

Paired Texts Teacher's Guide – 3rd & 4th - Extreme Weather and the Effects on Ecosystems

***When the Storm Comes* by Linda Ashman**

and

***Our World Out of Balance* by Andrea Minoglio**

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Pre-Reading Warm Up Activity

Extreme weather will be introduced to students through a short video presented by Crash Course Productions (2016), called *Severe Weather: Crash Course Kids #28.2*, which describes a few different types of extreme weather. After the video, there will be a class discussion where students will draw a picture of any experience they have had with extreme weather, like a hurricane or a flood, and write a few sentences describing their experience. Then, students will share and discuss their pictures with a partner. Finally, the class will come back together and the partners will share their pictures and experiences with the whole group, if they choose to do so.

Bulletin Board Idea

The bulletin board pictured below (Guy, n.d.) would be used in multiple ways. First, it would be used to create interest in the books on various extreme weather. Pictures of the weather book covers would be stapled around the sides, almost like a border, to show students what is available at the library. It will also be used to showcase any tangible student work, like research reports within protective sheets. Or to post QR Codes that when scanned will take the scanner to digital weather research projects, like a PowerPoint or an Infographic.



Guy, Sara. (n.d.). *Wild weather topic display*. [Image]. Pinterest. Retrieved July 16, 2023 from

<https://www.pinterest.es/pin/720435271612329785/>

Synopsis of *When the Storm Comes* by Linda Ashman

A big storm is coming to a small seaside community and everyone is preparing for it. People count supplies, bring things inside, and tie boats up tight. Animals find a protected space, like below the eaves, back to a hive, in a hollow log, or deep down in the ocean waters. All are hunkered down, safe during the big storm. Finally, the intense storm comes to an end and all is calm. Animals emerge from their protected spaces. People venture out from their homes and begin to clean up the mess left behind from the storm, neighbor helping neighbor. The book ends with the sun shining and people celebrating the lovely weather. “Yoo’s friendly illustrations have a soft visual texture, and while the palette darkens considerably at the height of the storm and some characters register alarm at the thunder and lightning, the art overall creates a cozy, safe feeling” (Kirkus, 2020).

<https://www.kirkusreviews.com/book-reviews/linda-ashman/when-the-storm-comes/>

Synopsis of *Our World Out of Balance* by Andrea Minoglio

Our World Out of Balance has 15 different chapters on various global threats. It is a great resource to explore cause and effect. This book dives into how extreme weather and also people’s actions can affect the Earth negatively. Many chapters focus on human activity and how it affects ecosystems. There are three chapters that focus specifically on extreme weather: *Extreme Weather Events*; *Deserts and Dry Land*; and *Fire!* Each chapter dedicates four pages to a particular topic. The first two pages of the chapter describe the extreme weather and provide illustrations that depict land before the extreme weather and the same land after the extreme weather. The last two pages go into more detail on how the extreme weather works, explains how people are trying to help make things better, and even gives tips on how anyone can help, even

an elementary school student. “There’s a concluding call for readers to speak out, as other young activists do” (Kirkus, 2021).

<https://www.kirkusreviews.com/book-reviews/andrea-minoglio/our-world-out-of-balance/>

Discussion Questions

<i>When the Storm Comes</i> by Linda Ashman	
1	How do you prepare for a big storm?
2	How does Taeun Yoo’s illustrations help you understand what various animals do to prepare for a big storm?
3	Are all storms severe? How severe do you think this storm was and what from the book proves your answer?
4	How do you think people or animals prepare for storms in other places than a small seaside town?
5	What are some similarities in the way animals and people prepare for a storm? What are some differences in the way animals and people prepare for a storm?
6	Using the text and illustration, what do you think in the meaning of the word eaves?

<i>Our World Out of Balance</i> by Andrea Minoglio	
1	How can extreme weather somewhere else still effect you?
2	What other types of extreme weather would people need to worry about after a hurricane? How do you know this?

3	Why do you think the author chose to focus on tropical cyclones, dry land, and fire? What do they have in common to make the author include those types of extreme weather in his book and no other types?
4	What are some things you can do to help prevent extreme weather from becoming more extreme?
5	Looking at the before and after illustrations on pages 28 & 29, in what ways does a hurricane or typhoon change a community? Could some of the changes be permanent? Explain.

