Have students work with a partner to create past- and present-tense sentences using the verbs. Invite students to share their sentences with the class.

- **Independent practice:** Introduce, explain, and have students complete the **past-tense-verbs worksheet**. If time allows, discuss their answers.

### Word Work: Compound words

- Write the word *entryway* on the board and read it aloud with students. Ask students which two words were joined together to make the word *entryway*. Ask a volunteer to explain how these two words together help define the word *entryway*. Explain that a word created from two words joined together is called a *compound word*.
- Read page 9 aloud as students follow along. Have students identify each compound word. Then, invite them to turn to a partner to identify the two words that make up each compound word.
- **Check for understanding:** Have students work independently to reread pages 4 and 5 and circle the compound words. Review students' findings as a class. Invite volunteers to identify the two words that make up each compound word.
- **Independent practice:** Introduce, explain, and have students complete the **compound words worksheet**. If time allows, discuss their answers.

### Connections

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