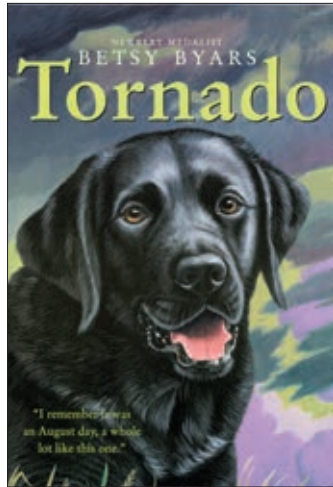


LESSON 1



Introduce *Tornado* and discuss genre

Use copies of *Tornado* by Betsy Byars.



Introduce *Tornado* by Betsy Byars. Have children look at the cover. With children, read aloud the title and the author's name. Point out the illustrator's name on the title page. Tell children that this book is fiction. Ask them to recall what this term means. (*It is a made-up story.*) Explain that this story is about a big storm and a dog named Tornado.

Preview the cover and have children make predictions. Have children examine the illustration on the cover and describe what they see. (*There is a black dog. It looks like he is outside on the grass. The sky is full of dark clouds. The picture of the dog looks very realistic.*) Have children predict what kind of adventure the dog has in this story. (*Answers may vary. Children will likely mention something related to a storm.*)

Preview the title page, table of contents, and illustrations and have children make predictions. Remind children that looking at illustrations before they read can help them predict who a story will be about and what might happen. Have children flip through the pages of the first chapter and look at the illustration on page 4. Ask them to make new predictions about the story or revise the predictions they already made. (*Answers will vary.*) Have children turn to the table of contents and read the title of the Chapter 1, "The Storm." Ask children to make predictions based on the illustration and the title of the chapter. (*Answers will vary. Children will likely mention a family who experiences a big storm.*)

Discuss the genre, realistic fiction. Remind children that fictional books like this include made-up characters and events. Point out that *Tornado* while a work of fiction, it is about things that could happen in real life, includes characters who could exist in real life, and happen in places one might find in real life. Tell children that this type of fiction is called realistic fiction. Explain that in *Tornado*, the characters are the dog and the people in the illustration on page 4. There are also other characters that will be introduced later in the story.



Use *Tornado* pages 1–5

Vocabulary: *twister, funnel cloud, storm cellar, hesitate*

Set a purpose for reading. Have children turn to page 1 in their books. Point out the chapter title, "The Storm." Have them read the title and tell what they expect to find out about in this chapter. (*a storm*) Explain that they will now read the chapter to find out how the family in the story handles the storm.

Introduce new vocabulary words. Write the vocabulary words on the board and read them aloud. Discuss each word's definition and connection to this story. For each word, supply a context sentence and call on a child to use it in a sentence.

twister (page 1): a tornado; a spinning column of wind and dirt that touches the ground in a thunderstorm. *The twister spun over the land, blowing down trees and sucking up dirt.*

funnel cloud (page 1): a spinning column of air at the bottom of a cloud. *We spotted a funnel cloud in the sky and knew a tornado was coming.*

storm cellar (page 1): underground room where people can go to stay safe in a storm. *We hurried into the storm cellar as the storm got close.*

hesitate (hesitated, page 2): to pause or stop briefly when unsure about something. *She hesitated before spelling the difficult word aloud.*

Guide children as they read aloud and discuss pages 1–5. Listen to each child read while other children in the group follow along. Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions, too.

Page 1

Describe setting

Where does the family live? on a farm **What does the sky look like?** It is dark, and there is a long, black funnel cloud. **Where does the family go and why?** They go into the storm cellar to be safe.

Page 2

Understand characters

Who are the characters in the story? a man named Pete, the narrator, his brothers, his grandmother, his mother, his father

Understand vocabulary

The mother *hesitates*, or pauses briefly, because she is unsure about something. What is she unsure about? She is worried about her husband. **Think of a time when you *hesitated*. What caused you to hesitate?** Answers will vary.

Understand characters

Why is the mother worried about her husband? He is still out in the cornfield, which is under the funnel cloud.

Draw conclusions

Why will Link probably go into a ditch? A ditch is low to the ground, and he'll be safer from the tornado in a ditch than in the open cornfield.

Page 3

Describe setting

What is the storm cellar like? dim and cool; smells of potatoes and pickles

Draw conclusions

What other purpose does the storm cellar serve for this family? Answers may vary but children will likely mention it serves as a place to store food. **Why does the family sit on a pickle barrel, an orange crate, and the dirt floor?** The storm cellar is used as storage and as a safe shelter in a storm. It does not have furniture or other things that would be in a house.

Recall details

What can the family hear going on outside? the storm; hail hitting against the doors **Hail is chunks of ice that fall like rain. What does the hail sound like?** gravel

Connect text to self

Have you ever had to take shelter from a storm? What happened? Answers will vary.

Page 4

Use pictures

How big is the storm cellar? Answers may vary. Children will likely say that it is big enough for people to stand in, but it is crowded with the family and Pete inside.

What are the children, mother, and grandmother doing in the picture? Listening to Pete talk.