Comparative Questions for Both Texts	
1	What are some cause and effect relationships found within each text?
2	Which illustrations help you to better understand the topic being discussed within the book or chapter? Explain.
3	What did the author want the reader to gain by reading their book?
4	How can an ordinary person help after extreme weather has occurred? What
5	How do these books present extreme weather, like a hurricane, differently?

SOLs with Teaching Ideas

Science: Earth Resources 3.8 The student will investigate and understand that natural events and humans influence ecosystems. Key ideas include a) human activity affects the quality of air, water, and habitats c) fire, flood, disease, and erosion affect ecosystems (VDOE, 2022-c).

1	<p>Wild Fire Poster (Before & After) – Students will create a poster depicting an area before a forest fire (on the left of the poster) and that same area after a forest fire (on the right of the poster). The student needs to write at least five sentences describing the area before the forest fire and at least five sentences describing the same area after the forest fire. On the back of the poster, students need draw conclusions</p>
2	<p>Which Material Helps Stop a Flood? – Students will work in small groups to test the properties of various materials to decide which would be best to use during a flood.</p> <p>Students take three different materials and tape them to the corners of a shallow pan. Next, the students will pour in water to represent a flood and measure the height of the water in each corner to determine how much water was able to pass through each material. Students will then write a paragraph to persuade people which material is best to use during a flood.</p>
3	<p>Pollution Harms Plants Experiment – Students will work in small groups to see how pollution effects plants, including plants used for food. Students will place a piece of celery (leaves up) in a jar of water with diluted food dye in it. Students will draw how the celery looks when it is first placed in the jar of diluted food coloring. Then, they will draw what the celery looks like the next day. Groups will use their illustrations to discuss what happened and why. They will also discuss what the results from the experiment means for people and how can people combat the issue.</p>

Science: Earth and Space Systems

4.4 The student will investigate and understand that weather conditions and phenomena affect ecosystems and can be predicted. Key ideas include

- a) weather measurements create a record that can be used to make weather predictions;
- b) common and extreme weather events affect ecosystems; and
- c) long term seasonal weather trends determine the climate of a region (VDOE, 2022-c).

1	<p>Weather Journal – Students will keep a weather journal to track temperature, air pressure, rainfall, & wind for the duration of the unit. It can be an individual or a group project. The data can be collected and recorded during school hours to make sure it gets completed.</p> <p>Students will use a thermometer, a barometer, a rain gauge, and an anemometer to help collect their weather data. After the unit is complete, students will share their precipitation measurements with the Community Collaborative Rain, Hail, and Snow Network (CoCoRaHS, 2023).</p>
2	<p>Cloud Watching Chart – Students will create an infographic on the three cloud types they must know (cumulus, stratus, & cirrus) with a month-long checklist (weekdays only) including the three types of clouds at the bottom of their infographic. Then, working in small groups, students will look to the skies each day and check off which type of clouds they notice on their individual checklists. Students should discuss and come to an agreement on which clouds they notice. Each group will also be responsible for taking a picture of each the clouds each day using the GLOBE Observer app run by NASA.</p> <p>“GLOBE Observer is an international network of citizen scientists and scientists working together to learn more about our shared environment and changing climate” (Kohl, n.d).</p>
3	<p>Tornado in a Bottle – In small groups, students will create a tornado in a bottle using the directions on page 8 in <i>Extreme Weather & Natural Disasters: Facts Projects & Experiments</i> by Deanna Viles (2022). After experimenting with their tornado in a bottle, groups will create a poster depicting signs of a tornado and some safety tips to follow before, during, and after a tornado.</p>

Reading:**3.5 The student will read and demonstrate comprehension of fictional text and poetry.**

g) Draw conclusions about text (VDOE, 2022-b).

3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.

e) Draw conclusions based on text (VDOE, 2022-b).

4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.

h) Draw conclusions/make inferences about text (VDOE, 2022-b).

4.6 The student will read and demonstrate comprehension of nonfiction texts.

f) Draw conclusions and make simple inferences using textual information as support

g) Distinguish between cause and effect (VDOE, 2022-b).

