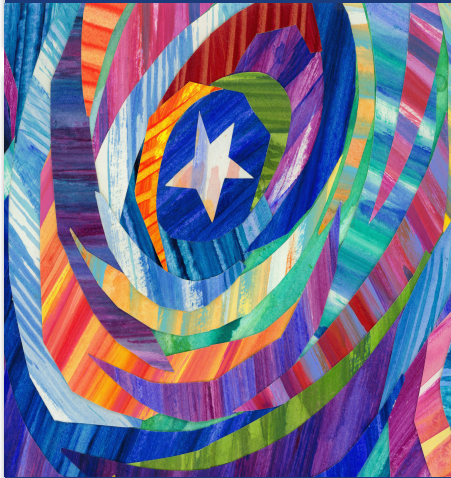


The Early Years Count **Literacy** Connection



When the Storm Comes

Written by Linda Ashman
Illustrated by Taeun Yoo

Preschool edition

Overview of Book

A storm is coming! What do we and our animal friends need to do to stay dry and safe? Read how people and critters (and even fish!) work to prepare for and wait out the storm—and what they do when the storm has passed. Gentle pictures, pleasant rhyming, and practical information all help to make a storm less scary.

Genre: Picture/informational

Vocabulary

Books are a rich source of words new to children. Here are some words from *When the Storm Comes* to introduce in your classroom:

sturdy	protected
cove	hunker
debris	latch

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

Connecting with the HighScope Curriculum

COR Advantage 1.5

Social and Emotional
Development
Item D
(Emotions)

Language, Literacy and
Communication
Item N
(Phonological awareness)

Science & Technology
Item DD
(Natural and physical world),
Item EE
(Tools and technology)

Reading Tips

Linger on each page to give the children time to answer questions and fully appreciate what the story is about. For example, on page one, show the children the weather vane and describe how it spins when the wind blows. Ask, "Are there other clues on this page that tell us a storm is coming?" On the next pages ask, "What are they doing? Why?" Ask the children if they have pets and how they act during storms. Together, clap on your legs faster and faster for the storm, then slower and slower as the storm passes. "Pitter-pat, PITTER-PAT, PAT-PAT-PAT....pat....pat..."

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Pretend to be storms at **Large Group Time**. Have the children take turns to act out with their body and with sound effects to imitate different storms and weather.

Have a supply of working flashlights to give children for the beginning of **Rest Time**. With classroom lights off, have the children pretend they are “hunkered down for the storm.”

Use a rainstick for **Transitions**.

Around the Room

Highlight the book's content and build on the children's excitement in a variety of locations.

Add checkers and chess boards and pieces to the **Toy Area**. See how the children use them.

Place leaves, twigs, old roof tiles, pinecones and other random materials in the **Sand and Water Area**. Call it “storm debris.”

Add other storm related stories to the **Book Area**. Examples include *Thunder Cake* by Patricia Polacco and *May I Come In?* by Marsha Arnold.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one “right” answer.

Here are some questions you might ask for *When the Storm Comes*:

Where do you go during a storm? How do you stay safe?

Are there parts of storms you like? Can you tell us about them?

When the electricity goes out at home, what games do you play or other things do you do?

For more information on how to use books and stories with children to enhance your curriculum, contact
The Family Connection:

website—
www.famconn.org

Facebook—
[@famconnsjc](https://www.facebook.com/famconnsjc)

phone—
574-237-9740

@ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *When the Storm Comes* with their child. Here's a sample message you can send:

Children can be afraid during storms. The book *When the Storm Comes* provides a chance to talk about what is happening and what your family does to stay safe. After reading the book together, ask, “What parts of storms do you like or do not like?” Share your own likes and dislikes about storms and talk together about how to help each other feel okay when a storm comes again. For example, is there a special blanket you both can cuddle under if there is thunder? Can your child be “in charge” of making sure all the flashlights work? A task like this can help reduce fear, especially when your child knows it really will help everyone feel safer.