Page 5

Draw conclusions

How do the children know that Pete's dog was named Tornado? Answers will vary but children may mention that Pete probably told stories about him before. Children may mention that the tornado outside might have reminded Pete of his dog, who has the same name, Tornado.

Understand characters

Which sentence sounds like Pete is starting to tell a story about when he was a boy? "I remember it was an August day, a whole lot like this one."

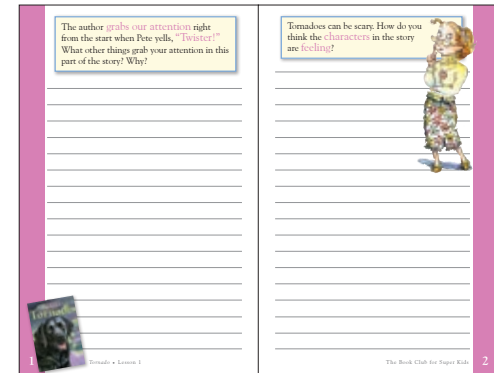
Draw conclusions

Why do you think Pete starts telling a story?

Answers will vary. Children may say that he wants the family to get interested in the story to take their minds off of the tornado outside and their dad, who is also out there.

Recognize text structure

Pete is a character in the story. He is also going to tell a story. When there is a story in another story, we say there is an outer story and an inner story. The outer story is the main story. What is happening in the outer story of Chapter 1? There is a storm coming, and a family goes into the storm cellar to be safe. The dad is still in the cornfield. What is happening in the inner story of Chapter 1? Pete is about to tell the family about his dog, Tornado.



Introduce the Book Talk Journal questions. Read the journal questions with children. Tell them to write about what grabs their attention in this part of the story and how they think the characters are feeling. Remind them to support their answers with evidence from the text.

LESSON 2



Use *Tornado* pages 6–12

Review the book’s genre, characters, and setting. Remind children that this book is a work of realistic fiction. Review what this term means. Ask children where the story events take place. (*on a farm, in a storm cellar*) Ask them what has happened so far in the story. (*A tornado is coming, so the family and Pete go into the storm cellar. The dad is still out on the cornfield. Pete starts to tell the family a story about his dog, Tornado.*) Have children identify the main characters in the story. (*the family, Pete, and Tornado the dog*)

Preview pages 6–7 and have children make predictions. Have children turn to pages 6 and 7 in their books. Read the chapter title, “In the Doghouse.” Ask children what they think the chapter is about based on the title and what they already know about Pete. (*the*

dog; how Pete got the dog) Explain that in this chapter, Pete tells the story of Tornado to the family while they are all in the storm cellar. Ask children to predict how they think Pete got Tornado. (*Answers will vary.*) Tell children they will read to find out if their predictions are correct.

Guide children as they read aloud and discuss pages 6–12. Listen to each child read while other children in the group follow along. Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions, too.

Pages 6–7

Monitor comprehension

Think aloud: “When I first started reading the chapter, I wasn’t quite sure if it was about the same day in the first chapter or about a day Pete remembered. Sometimes when I’m not sure about something, I keep reading and look for clues that help explain what’s happening. The chapter says, ‘There was no warning like we had today.’ This helps me understand that this is a different tornado than the one in the first chapter. As I keep

reading, I realize the person speaking must be Pete, and he’s talking about a tornado that hit when he was a boy.”

Recognize descriptive language

What does Pete’s mom mean when she says, “I smell a storm”? She may feel the storm coming, or she may smell rain in the air. **How does Pete describe the sound of the tornado?** He says there was a roar worse than a train. Then he heard a ripping sound, like the world was being ripped apart.

Retell key details

What happened to the roof of Pete’s family’s kitchen? The tornado tore it off. **How does Pete’s family feel after the roof is ripped off?** They are surprised that they’re alive. **Why do you think Pete’s family feels this way?** It’s surprising that the tornado would take off the kitchen roof but not harm anyone inside.

Page 8

Draw conclusions

How did a doghouse, a piece of bicycle, and the hood of a car get into Pete’s yard? The tornado must have picked them up and then dropped them into Pete’s yard.

Understand characters

What does Pete's dad say about the roof? It was time for a new roof anyway. What does this tell you about Pete's dad? Answers may vary. Children will likely say that Pete's dad sees the good in things rather than the bad.

Page 9

Determine important ideas

What does Pete hear when he walked around the yard? a rattling sound Where did the sound come from? the doghouse that fell in the yard What was making the rattling? A big dog inside the doghouse was shaking so hard that it rattled the house.

Make inferences

Why do you think the dog was shaking so hard? He was probably scared from being picked up by the tornado and then dropped in an unfamiliar place.

Page 11

Make inferences

Why does Pete's mom tell him not to put his hand in the doghouse? Answers will vary. Children may mention that the dog might bite Pete because he is scared, or they do not know if the dog is friendly.

Make predictions

How does Pete feel about the dog? He wants to keep him. What problem might come up later in the story? Answers will vary. Children may mention that Pete might have to give the dog back to its owner.

Page 12

Make inferences

How do Pete and his dad know that the dog is friendly? The dog shakes hands with Pete's dad.

Practice Page 11
Tornado, Lesson 2

Name _____

What Happened?