1	Match the Extreme Weather - Students will have access to a basket of books about different extreme weather (fire, flood, tornado, hurricane, typhoon, thunderstorm, or ice storm). In small groups, students will look through the books to review the various types of extreme weather. Then, students will be given various illustrations depicting the after math of different extreme weather. In those same small groups, students must decide which extreme weather caused the particular after math and defend their matches with evidence.
2	Draw Conclusions with Clouds - In small groups, students will use the cloud pictures taken for the Cloud Watching Chart task in an attempt to make slight weather predictions. Students will use their infographics they made on clouds to help them draw conclusions about the possible weather based on the cloud pictures.
3	Wild Fire Poster (Draw Conclusions) - On the back of their original Wild Fire poster assignment (in Science), students need draw conclusions and illustrate what the forest could look like 10 years after a wild fire.

Writing: Research & Computer Science**3.11 The student will write a short report.**

a) Construct questions about the topic.

b) Identify appropriate resources.

- c) Collect and organize information about the topic into a short report.
- d) Understand the difference between plagiarism and using own words (VDOE, 2022-b).

3.7 The student will give credit to sources when borrowing or changing ideas (e.g., using information and pictures created by others, using music created by others, remixing programming projects) (VDOE, 2022 -a).

3.13 The student will create an artifact using computing systems to model the attributes and behaviors associated with a concept (e.g., day and night, animal life cycles, plant life cycles) (VDOE, 2022 -a).

4.9 The student will demonstrate comprehension of information resources to research a topic.

- a) Construct questions about a topic.
- b) Collect information from multiple resources including online, print, and media.
- c) Use technology as a tool to organize, evaluate, and communicate information.
- d) Give credit to sources used in research.
- e) Understand the difference between plagiarism and using own words (VDOE, 2022-b).

4.7 The student will give credit to sources when borrowing or changing ideas (e.g., using information, pictures created by others, using music created by others, remixing programming projects). (VDOE, 2022 -a).

4.13 The student will create an artifact using computing systems to model the attributes and behaviors associated with a concept (e.g., solar system). (VDOE, 2022 -a).

1	Write an Extreme Weather Safety Guide – The research for this project can be completed in the library or using resources from the library. Students will choose a specific extreme weather type. Next, they must research how to prepare for and how to stay safe during that extreme weather. Students will then take their research and create a Safety Guide (like a three-leaf pamphlet) using a digital platform. There should be diagrams or pictures that depict how to prepare for and how to stay safe during the extreme weather of choice. The last page of the Safety Guide should include the proper citations for any source used.
2	Research a Type of Extreme Weather – The research for this project can be completed in the library or using resources from the library. Students will research an extreme weather

	<p>type in depth and create a presentation using a digital platform of their choosing (PowerPoint, Google Slides, Canva, etc.). Students are required to use books (hand held and/or digital), articles, and websites when conducting their research. Be sure to properly cite all sources used!</p>
3	<p>Create a ‘How to Help’ Poster – The research for this project can be completed in the library or using resources from the library. Students will research ways to help when it comes to extreme weather; this should include things scientists are doing as well as things everyday people can do to help. Students will use their research to create a poster on a digital platform of their choice, like Canva. Posters must include each type of extreme weather learned (dependent on grade level) and how people can help when it comes to those different extreme weather types. All sources used must be properly cited. Posters will be hung around the school to teach other students how they can do their part when it comes to extreme weather.</p>

Related Websites

1	Linda Ashman’s Website	<p>Ashman, L. (n.d.). <i>About Linda</i>. Linda Ashman: Books for Kids & Others. https://lindaashman.com/bio/</p>
2	Andrea Minoglio’s Website	<p>Minoglio, A. (n.d) <i>About the author</i>. Amazon. https://www.amazon.com/stores/author/B09</p>

