Gust: Interactive Read Aloud

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Spiraled Reading Standards:	**Vocabulary:**
● Key Ideas and Details: RL.1, RL.2, RL.3 ● Craft and Structure: RL.4 ● Integration of Knowledge and Ideas: RL.7	● gust ● wind turbine ● port ● port director ● cargo

Introduce the Text

Book Introduction: Use these suggestions to introduce the book, pique students interest, and engage students' thinking about the meaning of the text.

Today we are going to read a book called *Gust.* Do you know what that word "gust" means? Have you ever heard it before? A "gust" is a strong, sudden burst of wind - a gusty day is a very windy day.

The book is called *Gust* because the main character's name is Gust.
● This is Gust (point to wind turbine). What can you tell about a wind turbine just by the cover illustrations? (*Gust is tall, 3 blades*) A wind turbine is a tall post/pole with blades that spin. Have you ever seen a wind turbine like Gust?
● Look at the cover: What other observations can you make looking around him? (*Lighthouse, ship, crane, boxes, a person; water, land/grass*) Where might this story take place?

In this book, Gust sees everyone around him helping. He wants to help too but he doesn't know how! Why might it be hard for him to help? *(Stuck on the ground)* Listen to find out if Gust finds a way to help.

Read the Text

Text-Based Questions: Stop at suggested points during the reading of the text to spiral skill practice, engage children's thinking with important aspects of the text, and check their understanding.

Page	Standard	Text-Dependent Questions	Ideal student response
Pgs. 2-3	RL.1 RL.4	What do you know about Gust so far? *(Scaffolds: where does he live? how does he look? what can he do?)* What is a port? What happens there? What might Gust be able to see at the port?	● Lives above a port, tall/sees a lot ● Port is a place near both water and land/city; where ships load and unload to move people/things between the two ● Ships, trucks, cars, train, boxes, cranes, bridge, lake/water, land/trees
Pgs. 4-5	RL..3	What does Gust want? Describe him. What kind of character is he?	● To help the port ● Helpful, kind, friendly, curious

Pgs. 10-11	RL.4 RL.7	What did the author & illustrator include to show how much Gust wants to help?	● Author uses repeating words/pattern ("I want to help too…") ● Illustrator shows with his facial expressions
Pgs. 12-13	RL.2 RL.3	What keeps happening? How would you retell the big events so far? How might Gust be feeling? What in the book makes you think that?	● Gust wants to help. He keeps seeing other characters doing things that he can't do ● Sad, discouraged, upset, frustrated ● He's frowning, eyebrows raised, kind of drooping down, he says "I cannot…"
Pgs. 14-15	RL.4	What might "cargo" mean? What might be an example of "cargo"?	● Cargo are the goods or things we use that large vehicles like ships, trains, and trucks carry/transport back & forth. ● Examples could include food, clothes, toys, computers, etc.
Pgs. 22-23	RL.1 RL.7	What did Gust do? How did he do that? How does the illustration on this page help us understand the ending?	● He made the power to turn on all the lights in the city. ● The wind blew his blades around to make power. ● It's nighttime and the city is lit up
Pgs. 24-25	RL.3	How is Gust feeling now? How do you know? What caused him to feel that way? Who helped Gust? Who did Gust help? How?	● Proud, happy, surprised; his eyes are wide, big smile, he said "I did all this" ● Because he found out he had a job to help the port too. The Port Director helped him by telling him how he helps. ● The lights help the other vehicles & people do their work at night.
Text box + photo on last page	RL.7	Based on the book and what we just read, what do you think a wind turbine is/does? How does it work? How does it help?	● A wind turbine is a tall structure with blades that are blown around by the wind to make power that creates electricity. The electricity it makes can power buildings and homes.

Discuss the Text
Comprehension Conversation: Extend students' thinking within, beyond, and about the text using some of the questions and prompts suggested below.
● What was Gust's problem? Why couldn't he help? How did he solve it? *(Gust wanted to help but he didn't have a job to do. He was stuck on the ground and he couldn't do what the other vehicles did. He asked the Port Director for help.)*

- How do Gust's feelings change from the beginning to the end? Why did they change? *(At first, Gust didn't have a job to do and he didn't think he could help so he was sad/disappointed/frustrated. At the end, he realized he'd been helping all along by making power/electricity through the wind so he felt proud/happy.)*
- What did Gust learn? What can **we** learn from the story? *(That he was helping all along even though he couldn't do what everyone else did. We learned that everyone can do different things to help and, even if you can't do what other people can do, you can do something to help too.)*
- What would happen if everyone could only do the same things? *(Answers vary.)*
- Why do you think the author named the wind turbine Gust? *(Because "gust" means a burst of wind and Gust needs wind to create wind energy.)*
- What does this book teach you about wind power? How can wind turbines, like Gust, help places like ports & cities? *(They use the wind to create and store power that can be turned into electricity. Then we can use that electricity in buildings and homes.)*
  - Gust kind of looks like a fan. With what you know about wind turbines now, what is the difference between a wind turbine & a fan? *(Wind turbines use the wind to create power/electricity. Fans use power/electricity to create wind!)*
- Gust lived at a port. We said a port is a place near both water and land. What vehicles helped in the water? Which worked on land? *(Tugboats & ships in the water. Cranes, trains, trucks, and the Port Director were on land. The lighthouse was kind of in the middle!)*
  - How do the vehicles work together at the port? *(Lighthouses bring ships into the port. Ships carry goods on the water to the land. Cranes unload the goods from ships onto trains & trucks so they can be brought to different places on land.)*
- What else might one see at a port? What might their job be? *(Answers vary)*

Extend Reading

Respond to the Text: Engage students in additional experiences to enhance their understanding of the text's big ideas.

Writing:
- Gust sees a lot at the port. Encourage students to add a new character, either in the water or on land. Give students a sentence starter to include how they help the port : "A ____ can ____".
  - *Scaffold: Students can write about a character already in the book.*
- Give students a sequencing template to write/draw what happened in story order.
- Write about a problem that could occur at a port. What kind of helper character could help solve the problem and how?

Art:
- Draw & label your own wind turbine: Include a post/pole, blades, a hub in the center & the wind
- Download coloring pages from www.gustthebook.com to become the book's illustrator!

Science:
- Search for Port Milwaukee on Google Earth to find the wind turbine and explore the surrounding land and water of the port.
- Create and experiment with wind energy by making a pinwheel wind turbine
  - Blow on the front, back, top, bottom & each side: which way does the wind have to blow to move the blades?
  - Compare blade speed: which moves the blades fastest - when you blow on it, when you are outside on a windy day, or with a small fan? why?