The sentences at the bottom of the page tell about things that happened in the first two chapters of *Tornado*. Cut the sentences apart and glue them in the boxes to show what happened first, second, and third in each chapter. Then draw a picture for each chapter.

Chapter 1: The Storm	Chapter 2: In the Doghouse
1. Pete saw a twister and called the family to come into the storm cellar.	1. A twister ripped the roof off the kitchen and left a doghouse in the yard.
2. The family listened to the storm outside without talking.	2. Pete found a dog shaking inside the doghouse.
3. Pete said that the tornado reminded him of a dog he had one time.	3. The dog came out of the doghouse after Pete's mother called "Supper!"

Draw it!

<p>A twister ripped the roof off the kitchen and left a doghouse in the yard.</p> <p>Pete saw a twister and called the family to come into the storm cellar.</p> <p>The dog came out of the doghouse after Pete's mother called "Supper!"</p>	<p>The family listened to the storm outside without talking.</p> <p>Pete found a dog shaking inside the doghouse.</p> <p>Pete said that the tornado reminded him of a dog he had one time.</p>
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Practice Page 11

Introduce Practice Page 11. Tell children to cut apart the sentences and glue them in the proper sequence. Then have the them draw a picture for each chapter.

LESSON 3



Use *Tornado* pages 13–20

Vocabulary: *encouragement, command*

Briefly review what has happened so far.

Have children discuss the characters, setting, and events up to this point in the story. Remind them that Pete is telling a story while the family is in the storm cellar. Have children explain what they know about Tornado. (*Tornado is a dog that Pete found in his yard after a tornado. The tornado had picked up a doghouse with the dog inside and dropped it in Pete's yard.*) Ask them to tell the last thing that happened in the story. (*Pete's dad agreed that they could keep Tornado until they found his owner. Everyone, including Tornado, went inside for supper.*)

Preview pages 13–20 and have children make predictions. Have children turn to page 13 in their books. Read the chapter title,

“A Card Trick.” Explain that this chapter is still part of the story that Pete tells the family while they are in the storm cellar. Direct children's attention to the picture on page 18. Ask them what they think the chapter is about based on the title and picture. (*a card trick the dog knows how to do*) Tell children they will read to find out if their predictions are correct.

Introduce new vocabulary words. Write the vocabulary words on the board and read them aloud. Discuss each word's definition and connection to this story. For each word, supply a context sentence and call on a child to use it in a sentence.

encouragement (page 13): nice things that are said or done to try to get someone to do something. *He needed encouragement to come out of the doghouse.*

command (commanded, page 19): to ask for something in a way that shows you are the boss. *I always command my dog to sit while I fill her food dish.*

Guide children as they read aloud and discuss pages 13–20. Listen to each child read while other children in the group follow along.

Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions, too.

Page 13

Cite text evidence

At the beginning of this chapter, is Pete talking as his grown-up self, or as himself as a child? as his grown-up self How do you know? Pete talks over the sound of the wind, and the narrator encourages him to continue telling the story.

Page 14

Understand vocabulary

What *encouragement* does the narrator give to Pete so he'll tell the story? He says it is his favorite story in the world.

Understand text features

Which sentence is the beginning of the story that Pete tells? “Back in those days, my little brother, Sammy, and I played cards in the evening.”

Understand characters

What did Tornado usually want when he poked Pete in the leg? attention, food, water

Page 15

Understand characters

What does Pete mean when he says, “If I didn’t know better, I’d think Tornado wants to play cards!” He thinks Tornado wants to play cards, but he thinks it is strange because dogs don’t normally play cards. How does Tornado act when Pete asks him if he wants to play cards? His ears move forward as if he were interested in playing.

Page 16

Draw conclusions

What does “Now his ears were almost over his eyes.” mean? Tornado is very interested in the cards. Dogs prick their ears up when they are interested and alert.

Retell key details

What trick does Tornado do? He takes a card from the deck. Which card is it? the three of hearts

Page 17

Use context clues

Pete’s dad says, “Half a card trick is better than none.” Why does he say this? Tornado takes the card from the deck, but he does not put it back.

Page 19

Understand vocabulary

How does Pete’s dad get Tornado to drop the card? He commands him in a loud voice. He says, “Drop it!”

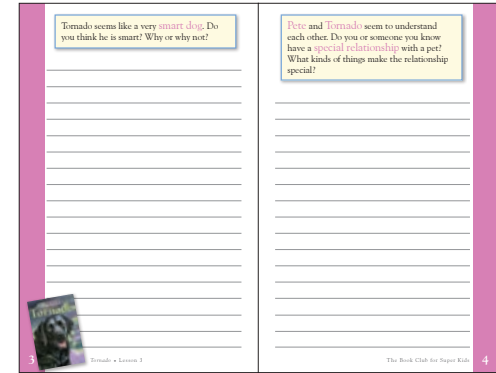
Page 20

Cite text evidence

What does Pete’s dad think about Tornado’s card trick? He is impressed. How do you know? He says, “The news can wait. Let’s try that trick again.”

Give and support opinions

Do you think Tornado could really do a card trick? Answers will vary. Some children may say that he could because he took the card that Pete wanted him to take. Other children may say that he cannot and he just happened to take the same card as before.



