

Focus Question:

What are tornadoes, and why are they dangerous?

Book Summary

Text Type: Nonfiction/Informational

Have you ever experienced a tornado? What would you do if you were in a tornado? *Tornadoes* provides students a comprehensive look at this amazing force. The book can also be used to teach students how to determine cause-and-effect relationships and the inflectional ending *-ing*.

The book and lesson are also available for levels M and P.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Determine cause-and-effect relationships
- ☐ Describe information provided by graphics
- ☐ Discriminate initial consonant *th*-blend
- ☐ Identify initial consonant *th*-blend
- ☐ Identify Inflectional ending *-ing*
- ☐ Identify and use prepositions

Materials

- ☐ Book: *Tornadoes* (copy for each student)
- ☐ Cause and effect, inflectional ending *-ing*, prepositions 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:** *always*, *if*, *under*
- **Words to Know**
Story critical: *EF Scale* (n.), *funnel* (n.), *moist* (adj.), *strike* (v.), *supercells* (n.), *tornadoes* (n.)
- **Academic vocabulary:** *cause* (v.), *important* (adj.), *measure* (v.)

Guiding the Reading

Before Reading

Build Background

- Place on the board the photograph from page 4 in the book. Ask students to work with a partner to identify all the possible causes of the harm in the picture.
- Discuss with students that a tornado was the cause of the harm shown in the picture. Have students draw on a separate piece of paper a picture of a tornado. Invite volunteers to share their picture with the rest of the class.

Introduce the Book

- Give students their copy of *Tornadoes*. 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that effective readers make connections between what they already know and new information they read, which is called *connecting to prior knowledge*. Remind them that thinking about what they already know about the topic of a book will help them better understand what they read. Read the title of this book and ask students to look at the front and back covers. Invite volunteers to share what they already know about the topic of this book, on the basis of the title and cover pictures.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Cause and effect

- Discuss cause-and-effect relationships. Explain that a *cause* is an action or event that makes something happen, and the *effect* is what happens because of, or as a result of, the action or event.
- Explain to students that there can be more than one effect from a cause. Copy the first two boxes of the [cause-and-effect worksheet](#) on the board, and write *Fell off a Bike* in the Cause box and *Broken Arm* in the top Effect box. Ask students what else can happen when you fall off a bike. Record responses.
- Explain to students that they will be looking for cause-and-effect relationships as they read the book.

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 16. 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 tornadoes. 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.

- *What is the range in size of tornadoes?* (level 1) page 4
- *How would you compare supercells and tornadoes? How would you contrast them?* (level 2) pages 5 and 6
- *What conclusion can you draw about measuring tornadoes?* (level 3) page 8
- *How many tornadoes strike Tornado Alley each year?* (level 1) page 10

- *What would happen if the NWS didn’t warn people about tornadoes?* (level 3) page 11
- *How is staying inside related to tornado safety?* (level 3) page 12

Text Features: Graphics

Explain that graphics, including charts, graphs, and cutaways, are used to help the reader understand the information in the book. Have students work with a partner to review the chart on page 8. Ask students: *How does the chart support the main idea of this section? How is the information organized on the chart? How do wind gusts affect the EF Rating?* Have students review other graphics in the book and discuss in groups which cause-and-effect relationships they support. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Model for students how you make connections to prior knowledge. Invite volunteers to share their prior knowledge with the class.
- Have students work in groups to periodically review the cause-and-effect relationships in the book. Have groups discuss these relationships and how they affect outcomes in the book.
- Model evaluating details to understand cause-and-effect relationships in the book.
Think-aloud: The book is providing me with information about the cause-and-effect relationships of tornadoes. I read on pages 5 and 6 that supercells create tornadoes. This causes air to spin that may touch the ground. This is one of many cause-and-effect relationships I read about in the book.
- Model how to complete the cause-and-effect worksheet. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the cause-and-effect relationships in 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: Cause and effect

Review the cause-and-effect worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the relationships they chose. Point out that sometimes one effect leads to another and so on. Ask students why it is important to understand cause-and-effect relationships when considering tornadoes.

Guiding the Reading (cont.)

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. Reasons should include characteristics that describe tornadoes and why they are dangerous. Sample: *Tornadoes are caused by supercells, which occur when warm, moist air meets cold, dry air. This causes the air to spin, and it can eventually reach the ground. Tornadoes are hard to predict and can produce powerful winds that can stretch hundreds of miles.*)

Comprehension Checks

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

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant **th**-blend

- Say the word *their* aloud to students, emphasizing the initial /th/ sound. Have students say the word aloud and then say the /th/ sound. Have students practice saying the /th/ sound to a partner.
- Have students work in groups to brainstorm a list of words that begin with the /th/ sound. Invite groups to share these words with the class, and have students give the thumbs-up signal if the word does begin with the /th/ sound.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that begins with the **th**-blend: *that, thin, tin, thirsty, tricky, tan, then, and trap.*

Phonics: Initial consonant **th**-blend

- Write the word *thunder* on the board and read it aloud with students.
- Have students say the /th/ sound aloud. Then, run your finger under the letters in the word *thunder* as students say the whole word aloud. Ask students to identify which letters represent the /th/ sound in the word *thunder*.
- Say the words *this* and *that* aloud, emphasizing the initial sounds, and have students write the words on a separate sheet of paper. Have students compare their words with a partner's. Reinforce with students the different sounds of the **th**-blend.

- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *thrill, thank, thud, and three*. Invite volunteers to come to the board and add the initial consonant blend.

Grammar and Mechanics:

Inflectional ending **-ing**

- Write the following sentence on the board: *If they put out a tornado warning, a tornado has been spotted.*
- Circle the word *warning*. Explain to students that **-ing** is an example of an inflectional ending and that an inflectional ending is added to the end of a base word. Point out to students that the base word of *warning* is *warn*. Invite a volunteer to underline the base word of *warning*.
- Create two columns on the board. Label the columns *Base Word* and **-ing**. Model adding the inflectional ending **-ing** to the following words: *tower, strike, dance, stay, find*. Point out to students that with words that end with a silent e, such as *strike* and *dance*, they must first drop the silent e and then add the inflectional ending **-ing**.
- **Check for understanding:** Have students turn to page 14 and locate the word *building*. Have students write the base word of *building* in the margin of the space.
- **Independent practice:** Introduce, explain, and have students complete the **inflectional ending -ing worksheet**. If time allows, discuss their answers.

Word Work: Prepositions

- Review or explain that position words, called *prepositions*, are used to tell something's position. For example, explain that the sentence on page 13 tells that you should go under a desk or table in a tornado. Ask students which word explains where you should go (*under*). Explain that *under* is a preposition.
- Have students turn to page 7. Ask them where air keeps spinning (*inside the thundercloud*). Discuss that the phrase *inside the thundercloud* describes where air keeps spinning. Have students name the preposition (*inside*).
- **Check for understanding:** Write the prepositions *after, before, down, and up* on the board. Have students take turns using the words in sentences to describe where things are.
- **Independent practice:** Introduce, explain, and have students complete the **prepositions worksheet**. If time allows, discuss their answers.

Connections

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