		24K1MGF/about?ingress=0&visitId=44f2ac9e-b9b9-4f0c-8ef9-fadb29408254
3	Community Collaborative Rain, Hail, and Snow Network – Precipitation Measurement	CoCoRaHS. (2023). <i>Community Collaborative Rain, Hail, and Snow Network</i> . https://www.cocorahs.org/
4	The GLOBE Program – Cloud Observations	Kohl, H. R. (n.d.) <i>About GLOBE observer</i> . The Globe Program. https://observer.globe.gov/about
5	Great Green Wall Initiative – A Project to Restore Degraded Land	United Nations: Conventions to Combat Desertification. (n.d). <i>Great green wall initiative</i> . United Nations: Conventions to Combat Desertification. https://www.unccd.int/our-work/ggwi
6	FUEGO – Information on How to Prevent Wildfire Destruction	FUEGO. (n.d.). <i>Goal of fuego</i> . FUEGO: Fire Urgency Estimator in Geostationary Orbit. https://fuego.ssl.berkeley.edu/

About the Authors

Linda Ashman



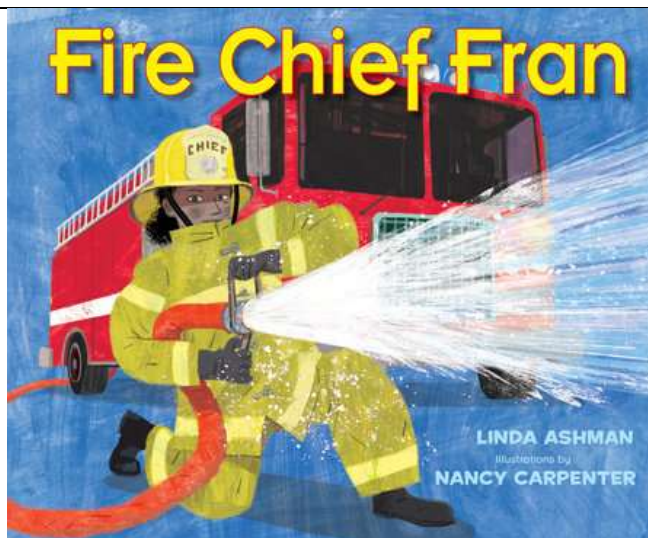
Bertman, J. C. (2023). *Linda Ashman* [Photograph]. Jennifer Chambliss Bertman: Author of Books for Children & Young Adults.

<https://jenniferchamblissbertman.com/2011/08/a-peek-at-the-creative-space-of-linda-ashman/>

Linda Ashman has written over 45 picture books. “Her books have been included on the “best of the year” lists of *The New York Times*, *Kirkus Reviews*, the American Library Association, the Children’s Book Council and others, and have been translated into many languages” (Ashman, n.d.). Linda currently lives in Chapel Hill, NC with her husband and dog (Ashman, n.d.).

Other Books by Linda Ashman

Ashman, Linda. (2022). *Fire chief Fran*. Illus. by Nancy Carpenter. Astra Publishing House.



Ashman, L. (n.d.). *Fire chief Fran* [Image]. Linda Ashman:

Books for Kids and Others. <https://lindaashman.com/books-written-by-linda-ashman/>

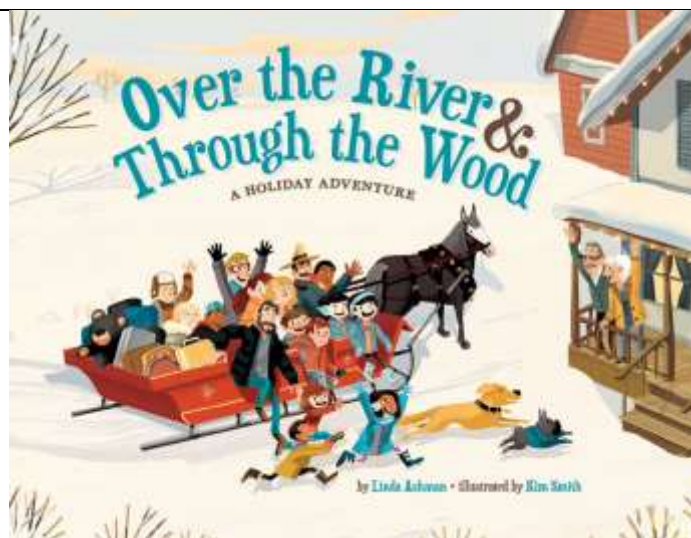
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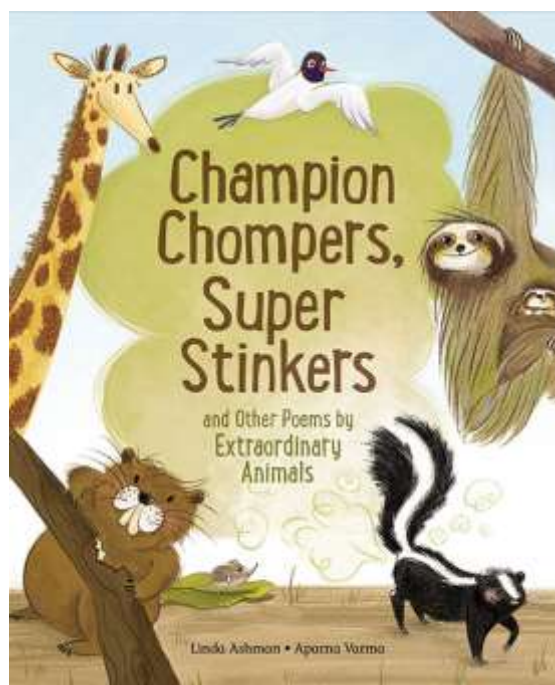
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Ashman, Linda. (2023). *Champion chompers, super stinkers*. Illus.by Aparna Varma. Kids Can Press.