Introduce the Book Talk Journal questions.

Read the journal questions with children. Tell them to write about whether they think Tornado is smart and if they have a special relationship with a pet.

LESSON 4



Use *Tornado* pages 21–27

Vocabulary: **innocent**

Briefly review the text and main events of Chapters 1 through 3. Review the characters and setting if necessary. Ask children to summarize the two stories: the main story and the story within the story. (*There is a big storm coming, and a family has to go into the storm cellar. Pete is with the family and tells them a story of a dog, Tornado, whom he met when he was a boy. Tornado was picked up by a tornado and landed in Pete's yard. Tornado seemed to be able to do a card trick.*) Have children explain how Tornado only did half of a card trick. (*He could pick the card from the deck, but he did not put it back.*)

Preview pages 21–27 and have children make predictions. Have children turn to page 21 in their books and read the chapter title, “Carey’s Turtle.” Have them flip through the pages to look at the illustration. Ask children to predict what they will read about in

this chapter based on the title and illustration. (*Answers will vary. Children may mention that they will read about a turtle and why Tornado gets in trouble.*)

Introduce new vocabulary words. Write the vocabulary word on the board and read it aloud. Discuss its definition and connection to this story. Supply a context sentence for the word and call on a child to use it in a sentence.

innocent (page 24): not guilty; having done nothing wrong. *My sister is sure I took her candy bar, but I'm innocent of this crime.*

Guide children as they read aloud and discuss pages 21–27. Listen to each child read while other children in the group follow along. Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions, too.

Page 21

Cite text evidence

Which story does this chapter begin with, the main story or Pete’s story within the story? the main story **How do you know this?** Pete talks about how the story about Tornado reminds him of another story. Also, Pete is talking with the narrator of the main story at the beginning of this chapter.

Page 22

Understand characters

Who is Emma Lou? Pete’s sister **Why does Emma Lou get upset?** She is taking care of a friend’s turtle, but the turtle is no longer in its bowl.

Page 23–24

Draw conclusions

What does Pete’s mom think happened to the turtle? She thinks the boys are playing a joke and took it. **Where is the turtle?** in Tornado’s mouth **Why do you think Tornado has the turtle in his mouth?** Answers will vary. Children may mention that he was drinking the water in the turtle’s bowl and accidentally picked up the turtle. Children may say that Tornado grabbed the turtle and wanted to eat it, but did not.

Make inferences

How does Emma Lou try to get Tornado to drop the turtle? She talks to Tornado and tells him to give her the turtle. **Why do you think Tornado does not drop the turtle when Emma Lou asks him for it?** Answers will vary. Children may say that Tornado doesn’t understand the words or Emma Lou doesn’t say the words like a command.

Page 26

Draw conclusions

How does Pete get Tornado to drop the turtle? He commands him to drop it using his father's voice. Why do you think Tornado dropped it when Pete told him to and not when Emma Lou told him to? Answers will vary. Children may mention that Tornado is used to Pete's dad's command.

Cite text evidence

How do you think Tornado feels about dropping the turtle? happy How do you know? Pete says, "Sitting there for an hour with a turtle in his mouth and not knowing what to do with it must have been the worst thing that could happen to a dog." How does Tornado show he is happy? He starts running around the yard.



Teach Vocabulary: Word relationships

Use Tornado and the board.

Teach synonyms. Remind children that *synonyms* are words that are related because they have similar meanings. Direct children's attention to the first word in the story, "Twister!" Ask them what other word in the story has a similar meaning to *twister*. Write the words and the synonyms on the board. Reinforce that the synonyms have a similar meaning to the word *twister*.

Invite children to share synonyms of words from the text. Have children look through Chapter 4 and point out words they know that have a synonym. Ask them to share the word and a synonym with the class. Write them on the board. (Possible responses are shown.)

Word	Synonym
twister	tornado, funnel cloud
pause	hesitate
innocent	not guilty
box	crate

Name _____

Practice Page 12
Tornado, Lesson 4

Twisting, Twirling, Turning Synonyms

The tornadoes below are twisting and twirling across the page looking for words that mean the same. Draw lines to connect the tornadoes that have words with the same meaning.

Answer these questions.

Would you go downstairs or upstairs to get to a cellar? Why?
You would go downstairs because a cellar is underground.

Would you hesitate before opening a present or before crossing a street? Why?
Most will say "crossing a street" because they'd stop to check for cars.

Practice Page 12

Introduce Practice Page 12. Tell children to match the words to their synonyms, then answer the questions at the bottom of the page.

LESSON 5



Use *Tornado* pages 28–34

Briefly review the main events of Chapter 4. Ask children to summarize the events in Chapter 4. (*Pete's sister, Emma Lou, is taking care of someone else's turtle, but it has disappeared from the bowl. Tornado has the turtle in his mouth. Emma Lou tries to get Tornado to drop the turtle, but he does not. Tornado drops the turtle when Pete uses his dad's voice to command him to drop it. Tornado then starts running around the yard.*) Have children tell how Tornado may feel with the turtle in his mouth, and how he feels when he finally drops it. (*Children may mention that Tornado feels confused about the turtle in his mouth and relieved and happy when he drops it.*)

Preview the text and have children make predictions. Have children turn to page 31 and examine the picture. Ask them to describe the picture and what they think Tornado is doing. (*Tornado meets a cat.*) Ask children to predict what will happen. (*Answers will vary.*)

Guide children as they read aloud and discuss pages 28–34. Listen to each child read

while other children in the group follow along. Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions, too.

