



Before Reading

Motivation / Purpose

The purpose of this text is to retell a sequence of events about chasing and photographing twisters. It links with the *Science* theme *Earth and Beyond*.

Text Type *Date .../.../....*

- Draw students' attention to the:
 - cover and title
 - photographs
 - contents page
 - maps.

Ask "What type of book is this?" (Factual Recount). How can you tell this text is a diary? How are the events sequenced? What type of verbs would you expect to find in this text?

Visual Literacy *Date .../.../....*

Use the map on page 5 to determine which country provides the setting for this text. Why do you think the bordered photos are set out the way they are on the text? Where are they being kept? Make sure students can distinguish between photos taken by the people in the text, and illustrations provided by the publisher. What is the role of each type of image?

Background Knowledge *Date .../.../....*

Ask students to explain what a tornado or twister is. Discuss places in the world where these storms occur. Why would people want to chase a twister? What do they do when they get near to them?

Phonological Awareness *Date .../.../....*

Make sure students know the following phonological patterns:

- 'o' for long o: Oklahoma (p.4), video (p.10), mc:itel (p.14), d'£n't (p.15)
- 'oe' for long o: tornads (p.4)
- 'o_e' for long o: drc:>v!: (p.6), phc:>ns (p.12)
- 'ow' for long o: shed (p.7), kn (p.8), window (p.14)
- 'oa' for long o: rd (p.16)

Spell out one of the above sounds (e.g. 'ow' as in 'showed'). Ask students to write three words which

Vocabulary
 brewing, conditions, destination, emergency, equipment, laptop, meteorology, monitoring, navigation, radar, route, swirled, tornadoes, twisters, websites

contain that sound made by the same combination of letters (e.g. 'know', 'throw and 'row'). Say one of the above sound groups. Ask students to list possible letter combinations for making that sound. The students may prefer to write words to give examples.

High Frequency Words *Date .../.../....*

ago, caught, chasing, drive, enough, first, motel, next, phone, weather, work
 Write each word on a card. Ask students to divide the words into groups and justify these groupings. Collect the cards and make your own groups with the cards. Ask the students to decide how you have chosen to group the words (e.g. number of syllables; those that can be 'sounded out' and those that can't; those that are root words and those which have suffixes added).

During Reading

Vocabulary in Context *Date .../.../....*

Discuss with students the meaning of 'Doppler radar', 'meteorology websites' and 'GPS navigation'. Explain that the words 'Doppler', 'meteorology' and 'GPS' are adjectives to more explicitly describe the nouns. (GPS is an acronym for Global Positioning System.) Note that this recount is written in the first person, as some of the pronouns used are 'I', 'us', 'we' and 'our'. Examine different ways verbs are made into past tense: drove, saved, had, sat, found, heard.

Checking for Meaning

- literal:** *Date .../.../....*
 Which piece of equipment shows the direction the weather pattern is moving? (Doppler radar)
 What equipment is used instead of maps? (GPS navigation)
 Where did these people stay at night? (They stayed at a motel.)

Inferential: *Date .../.../....*

How many days did it take to reach Oklahoma?
 What kind of emergency might require them to use the mobile phone?
 Do you think many twister chasers get to photograph each twister? Why or why not?
 Make sure students understand the difference between literal and inferential information.

Response: *Date .../.../....*

How would you feel about being this close to a twister?
 Do you think everyone would enjoy being a twister chaser?

Grammatical Patterns *Date .../.../....*

- Make sure students understand the following components of a factual recount:
- Orientation providing information about 'who', 'where' and 'when': *Today I arrived ... as we coll them.* (p.4)
 - A record of events recorded in chronological order: (pp.5-23)
 - A reorientation that 'rounds off' the sequence of events: *As we pocked up to leave ... so we headed there.* (p.23)
 - Personal comments or evaluative remarks: *We had a great two weeks chasing twisters!* (p.23)
 - Use of nouns and corresponding pronouns: *GPS navigation - it* (p.8), *websites - they* (p.12)
 - Use of action verbs to refer to events: *chase* (p.4), *drove* (p.6), *changed* (p.7)
 - Use of past tense: *It took us two days to drive to Oklahoma.* (p.5)
 - Use of conjunctions and time connectives to sequence events: *Next* (p.8)
 - Use of adverbs and adverbial phrases: *in time* (p.7), *to our destination* (p.8), *from around the country* (p.12), *at a motel* (p.14), *straightaway* (p.20)
 - Use of adjectives to describe nouns: *two* (p.4), *electronic* (p.8), *new* (p.10), *long* (p.16)

Fluency / Punctuation Patterns

- Date .../.../....*
 These punctuation patterns occur in the text:
- A dash is used to add information to the end of a sentence: *The conditions were just right for a twister - there was a long wall of cloud to the west and the air was warm.* (p.16)
 - Capital letters are used in an acronym: *GPS* (Global Positioning System) (p.8)
 An exclamation mark is used to show feeling in the personal comment: *We had a great two weeks chasing twisters!* (p.23)

Critical Literacy *Date .../.../....*

What does the author want us to know about the world and the people in it?
 What other text type could have been used to present this information?
 Who would be most likely to read this text?

Linking Visual and Written *Date .../.../....*

Discuss the captions that accompany some of the photos. Why are they important in this text?
 Match the names and illustrations for the piece of technological equipment shown and discussed in the text.
 Discuss the image produced by the radar on pages 6-7. Does the text explain how to read this image? Why?

After Reading

Make a list of other types of storms. On a map of the world, locate areas where these storms usually occur. Include typhoons, tsunamis, floods, hurricanes, blizzards.

Activities
 Students will:

- make decisions about what the author said and what the author meant
- select the correct word to complete sentences
- write words from the text to match meanings
- change sentences from present tense to past tense.

Comprehension (meaning)	Vocabulary (structure)	Phonics (visual)	Writing (structure)
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