

The Way the Storm Stops

Picture Book Teaching Activity Guide

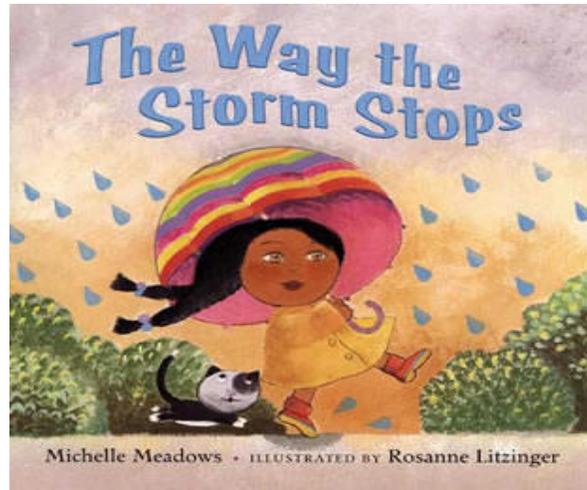
(Pre-k - 2nd Grade)

Written by Michelle Meadows

Illustrated by Rosanne Litzinger

Published by Simon & Schuster Books for Young Readers

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Book Summary

Thunderstorms make the most exciting sounds, though they can sometimes be a little scary. Mommies also make wonderful sounds, and they are warm and safe and the best comfort of all at the end of a blustery day. With its lyrical style and plenty of onomatopoeia, this gentle story turns a booming storm into a lullaby.

Story Behind the Story

Michelle Meadows, the author of this book, wrote *The Way the Storm Stops* in the middle of the night during a booming thunderstorm after rocking her son to sleep.

<http://www.michellemeadows.com>

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Teaching Activities Linked to Common Core State Standards (CCSS) English Language Arts

Themes: Weather, Science & Nature, Rain, Thunderstorms, Fear of storms, Feelings, Family, Mothers & Children; Rhymes/poetry; CCSS: Actively engage in group reading activities with purpose and understanding.

1. Anatomy of a Picture Book

CCSS: Name the author and illustrator of a story and define the role of each in telling the story.

CCSS: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- ✓ Discuss the role of the author Michelle Meadows (words/text) and the illustrator Rosanne Litzinger (pictures) and how both play a role in conveying a story.
- ✓ In a picture book, illustrators use the text as a jumping-off point; the text inspires illustrators to express their creativity through visual pictures. Discuss these specific examples:
 - The text of *The Way the Storm Stops* does not describe what the main character or the mother looks like. The illustrator (not the author) decided what the main character and the mother would look like.
 - The illustrator (not the author) decided that the little girl in the story would have a cat—who experiences the same emotions as the little girl throughout the story.
 - The illustrator decided what the little girl's room and house would look like.

2. Comprehension

CCSS: Ask and answer questions about key details in the text.

CCSS: Describe characters, settings, and major events in a story, using key details.

CCSS: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- ✓ Explain that *The Way the Storm Stops* is fiction. The author wrote the story because of an incident that happened in real life, but the resulting story is fiction. Discuss the fictional elements: the story of a little girl experiencing fear because of

a thunderstorm; a mother soothing her little girl; a girl with her cat...

- ✓ Discuss the characters: The characters are a little girl, her cat, and a mother. Ask students to identify each character.
- ✓ Discuss the setting: What is the setting of this story?
- ✓ What does the little girl's room look like?
- ✓ Ask students to describe the weather during this story?

3. Story Structure

CCSS: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS: Describe how characters in a story respond to major events and challenges.

- ✓ Every story has a beginning, middle, and end. Use a board or flip chart. As a group, discuss what major events happen in the beginning, the middle, and the end.
- ✓ Every story has a problem. As a group, make a list of the problems the little girl encounters.
 - What happens in the beginning of the story when the little girl is playing in her room?
 - What does the little girl do when she hears thunder?
 - What happens when the mother goes to get the little girl from her room?
 - What does the mother do to calm the little girl's fear of a storm?
- ✓ How does the story end?

4. Rhyme Time

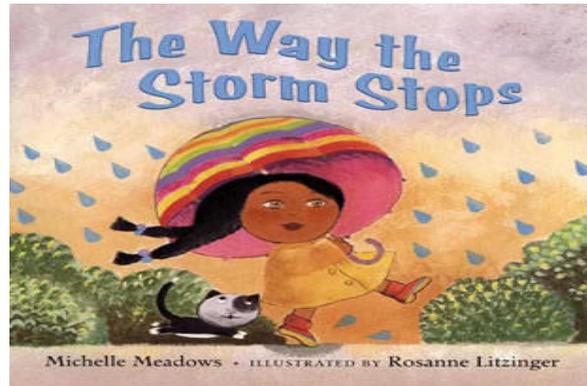
CCSS: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- ✓ Review examples of onomatopoeia & alliteration from this book.
- ✓ The Way the Storm Stops is a story in rhyme. Discuss the definition of rhyme. Rhyming words end in the same sound.
- ✓ Give students a word from the book and have them brainstorm corresponding rhyming words as a group. FLOOR: What rhymes with floor?
- ✓ Ask students to identify rhyming words through the matching exercise on the next page.

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Rhyme Time Matching Activity



Draw a line to connect each word on the left side of the page with a rhyming word on the right side of the page. These words are from *The Way the Storm Stops*, written by Michelle Meadows and illustrated by Rosanne Litzinger.

windowpane

hair

door

mark

light

warm

dark

rain

side

floor

chair

tight

storm

ride

5. Projects

CCSS: Participate in shared research and writing projects.

CCSS: Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS: Write opinion pieces in which students introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS: Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS: Compare characteristics of animals that make them alike and different from other animals and nonliving things.

- ✓ Tell children why thunderstorms occur. [Here's a good explanation of thunderstorms.](#)
- ✓ Have children use musical instruments to create the sounds of a storm. Use drums, tambourines, shakers.
- ✓ Ask students to draw a picture of stormy/rainy weather.
- ✓ Ask students to write about (poems or stories) and give presentations on various types of weather, including their favorite types of weather and what they like to do (when it rains, when it snows, when the sun comes out....)
- ✓ Have children draw a picture of the little girl and her cat.
- ✓ Have children [use weather coloring pages.](#)
- ✓ Show children [how to make an umbrella crafts picture.](#)
- ✓ The little girl has a cat. Ask students to write about, give presentations on, and draw pictures of their pets. Ask students to present on characteristics of different types of pets.
- ✓ Parts of Speech: Ask children to identify verbs, nouns, and adjectives in the text of The Way the Storm Stops.