Page 28

Understand text features

Where does the chapter start? in the storm cellar **Which sentence lets you know that Pete is telling another story?** “My sister, Emma Lou, had a cat.”

Page 29

Retell key details

Why did they name the cat Five-Thirty? It came to the house every day at five-thirty looking for something to eat.

Page 30

Understand characters

What do we learn about Tornado on this page? Answers may vary. Children are likely to say that Tornado does things on purpose and takes pride in his work.

Page 32

Connect events: Cause and effect

What does Tornado do when he sees Five-Thirty in the hole? He growls. **What made the cat finally leave?** It was five-thirty, and she went to get something to eat, like she did every day.

Page 33

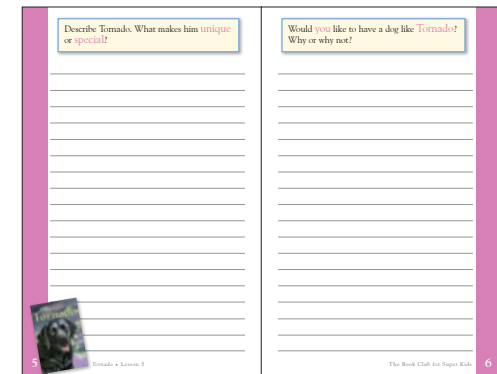
Draw conclusions

Why does Tornado get in the hole and start digging? He was trying to get rid of traces of the cat. **Why does Pete put Tornado in the shed?** to stop him from digging the hole

Page 34

Draw conclusions

Why do you think Tornado struggled while Pete was trying to put him in the shed and barked a lot while Pete was filling in the hole? He didn't want to leave the hole. **Why do you think Tornado never digs another hole again?** He was so upset about losing that hole to the cat that he did not want to make another one.



Introduce the Book Talk Journal questions. Read the journal questions with children. Tell them to describe Tornado and write about whether or not they would like a dog like Tornado.

LESSON 6



Use *Tornado* pages 35–41

Vocabulary: *tailgate, fond, rightfully*

Briefly review what happened in Chapter 5, “Five-Thirty.” Ask children what story Pete told about Tornado in the last chapter. (*He told about Emma Lou’s cat, Five-Thirty. He told a story about a hole Tornado dug to lie down in. The cat got in the hole and didn’t want to get out. Tornado waited until the cat left the hole at five-thirty. He didn’t like that the cat had been there and dug the hole deeper and deeper until Pete stopped him. Pete filled in the hole. Tornado never dug another hole again.*)

Preview pages 35–41 and have children make predictions. Have children turn page 35 in their books. Ask them what the chapter title is. (“Buddy”) Then have them look at the illustration on page 38 and describe what is happening. (*A little girl is in a truck and*

is hugging Tornado. Pete and his dad are standing outside a hardware store watching.) Ask children who they think Buddy is and who the girl in the illustration is. (*Answers will vary.*) Ask children why they think the girl is hugging Tornado in a truck. (*Answers will vary.*)

Introduce new vocabulary words. Write the vocabulary words on the board and read them aloud. Discuss each word’s definition and connection to this story. For each word, supply a context sentence and call on a child to use it in a sentence.

tailgate (page 36): a door on a truck that can be folded down so that things can be put in the back of the truck. *He pulled down the tailgate and put the boxes in the back of the truck.*

fond (page 39): to like something or someone a lot. *I am fond of my neighbor who bakes cookies for me.*

rightfully (page 40): belonging to someone by law. *The watch was rightfully mine because I bought it.*

Guide children as they read aloud and discuss pages 35–41. Listen to each child read while other children in the group follow along. Help them sound out decodable words. Use the comprehension questions to prompt discussion

of the text and its vocabulary. Encourage children to ask questions, too.

Page 35

Draw conclusions

Why do you think the mother doesn’t want to look outside? She is afraid to see the damage from the storm because her husband was outside and might be hurt. **Why does she fold her hands over her heart when Pete tells her there was no real damage?** She is relieved because it means her husband is probably okay.

Page 36

Connect events: Cause and effect

What causes Pete to say that they should “sit tight” in the storm cellar? He doesn’t like the look of the sky. He thinks the storm might not be over so they should stay in the cellar to be safe.

Recognize text structure

Think aloud: “In the first part of the chapter, the narrator describes what is happening with the characters in the storm cellar. Then the narrator asks Pete to tell a story. Pete starts to tell his story and becomes the narrator. This is just like in real life when people take turns telling stories.”

Make predictions

Pete says this story is about the saddest day of his life. What do you think happens to **Tornado in this story?** Answers may vary but children will likely say that Pete loses Tornado.

