

Tornado

AUTHOR

JACKIE FRENCH

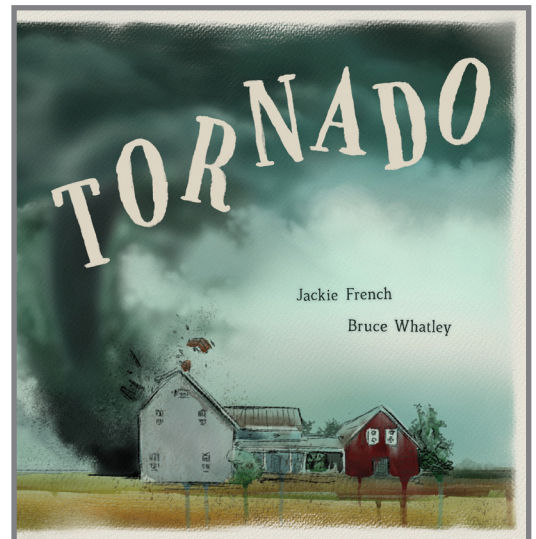
ILLUSTRATOR

BRUCE WHATLEY

SCIS: 5482543

ISBN: 9781760264895

RECOMMENDED FOR: Lower Primary



SYNOPSIS

I was born of twisting air, touching ground and spinning there. Do not laugh, just feed me thunder, I will soar and roar and plunder . . .

From the award-winning creators of *Flood, Fire, Cyclone, Drought, Pandemic, Earthquake* and *Plague*.

ABOUT THE AUTHOR

Jackie French AM is an Australian author, historian, ecologist and honorary wombat (part time), 2014-2015 Australian Children' Laureate and 2015 Senior Australian of the Year. Her multi-award-winning books range from provocative historical fiction to hilarious international bestselling picture books.

ABOUT THE ILLUSTRATOR

Bruce Whatley jumped into the unknown world of picture books after a career in advertising as an illustrator and art director. Since 1992, Bruce has written and/or illustrated over 80 children's picture books. Though based in Australia, his work is published internationally and in 2014 was included in the Bologna Children's Book Fair Exhibition.

STUDY NOTES

- Before reading the story, as a class, discuss the book cover and title. Some things to include in your discussion could be:
 - What is a tornado?
 - What can you see happening on the cover of the book?
 - Why do you think the illustrator chose this image for the cover?
 - Read the back of the book. Who is talking in this text?
 - What does the back of the book tell us about what might happen in the story?
 - What do you think is likely to happen in this book, and why do you think that?
- What do we call (usually tiny and non-dangerous) tornados in Australia? Can you find this name in the story?
- Look carefully at the artwork on the end pages of this book. What does this imagery bring to mind for you? What do you think this is a painting of—what do you think the artist was attempting to evoke in the viewer's mind when he chose to create this artwork?
 - How do you think these images were created? If you were to try to create a similar artwork, what different artistic media might you choose to use?

- Using watercolour pencils, ink, and watercolour paints, create your own tornado-themed abstract artwork. Look carefully at the artwork on the end pages of this story, and try to analyse how the artist has used different colours to create light, shade and the impression of active clouds in a deceptively simple manner. Caption your artwork, and share it with the rest of the class.
- As a class, discuss what a tornado is. In your discussion, some things to consider might be:
 - Where do tornados most frequently occur?
 - What is 'tornado alley' and why is it called this?
 - What can we do to protect ourselves from the damage and danger that tornados bring?
 - What are some places that tornados can occur, where people don't expect them to?
 - What is the biggest danger to people that tornados pose?
 - If a tornado is approaching where you are, what should you do and where should you go? (Read the section at the end of the book titled 'Tornado Facts' for information on how to stay as safe as possible.)
- In the story, it says 'call me twister. Wervelstorm.' What do you think 'Wervelstorm' means, and what language might it be in? What other words can you find in the book that mean 'tornado', and what languages are they in?
 - As a class reread the story, writing down all the different words for tornado that you can find that are in languages other than English. Research online, and find at least two more words for 'tornado' in languages other than English. Share your findings with the class, and add the words to the class list.
 - Individually, choose one of the non-English words for tornado, and write it in large letters across the middle of an A4 page. Decorate the background of your page with tornado imagery, and arrange all the completed artworks in the shape of a tornado on a classroom wall.
- Create a tornado-themed mobile. From a pair of crossed sticks, or coat hangers, hang a variety of small pictures of household objects, debris, garden items, or anything else that you can think of that might be sucked up into the funnel of a tornado. (Hint: This means practically anything smaller than Uluru). Arrange your dangling pictures on a fine thread, and hang them so that they form an inverted cone or funnel shape.
- Why do you think the author chose to write this story in the first person from the point of view of 'tornado'? What impact does this viewpoint and person have on the reader? As a class, discuss whether you think the poetry would have been as powerful if the author had chosen a different viewpoint, or chosen to write in the third person instead.
- Look at the artwork in the story again. What can you see happening on the different pages? How and why do the different images of tornados in action and the devastation they can reap look similar, and how do they differ from each other?
- Read the section featuring 'Tornado Facts' at the end of the story. What are three things you learnt about tornados from this section that you did not know before reading the book? Write your three facts on one half of an A5 piece of paper in a large clear font. On a piece of A3 paper, use no more than four different colours of paint, and finger-paint a picture of a tornado in action. Leave a space at the corner of your artwork, and mount your sheet containing your facts on the corner. Caption your artwork with the word 'Tornado'.
- Many people in Australia do not know that we can get tornados here, and think that they only happen in the American midwest. Using what you have learnt from the story, and from the section at the end called 'Tornado Facts', in small groups create a safety poster telling people of the danger of tornados, and what to do if they hear one coming or if there is a tornado alert or warning on the radio, on the TV or received to their phones. Before finalising the design for your poster, conference with one or more other groups in your class, and use their input to refine and improve the clarity of your message, and the impact of your illustrations and poster overall. Display your posters around the school, so that everyone can benefit from the knowledge they are sharing.
- On a map of the world, or on a globe, locate all the different places that are mentioned in the story. Do these places have anything in common? Why do you think this is or isn't the case?

AUTHOR OF NOTES

RAE CARLYLE