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Ashman, Linda. (2018). *Outside my Window*. Illus. by Jamey Christoph. Eerdman's Books for Young Readers.



Ashman, L. (n.d.). *Outside my window*. [Image]. Linda Ashman:

Books for Kids and Others. <https://lindaashman.com/books-written-by-linda-ashman/>

Andrea Minoglio



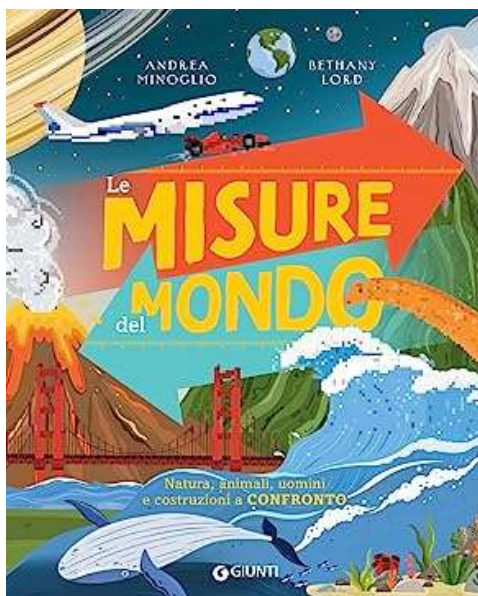
Minoglio, A. (2023). *Andrea Minoglio* [Photograph]. Amazon.

<https://www.amazon.com/stores/author/B0924K1MGF/about?ingress=0&visitId=44f2ac9e-b9b9-4f0c-8ef9-fadb29408254>

Andrea Minoglio has authored a handful of books, many of them in his native language, Italian. He is professional journalist who has worked to popularize science through *Focus* and *Focus Junior* magazines (Minoglio, n.d). He currently lives in Milano, Italy with his young son and two cats (Minoglio, n.d.).

Other Books by Andrea Minoglio

Minoglio, Andrea. (2023). *Le misure del mondo*. Illus. by Bethany Lord. Giunti.



Minoglio, A. (2023). *Le misure del mondo* [Image]. Amazon.

<https://www.amazon.com/stores/Andrea%20Minoglio/author/B0924K1MGF>

Minoglio, Andrea. (2010). *Open aperture*. Lubrina-Leb.



Minoglio, A. (2023). *Open aperture* [Image]. Amazon.

<https://www.amazon.com/stores/Andrea%20Minoglio/author/B0924K1MGF>

Minoglio, Andrea. (2021). *Scopriamo il cibo: Da dove e come arriva sulla nostra tavola*. Illus.