Page 37

Draw conclusions

Who do you think she is and why does the girl call the dog **Buddy**? Answers may vary. Children will likely say that the girl was the dog's owner before the tornado. She calls him Buddy because that was her name for the dog.

Understand characters

What does Pete's reaction tell you about how he feels? He is very upset.

Pages 39 and 40

Understand vocabulary

Pete remembers that his dad told him not to get too *fond* of the dog. Why do you think his dad said this? The dog didn't belong to Pete yet, and Pete would be very sad if the owners were found.

Connect events

How do the man and Pete's dad know that **Buddy and Tornado are the same dog?** Buddy was blown away in the tornado. Pete's family found buddy around that time.

Connect events: Cause and effect

What causes Pete's dad to tell the man to take the dog? Pete's dad knows that Tornado is rightfully theirs. He belongs to them.

Page 41

Cite text evidence

How does Pete feel at the end of the chapter? sad What details tell you that he is sad? His dad uses the name *Petey* that he used when Pete was little as a way to comfort him. His eyes were full of tears.

Practice Page 13
Tornado, Lesson 6

Name _____

Buddy

Read the questions about Chapter 6, "Buddy," and write a sentence to answer each question. Look back at pages 35–41 to help you remember. Possible responses shown.

1. What damage did the tornado do around the farm?
There were broken limbs, leaves, and hail lying on the ground.
There was not any major damage.
2. Why does Tornado go to town with Pete and his dad?
He hopped in the back of the truck when Pete's dad lowered the tailgate.
3. Why does a girl get in the truck and hug Tornado?
She sees Tornado and realizes he is her dog, Buddy, who was lost in the storm.
4. Why doesn't Pete's dad think it is necessary to call the police?
Pete's dad knows that Tornado belongs to the little girl and her father.
5. How does Pete think Tornado feels when he gets into the truck with the other family?
Pete thinks Tornado is sad. He says that Tornado doesn't look happy.
6. What do you think will happen next in the story?
Answers will vary.

Practice Page 13

Introduce Practice Page 13. Tell children to look back through pages 35–41 to answer questions about Chapter 6 and make predictions about what will happen next in the story.

LESSON 7



Use *Tornado* pages 42–49

Vocabulary: *urge, miserable, mope*

Briefly review what is happening in the story. Ask what is happening with the family and Pete in the storm cellar. (*They are staying in the storm cellar after the tornado to be safe. Pete tells them another story about Tornado.*) Ask what has happened with Tornado in the last story Pete told. (*The previous owners of Tornado saw him in town and recognized him as their lost dog, Buddy. They took the dog home with them. Pete is very sad.*)

Preview pages 42–49 and have children make predictions. Have children turn to page 42 in their books. Read the chapter title aloud and ask them what they think happens in the chapter. (*The storm ends.*) Then have children look at the illustration on page 46. Ask what is happening in the picture. (*Pete is in the barn working in the hay. He is looking at*

a dog in the doorway.) Ask children to predict what will happen in this part of the story. (*Children will likely predict that Tornado comes back or that Pete gets another dog.*)

Introduce new vocabulary words. Write the vocabulary words on the board and read them aloud. Discuss each word's definition and connection to this story. For each word, supply a context sentence and call on a child to use it in a sentence.

urge (urged, page 42): to strongly encourage someone to do something. *I urge you to wash your hands often so you don't get sick.*

miserable (page 42): very unhappy or uncomfortable. *He had a bad cold and felt miserable.*

mope (moping, page 43): to move around or act in a way that shows you are sad. *She moped around the house when her grandma left.*

Guide children as they read aloud and discuss pages 42–49. Listen to each child read while other children in the group follow along. Help them sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions, too.

Page 42

Draw conclusions

Why did Pete have to stop telling his story and take a deep breath? He was sad and needed a break before continuing the story about Tornado.

Pages 43 and 44

Understand characters

How does Pete's mom feel about his moping? She is tired of it. **Why does she think he should stop moping?** Pete knew he might lose Tornado because the dog wasn't his to begin with. Moping will make Pete sick, and she says Pete can get another dog. **Why doesn't Pete want another dog?** He loves Tornado and thinks another dog would not be the same.

Make predictions

What do you think the thumping that Pete hears is? Answers will vary but children will likely say the thumping is Tornado or that it may be the sound of Pete's heart.

Page 45

Make inferences

Why do you think Tornado comes back? Answers may vary but children will likely say that Tornado misses Pete.

Draw conclusions

Why doesn't Pete's dad think they can give Tornado back to the other family? The man didn't give them his name. They won't be able to find them.

Page 46

Confirm predictions

Many of you predicted that the dog in the picture was Tornado. Were you right? yes

Page 47

Identify plot: Problem and solution

What solution does Pete's dad have in case the other family finds Pete and his family again? to share Tornado

Recognize descriptive language

What does Pete's dad mean by "half a Tornado is better than none"? If they have to share Tornado with the other family, it's better than not having Tornado at all. Do you agree with Pete's dad? Why or why not? Answers may vary.

Determine important ideas

Did the other family find Tornado again? no
Why not? Pete and his family never took him to town again. They didn't want to risk the other family seeing him.

