

**Stormy**  
**by Debbie Gonzales**  
**Early Level 10**  
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## **Phonemic Awareness**

### **1. Manipulating sounds to make new words**

**What word would we make if we dropped the first sound in each of these words?**

*Beach* without the 'b' - *each*

*year* without the 'y' - *ear*

*grey* without the 'g' - *ray*

*cloud* without the 'c' - *loud*

*caught* without the 'c' - *ought*

*asleep* without the short 'u' - *sleep*

**What word would we make if we dropped the last sound in each of these words?**

*storm* without the 'm' - *store*

*went* without the 't' - *when*

*crawled* without the 'd' - *crawl*

*beach* without the 'ch' - *bee*

*soothe* without the 'th' - *Sue*

*caught* without the 't' - *core*

### **Extension**

**What word would we make if we swapped the vowel sound in each of these words?**

The short 'e' in *wet* for a long 'a' - *wait*

The 'ear' in *pier* for an 'air' - *pair*

The 'er' in *burst* for a short 'e' - *best*

The long 'o' in *stroked* for a long 'e' - *streaked*

The 'or' in *caught* for a long 'a' - *Kate*

The long 'i' in *dry* for an 'or' - *draw*

## Phonics

### NOTE

'ear' is really more than one sound, when describing it from a linguistic point of view. However, for the purposes of learning to read and spell, it is easier to learn to recognize 'ear' as a vowel sound that occurs in many words (*ear, fear, near, cheer*).

The 'air' vowel (*fair, chair, wear, tear*) is easily confused with 'ear' (*fear, cheer, tier, weird*) and many people find it really difficult to discriminate between these two vowel sounds. To make things more difficult, these two vowel sounds are also often written with the same spelling patterns (*here/ where, fear/bear*) -spelling patterns that are usually written with two vowels and an r (**ear, eir, ier, eer, are, ere**).

Help students listen to 'ear' in words – it begins with a sound like a long 'e'. 'air' on the other hand begins with a sound more like a short 'e'.

### 1. Introducing 'ear'

Practise saying 'ear' – 'ear', 'ear', 'ear'. Ask students to repeat the words *ear, earwig, earlobe* and to listen to the 'ear' at the start of these words.

Listen to the sound on the end of these words – *cheer, spear, near, steer*. Ask students to repeat the words aloud.

### 2. Brainstorming words that begin with 'ear'

There are very few words that begin with 'ear' – most of them are compound words that contain the word *ear*. Students may be able to think of some. Make sure any words students suggest do sound like 'ear', rather than contain the **ear** spelling pattern (*early, earn*) that represents a different sound. (*ear, earrings, earlobe, earwig*).

Brainstorm words that end with 'ear'. This is the most common position for this sound in words. (*beer, cheer, dear, fear, gear, hear, jeer, near, peer, rear, steer, tear, veer, weir, year, sheer, steer, spear*)

Brainstorm words that have 'ear' inside the word. Most of these will be a root word that ends with 'ear' followed by a suffix. (*hearing, cheerful, nearly*)

### 3. Looking for the spelling patterns for 'ear'

Say the word *steer* and count the sounds. Draw three sound boxes on the board.

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Write the word *steer* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for 'ear'.

s	t	eer
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Say the word *near* and count the sounds. Draw two sound boxes on the board.

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Write the word *near* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for 'ear'.

n	<b>ear</b>
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Say the word *peer* and count the sounds. Draw two sound boxes on the board.

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Write the words *peer/pier* on the board and ask students to help you fill in the sound boxes. Circle the spelling patterns for 'ear'.

p	<b>eer</b>
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p	<b>ier</b>
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Discuss how the different spellings of 'ear' show the meaning of the words. Discuss the different meanings of these words.

Say the word *weird* and count the sounds. Draw four sound boxes on the board.

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Write the word *weird* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for 'ear'. Discuss the meaning of the word.

w	<b>eir</b>	d
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Say the word *here* and count the sounds. Draw two sound boxes on the board.

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Write the words *here/hear* on the board and ask students to help you fill in the sound boxes. Circle the spelling patterns for 'ear'.

h	<b>ere</b>
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h	<b>ear</b>
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Discuss how the different spellings of 'ear' show the meaning of the words. Discuss the different meanings of these words.

Write the patterns you have found on the board.

**ere**      **eir**      **ier**      **ear**      **eer**

Write some of the words students brainstormed under these spelling patterns.

Explain to students that these are the most common spelling patterns for 'ear', but they might find more.

