

When the Storm Comes

A RIF GUIDE FOR EDUCATORS

Themes: Animals, Family, Storms, Weather

Book Brief: When a storm comes into town, people, animals, and the environment are affected. The story shows what happens before, during, and after for all three.

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TIME TO READ!

BEFORE WE READ LET'S LOOK AT...



The Cover: Read the title of the book and look at the cover. Ask students, “What do you think is going to happen in the story? What makes you think that?” Discuss things they notice on the cover that shows a storm is coming.

Picture Walk: Flip through some pages and have students point out other things they notice that might show that a storm is coming. Ask them what else they think might happen.

Vocabulary: Review these weather words using the Picture Vocabulary Cards: rain, storm, wind, cloud, thunder, lightening, precipitation, sunshine

Purpose for Reading: “In this story, lots of people and animals show what they do before, during, and after a storm. Let’s see how the storm changes the weather and all the different things the people and animals do to stay safe and happy.”

WHILE WE READ

COMPREHENSION QUESTIONS (LEVELS 1-4)

Throughout the story, pause and ask...

- **Level 1:** “Where do you see the weather on this page?” Say or point to the weather.
- **Level 2:** “What do the people do to get ready for the storm? What do they do during? After?”
- **Level 3:** “Have you ever been in a storm like this before? What did you do before/during/after? How did you feel?”
- **Level 4:** “How does the weather change throughout the story? How can you tell it changes? What other changes do you see in the story?”

LET'S THINK ABOUT

Our Purpose: Say, “Weather can create lots of changes and people and animals need to do different things to stay safe and happy.”

Extended Thinking: Ask, “What are some things that you would do to stay safe and happy in a big storm?”

BOOK ACTIVITY:

Create Your Own Rainstorm!

You can create your own rainstorm with the whole class. Start by having students rub their hands together to create a gentle water sound. Then have them create a drizzle by snapping or clapping just their index fingers together. Have them slowly build the rainsound by clapping their hands gently, then harder, then pounding their hands in their laps or on the floor. Tell the story of the rainstorm as it gets harder. What does it smell like? What does it

feel like? What are the animals and people doing? Create thunder with voices or other tools like a drum, a thunderstick, or a big pot. Then, have your students slowly fade the storm away, going back to clapping, then gentle clapping, snapping or tapping, and rubbing their hands together. Calm your voice as you talk about the storm to mirror the calming of the weather. Ask your students what it felt like to create a rainstorm!

*Note: If any students experience storm anxiety, have an additional conversation around ways to stay safe during a storm. Extend this role play to practice ways to handle storms with confidence.