



wild dog

**Wild Dog Books
Teachers' Notes**

Extreme Weather – Cyclones,
Hurricanes and Typhoons

Synopsis

Cyclone, hurricane and typhoon are different names for the same weather event. They are powerful storms made of cloud, wind and rain. They produce huge amounts of energy – as much as 10,000 nuclear bombs – and kill people, destroy cities and devastate coasts. Learn all about these intense and dangerous storms.

Writing style

The *Extreme Weather* series has been designed with the needs of young readers and reluctant readers in mind. Text is clean and simple, with only a few sentences on each page. The large format images relate directly to the text, so young readers have multiple entry points to engaging with the information. Further aiding the readers' interest are inset images and interesting facts that support the primary text. There is a brief glossary and index in the back of the book, which will aid young readers in developing the tools of research and analysis.

Study notes

Themes:

- Environmental Science
- Weather – unpredictable and dangerous
- Changing climates
- Geography
- Human influence on weather
- Impact of weather on humans

Curriculum link: Literacy

Before reading *Cyclones*:

- Brainstorm what students know about cyclones.
- What is their first response when they look at the cover of the book?
- Where do cyclones occur?
- How are they formed? What are they made of?
- How do they impact people? How do they impact the landscape?
- What damage do they cause?
- What are the different ways they can cause damage?
- Brainstorm what students think are the best ways to effectively prepare for a cyclone.

While reading *Extreme Weather–Cyclones*:

- Ask the students to take turns reading a paragraph or sentence aloud to the rest of the class. Where appropriate, ask the students what they think certain words may mean.

Curriculum link: Critical and Creative Thinking

After reading *Extreme Weather – Cyclones*:

- Ask the students to create a world map poster showing where all of the cyclones, hurricanes and typhoons they have learnt about took place. Under each example, ask them to list two to three facts they learnt about that particular storm.

Students should create a visual project that can be presented to the whole class. The project should include images of where the cyclone took place and the damage it caused. If possible, include before and after images of the affected areas. The project should also provide answers to the following questions:

- Where did the cyclone take place? In which hemisphere? In which ocean?
- Does that area experience cyclones often? During what time of year?
- In what direction did the cyclone spin?
- How many countries were affected by the cyclone?
- How big and strong was the cyclone?
- Did it cause much damage or loss of life?
- What were the factors that influenced this level of damage?
- Were people given much warning of the cyclones approach?
- What preventative measures were taken to minimize damage and loss of life?
- What were the after-effects of the cyclone? Did it take long for people to rebuild their homes?

Curriculum link: ICT Capability

After reading *Extreme Weather – Cyclones*:

- Organise the class into groups. Each group should select and research a significant cyclone, hurricane or typhoon from history e.g. Cyclones Yasi and Tracy, Hurricanes Katrina and Sandy, or Super Typhoon Tip.
- Ask each group to research their chosen cyclone online. Ask them to look for and print different images relating to their chosen cyclone e.g. map of where it took place, before and after images showing the damage done, weather/satellite images etc.
- Ask each group to create a poster collage using the images found during their research. Write a short sentence explaining the relationship between each image and the chosen cyclone. Once completed, each group is to present their project to the whole class.

Curriculum Theme: Personal and Social Capability

After reading *Extreme Weather – Cyclones*:

- Organise the class into two groups. In one group, ask the students to work as a team to construct a word finder puzzle. Ask each student to suggest an appropriate word about cyclones using words they have learned from the book and/or group presentations. (e.g. storm surge, tornado, flooding etc). Once completed, print copies for the other group to complete.

- In the second group, students should work as a team to create a trivia bingo game. Ask each student to suggest a fact they found surprising or interesting from the book and/or group presentations. Combine these facts into a game for the whole class.
- Play a game of 'celebrity head', labeling each student as a particular cyclone without showing the student which cyclone he or she is. Each student needs to try and guess which cyclone they are by asking questions of other students, for example, did I rotate clockwise? Did I take place in the Indian Ocean?
- Develop a crossword puzzle about cyclones. Use the information featured in the book as clues for words such as cyclone, wind, storm surge, etc.

Find out more

- <http://www.weatherwizkids.com/weather-hurricane.htm>
- <http://kids.discovery.com/tell-me/curiosity-corner/weather/extreme-weather>

Marketing and promotion

Cyclones, Hurricanes and Typhoons is the first title in the new *Extreme Weather* series. Future titles will include *Tornadoes, Fire, Earthquakes, Floods* and *Snow*.