#### 4. Finding the words that contain 'ear' in Stormy

As students read Stormy ask them to listen for words that contain 'ear'.

When the book has been read, go back and re-read it a page at a time. Ask students to identify the 'ear' words on each page and write them on the board. Ask students to colour-code the spelling patterns for 'ear' in the words on the board.

#### 5. Extension

Write the 'ear' words from the book and from students' suggestions onto cards. Students could sort the cards into spelling pattern groups. They could then look at where in the word the spelling patterns occur.

## Vocabulary Development

### Word Meanings

#### Nouns

Discuss key nouns in this story.

*Beach house:* What is a beach house? How is it different from a regular house? How is it the same? Who has stayed in a beach house? Can you describe it?

*Holiday:* What is a holiday? What do people do on holiday? Can we stay at home and have a holiday? Where did Deirdre go for her holiday? Have you been on a holiday? Where did you go? Tell a partner about a holiday you have had.

*Storm:* What is a storm? What would you expect to see during a storm? What can you hear during a storm? What would a storm feel like if you went out in it?

*Sandcastle:* Who has made a sandcastle? What did it look like? Talk to a partner about how to make a sandcastle.

*Pier:* What does a pier look like? Do you know any other name for a pier (*wharf, quay*). What is a pier for? What might people do on a pier (*fish, walk on it, dive off it*).

Students then complete Activity Sheet 1, describing a storm.

Deirdre named the cat Storm. Do you think this was a good name for the cat? Can you think of other names that would suit the cat?

### Word Associations

Work with a partner and think of all the words you can that go with these words. Share some of the things you thought of with the group.

cat

storm

holiday

beach

grandparents

## Comprehension

### Story Structure

As the events of the story happened, Deirdre's feelings changed. Cut up the strips in Activity Sheet 2. Rearrange the events of the story into the correct order then place a 'feeling' card that shows how Deirdre was feeling next to each event. Use the illustrations in the book to help you match Deirdre's feelings to the events. Read the events cards in sequence to a partner and explain how Deirdre was feeling at the time.

Children could complete this activity working together in pairs.

### Setting

The setting of a story can tell us something about what is happening and how the characters are feeling. This story is set at the beach. Use Activity Sheet 3 and describe the beach setting on pages 4 and 5. What does the beach look like on these pages? How are the characters feeling on these pages? Describe the beach setting on pages 12 and 13. How are the characters feeling on these pages? How did the change in the setting change the story and how the characters were feeling?

Students complete Activity Sheet 3, describing the beach setting in both these situations.

## Fluency

### Phonics focus Words

Make up these words into cards – either colour-code the 'ear' spelling patterns, or print the cards in colour. These cards can be used for quick word recognition or for word sorts to identify spelling patterns for 'ear'.

## Activity Sheet 1: Storm

Write words that describe a **storm** in the sections of this diagram.

The diagram is a large circle divided into three horizontal sections by two parallel lines. Each section is labeled with a prompt for describing a storm.

What I see

What I hear

What it feels like

**Activity Sheet 2: Events and Feelings**

<b>Event</b>	<b>Deirdre's Feelings</b>
<b>Deirdre and her grandmother dry the kittens, stroke them and put them in the basket.</b>	<b>Deirdre feels warm and cosy inside.</b>
<b>Deirdre and her grandmother dry the cat, feed it and put it in a basket.</b>	<b>Deirdre is surprised and happy.</b>
<b>Deirdre and her grandfather make a sandcastle.</b>	<b>Deirdre feels happy and excited.</b>
<b>A terrible storm happens.</b>	<b>Deirdre feels happy.</b>
<b>The cat disappears.</b>	<b>Deirdre feels really happy.</b>
<b>Deirdre finds a large grey cat that is soaking wet.</b>	<b>Deirdre feels worried and excited.</b>
<b>Deirdre and her grandfather find the cat and three kittens.</b>	<b>Deirdre feels really happy.</b>
<b>Deirdre goes on holiday to the beach with her grandparents.</b>	<b>Deirdre is very upset and worried.</b>

**Activity Sheet 3:      Setting**

**Describe the beach setting on pages 4 and 5**

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**How does Deirdre feel on these pages?**

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**Describe the beach setting on pages 12 and 13**

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**How does Deirdre feel on these pages?**

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Phonics Focus Words

year	Deirdre
clear	hear
pier	nearer
ear	dear
fears	tears
cheer	gear
ear	eir
ier	ere
eer	