Page 48

Understand characters

Why does Pete look outside after he finishes his story? to see if it is safe to leave the storm cellar

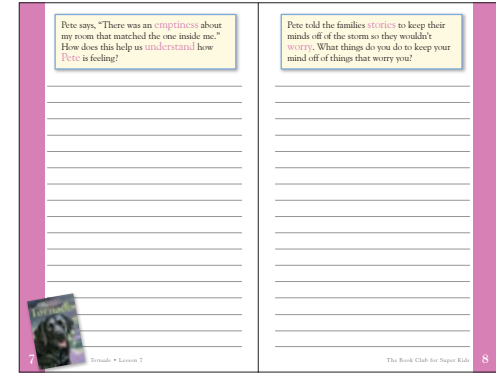
Cite text evidence

Who knocks on the cellar door? the narrator's father
How do the narrator's mom and grandmother feel when they see him? They are relieved and happy he is okay.
How do you know? We know this because they hug him and the mom says she was worried.

Page 49

Understand characters

How do you know the brothers enjoyed Pete's stories about Tornado? The little brother hangs back to ask Pete questions about his stories. The other brother wishes Pete had told his favorite story about Tornado and the rooster.



Introduce the Book Talk Journal questions. Read the journal questions with children. Tell them to write about how Pete is feeling at this point in the story and what they do to keep their minds off of a worry.

LESSON 8



Teach comprehension:
Identify narrator

Use *Tornado* pages 35–41.

Discuss the role of narrators in a story. Explain that stories are told by narrators. Tell children that sometimes narrators are characters in the story. Other times, narrators are not part of the story, but tell the story as though they are watching the events happen. Point out that in this story, there is more than one narrator. Ask children if the narrators are characters in the story or others who are watching the events. (*characters in the story*)

Discuss the role of narrators in *Tornado*. Have children turn to page 35 and briefly review the first paragraph. Ask children who is telling the story. (*one of the children in the storm cellar*) Point out the words “we” and “my mother.” Explain that these words help the reader know that the person telling the story in this part is one of the children. Point out that we know the narrator in this part is not Pete because the narrator refers to Pete by his name. Explain that if Pete were telling the story, he would use the words *I* and *me* to refer to himself when narrating.

Have children turn to page 36 in the story. Point out the shift in narrators. Explain that the sentence “‘Please,’ I said” is narrated by one of the children in the storm cellar, while in the next sentence the narrator shifts to Pete. Point out that the words *my*, *I*, and *we* now refer to Pete’s point of view.

Practice Page 14
Tornado, Lesson 8

Name _____

Describe It

Read the list of things that were described in the story. Then read the descriptions. In the box next to each description, write the number of the thing being described. If you can't remember what a description was about, look for it in your book on the page given.

Things described in the story

1. how Pete felt after Tornado was gone
2. the sound when a tornado hit Pete's house
3. a doghouse with a very scared dog inside
4. Pete when he saw a girl hugging Tornado and calling him Buddy

Descriptions

- 2 "There was a roar—worse than a train—worse than a hundred trains. And then there came a terrible tearing sound, like the world was being ripped apart." (page 7)
- 3 "It was trembling. It was shaking. It was doing everything but having a fit." (page 9)
- 4 "I stopped where I was. The bag of nails fell from my hands. It was as if they nailed me down." (pages 37–39)
- 1 "There was an emptiness about my room that matched the one inside me." (page 43)

On the back of this page, draw a picture to go with one of the descriptions. Ask a partner to look at it and guess which description matches your drawing.

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Practice Page 14

Introduce Practice Page 14. Tell children to read the things described in the story followed by the descriptions. Have them write the number of the thing described in the box next to each description.

LESSON 9



Teach comprehension:
Compare and contrast
characters

Use *Tornado* pages 1–49 and the board.

Briefly review the elements of a story, focusing on characters. Remind children that all stories have a plot, setting, and characters. Elicit from children that the plot is what happens in a story, and the setting is when and where a story takes place. Ask children what characters are. (*the people or animals in a story*) Remind children that characters can come into the story throughout the book. Point out that characters are what bring the story to life and move the plot along.

Discuss understanding characters. Remind children that every character in a story is different, just like people are different in real life. Point out that characters have their own thoughts, feelings, actions, reactions, personalities, and qualities. Explain that identifying these characteristics can help us better understand the characters and the story. They help us to understand why characters act a certain way. Prompt students as needed by asking questions about the characters. For

example, say “At the beginning of the story, Pete warns everyone about the tornado and rushes them all to the storm cellar. What does that tell you about what kind of person adult Pete is?”