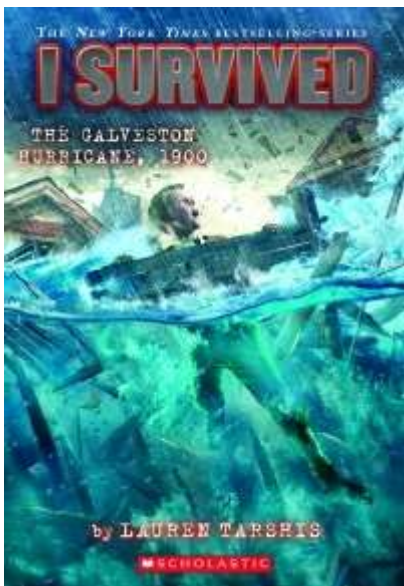

by Federico Mariani. Gribaudo.



Minoglio, A. (2023). *Scopriamo il cibo: Da dove e come arriva sulla nostra tavola* [Image]. Amazon.

<https://www.amazon.com/stores/Andrea%20Minoglio/author/B0924K1MGF>

Further Reading on Extreme Weather – 3rd & 4th Grade Reading Levels

1	<p>Tarshis, Lauren. (2021). <i>I survived the Galveston hurricane, 1900</i>. Scholastic Inc. 144 p.</p>  <p>Tarshis, L. (2022). <i>I survived the Galveston hurricane, 1900</i> [Image].</p> <p>Dreyfus Tarshis Media, Inc. https://www.laurentarshis.com/i-survived-english</p>
2	<p>Tarshis, Lauren. (2020). <i>I survived the California wildfires, 2018</i>. Scholastic Inc. 144 p.</p>  <p>Tarshis, L. (2022). <i>I survived the California wildfires, 2018</i> [Image].</p> <p>Dreyfus Tarshis Media, Inc. https://www.laurentarshis.com/i-survived-english</p>

- 3 Tarshis, Lauren. (2018). *I survived the children's blizzard, 1888*. Scholastic Paperbacks. 149 p.



Tarshis, L. (2022). *I survived the children's blizzard, 1888* [Image].

Dreyfus Tarshis Media, Inc. <https://www.laurentarshis.com/i-survived-english>

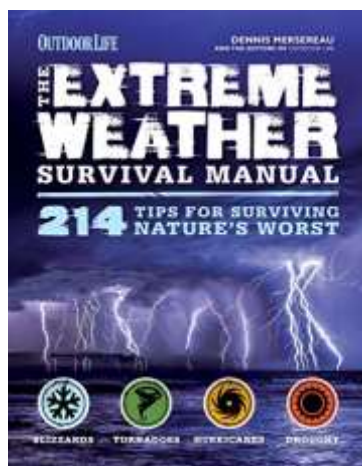
- 4 Tarshis, Lauren. (2015). *I survived the Joplin tornado, 2011*. Scholastic Paperbacks. 117 p.



Tarshis, L. (2022). *I survived the Joplin tornado, 2011* [Image].

Dreyfus Tarshis Media, Inc. <https://www.laurentarshis.com/i-survived-english>

- 5 Mersereau, Dennis. (2015). *The extreme weather survival manual: 214 tips for surviving nature's worst*. Weldon Owen. 241 p.



Mersereau, D. (2023). *The extreme weather survival manual: 214 tips for surviving nature's worst* [Image]. Amazon.

https://www.amazon.com/Extreme-Weather-Survival-Manual-Surviving-ebook/dp/B01E64EKYC/ref=sr_1_6?crid=18VLO5OZBO77A&keywords=extreme+weather&qid=1689977758&sprefix=extreme+weather%2Caps%2C618&sr=8-6

- 6 Viles, Deanna. (2022). *Extreme weather: Facts, projects, & experiments*. Independently Published. 72 p.



Viles, D. (2023). *Extreme weather: Facts, projects, & experiments* [Image]. Amazon.

https://www.amazon.com/Extreme-Weather-Natural-Disaster-Experiments/dp/B09PM4X9LH/ref=sr_1_4?crid=18VLO5OZBO77A&keywords=extreme+weather&qid=1689978402&sprefix=extreme+weather%2Caps%2C618&sr=8-4

- 7 Gooley, Tristan. (2021). *The secret world of weather*. The Experiment. 400 p.



Gooley, T. (2023). *The secret world of weather* [Image]. Amazon.

https://www.amazon.com/gp/product/1615197540/ref=ox_sc_act_title_1?smid=ATVPDKIKX0DER&psc=1


- 8 Teckentrup, Britta. (2018). *Look at the weather*. Owlkids. 152 p.



Teckentrup, B. (2023). *Look at the weather* [Image]. Amazon.

https://www.amazon.com/gp/product/1771472863/ref=ox_sc_act_title_3?smid=ATVPDKIKX0DER&psc=1&asin=1771472863&revisionId=&format=4&depth=1

Other Books on Weather

1	<p>Dairman, Tara. (2020). <i>Desert girl, monsoon boy</i>. G.P. Putnam's Sons Books for Young Readers. 32 p.</p>  <p>Dairman, T. (2023). <i>Desert girl, monsoon boy</i> [Image]. Amazon. https://www.amazon.com/gp/product/0525518061/ref=ox_sc_act_title_1?smid=ATVPDKIKX0DER&psc=1</p> <p>Reading Level: Pre-K – 2nd Grade</p>
2	<p>Jensen, Belinda. (2016). <i>The sky stirs up trouble: Tornadoes</i>. Illus. by Renee Kurilla. Millbrook Press. 24 p.</p>  <p>Jensen, B. (2023). <i>The sky stirs up trouble: Tornadoes</i> [Image]. Amazon. https://www.amazon.com/gp/product/1467797537/ref=ox_sc_act_title_2?smid=ATVPDKIKX0DER&psc=1&asin=1467797537&revisionId=&format=4&depth=1</p> <p>Reading Level: Pre-K – 2nd Grade</p>

- 3 Jensen, Belinda. (2016). *A party for clouds: Thunderstorms*. Illus. by Renee Kurilla. Millbrook Press. 24 p.



Jensen, B. (2023). *A party for clouds: Thunderstorms* [Image]. Amazon. https://www.amazon.com/Party-Clouds-Thunderstorms-Weather-Girl/dp/1467797510/ref=pd_vtp_h_pd_vtp_h_secl_4/134-9365316-4972935?pd_rd_w=u7jTo&content-id=amzn1.sym.e16c7d1a-0497-4008-b7bc-636e59b1dfaf&pf_rd_p=e16c7d1a-0497-4008-b7bc-636e59b1dfaf&pf_rd_r=1ACPNEWKSJC2B0ERWD4G&pd_rd_wg=PnlHR&pd_rd_r=8fb38369-f970-44ab-bea8-6e6c93cae41e&pd_rd_i=1467797510&psc=1&asin=1467797510&revisionId=&format=4&depth=1

Reading Level: Pre-K – 2nd Grade

- 4 Furgang, Kathy. (2012). *Everything weather: Facts photos and fun that will blow your mind!*. National Geographic Kids. 64 p.



	<p>Furgang, K. (2023). <i>Everything weather: Facts photos and fun that will blow your mind!</i> [Image]. Amazon.</p> <p>https://www.amazon.com/National-Geographic-Kids-Everything-Weather/dp/1426310587/ref=d_pd_sbs_sce1_3_6/134-9365316-4972935?pd_rd_w=MxgFg&content-id=amzn1.sym.979276af-0315-48f7-920c-ae1ddfce33e2&pf_rd_p=979276af-0315-48f7-920c-ae1ddfce33e2&pf_rd_r=DT2TXHK7OCSZ3VOORRJJ&pd_rd_wg=CC5nN&pd_rd_r=5b39975a-5e81-432e-9cfc-58be9cee2525&pd_rd_i=1426310587&pse=1</p> <p>Reading Level: Pre-K – 2nd Grade</p>
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Articles for Teachers

1	<p>Matchar, E. (2019, October 7). <i>This gel could prevent wildfires</i>. Smithsonian Magazine.</p> <p>https://www.smithsonianmag.com/innovation/gel-could-prevent-wildfires-180973278/</p>
2	<p>Schleeter, R. (2022, October 24). <i>The great green wall</i>. National Geographic: Education.</p> <p>https://education.nationalgeographic.org/resource/great-green-wall/</p>

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Ashman, L. (n.d.). *About Linda*. Linda Ashman: Books for Kids & Others.

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Ashman, L. (n.d.). *Champion chompers, super stinkers*. [Image]. Linda Ashman: Books for Kids and Others. <https://lindaashman.com/books-written-by-linda-ashman/>

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