Adult Pete

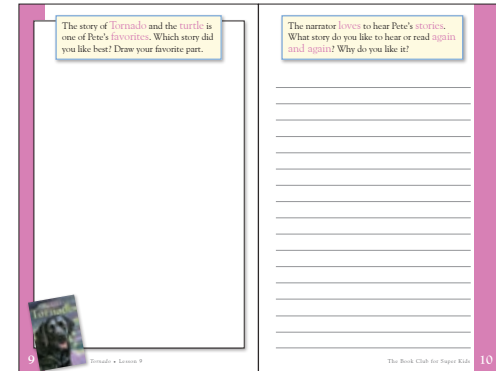
- caring
- responsible
- polite
- good story teller
- cheerful
- wears a straw hat
- helpful
- loves Tornado

Young Pete

- obedient
- has a brother and sister
- lives in Tornado Alley
- caring
- likes to play cards
- responsible
- clever
- wears overalls
- loves Tornado
- helpful

Have children compare and contrast adult Pete and young Pete. Point out that in this story, we get to see the same character, Pete, when he is a boy and when he is an adult. Ask

children to compare and contrast adult Pete and young Pete, providing text evidence to support their responses. Refer to their charted responses to guide the discussion. For example, say “Pete is helpful as a boy and as an adult. What information from the story tells you this?” (*As an adult, he helps the family get into the storm cellar. He also helps keep their minds off of the storm by telling stories. As a child, he brings Tornado food and water when Tornado is scared. He also get the turtle out of Tornado’s mouth.*)



Introduce the Book Talk Journal questions. Read the journal questions with children. Tell them to think about which of Pete’s stories they liked the best and draw their favorite part. Then have them write about a story they like to hear or read again and again and tell why they like it.

LESSON 10



Teach vocabulary:
Context clues

Use *Tornado* pages 1–49 and the board.

Introduce the concept of context clues.

Remind children that when they read, they might come across words that are difficult or unfamiliar. Explain that often, there are clues in surrounding words that can help them figure out the meaning of difficult words or phrases. Tell children that it is important to use these clues and what they know about what is happening in a text, as well as their own experiences to help them understand the meaning of an unfamiliar word.

Model using context clues to figure out meaning. Have children turn to page 3 in their books. Point out the word *hail*. Explain to children that even if they do not know the meaning of *hail*, there are clues in the text to help them figure it out. Ask children what is happening in this chapter. (*The narrator,*

his family, and Pete have gone into the storm cellar because a tornado is coming.) Read the sentence before the word *hail* appears. Remind children that they know the family is waiting for a storm. Point out that they also know that something sounds like gravel thrown against the cellar doors, which the mother identifies as hail. Ask children if they have ever experienced a storm that produced something they think was hail. (*Answers will vary.*) Write the word and the clues on the board.

Word	Clues	Meaning
hail	-in a storm -sounds like gravel -I have seen ice fall from the sky	-hard icy rain

Explain that based on these clues, they can make a good guess that hail is a kind of hard rain. Tell children that hail is similar to drops of ice that fall from the sky. Ask children to substitute the meaning into the sentence to see if it makes sense.

Reinforce to children that it is a good idea to ask themselves questions to help them figure out the meaning of a word. Explain that they can ask themselves if there are any words or phrases near the word that explain it's meaning. They can also ask themselves what they know about what is happening in the story and if they have had any personal experience with a similar situation. Point out that they can use pictures or illustrations that accompany the story to give them additional clues.

Have children use context clues to figure out the meaning of words. Have children use context clues to figure out the meanings of the words *damage* on page 8, *particular* on page 22, *budge* on page 32, and the phrase *carried on something awful* on page 40. Write the words on the board. Ask children to point out clues in the text, illustrations, or from personal experiences that can help them figure out the meanings. Prompt their thinking by asking questions as needed. Write their responses on the board. (*Possible responses shown on the next page.*) Have children decide on the meaning of the words based on the clues. Then have them substitute the meanings they came up with in the sentences to see if they make sense.

Word	Clues	Meaning
damage	-after the tornado -fallen and broken trees -pieces of a bike and car	-broken
particular	-Emma Lou was taking care of the turtle -gave it water and food everyday -wouldn't let anyone near the turtle	-careful and responsible
budge	-the cat was in the dog's hole -the dog wanted the cat to get out -the cat stayed in the hole	-move
carried on something awful	-the girl lost her dog -her grandfather gave her the dog -I would feel very sad and upset	-showed that you felt very sad and upset

Practice Page 15
Tornado, Lesson 10

Name _____

Context Clues

Read the sentences. Use context clues to help you figure out the meaning of the underlined words. Circle any words or phrases that give you a clue to the meaning. Then write the meanings of the word on the line. Possible responses shown.

- Serena's mom wanted Serena to tidy her room. Serena started by arranging her books on the shelf (in order) from largest to smallest. She was happy to see her bookshelf so neat.
to neatly place
- The rain started (coming down very hard). Hugo (didn't want to get his project wet), so he flung open the door and dashed from the car to the porch. He wasn't able to keep his model completely dry, but (it wasn't soaked) either.
to run quickly
- Paola couldn't wait for the car ride to be over. She and her family had been travelling for what seemed to be hours. She kept (tapping her toes) and (asking her mom) when they would get to the fair. "Stop being so impatient," said her mom. "We're almost there."
annoyed or anxious
- Ricardo (didn't just think) that his sister had taken his skateboard. He had proof. Right next to his closet, where he kept his skateboard, was one of her hair (ribbons). There was also a bit of fluff from her teddy bear, Mr. Snoops, on the floor of the closet (where his skateboard usually was).
something that helps explain what happened

Practice Page 15

Introduce Practice Page 15. Tell children to use context clues to figure out the meaning of the underlined words.