

Gust: Shared Reading

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Recommended grades: K3-K5

<p>About This Book:</p> <ul style="list-style-type: none"> • Simple narrative, with a clear problem & solution • Repetitive pattern, rhyme, and simple dialogue • Introduces prepositions (e.g. above, near); builds background knowledge • Colorful illustrations that add meaning, support comprehension, and offer opportunities to predict • Main character’s feelings and reactions relatable for young children • Nonfiction elements that explain more about the real wind turbine 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • wind turbine • port • port director
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Before Reading

Book Introduction: Use these suggestions to introduce the book, pique students interest, and connect to their prior knowledge before reading the book.

How do you help? What jobs do you have in school/how do you help at home? How do you feel when you help? Have you ever not been able to help when you wanted to? How did that feel?

Today we are going to read a book called *Gust*. This book is about a wind turbine whose name is Gust!

- This is Gust (point to wind turbine). What do you notice about the wind turbine? Where is he? (*Gust is tall, 3 blades, on the ground/land*) Have you ever seen a wind turbine like Gust?
- Look at the cover: What do you see/notice around him? (*Lighthouse, ship, crane, boxes, a person; water, land/grass*) Where might he be?

In this book, Gust sees everyone around him helping. He wants to help too but he doesn’t know how! He keeps seeing other people do their jobs and he wants a job to do. When something keeps happening, or words repeat, we call that a pattern. In this book, the pattern is (show pattern strip): “I want to help, too, but I cannot _____”.

Let’s read to find out if Gust can find a job to do to help!

During Reading

Discussion Questions: Stop a few times while reading to engage students, invite thinking around important aspects of the book, and provoke a brief conversation around comprehension. Some stopping points and teacher actions are suggested below.

Page	Teacher Action (think aloud or question)	Ideal Student Response (expect to see/hear)
Pg. 1	What time of day do you think it is (morning, afternoon, or night)? How do you know?	<ul style="list-style-type: none"> • Morning • Gust is yawning, sun is coming up
Pgs. 4-5	What does Gust want?	<ul style="list-style-type: none"> • To help the port
Pgs. 10-11	<i>*Think aloud*</i> Poor Gust. He can’t shine light or move boats...he’s not a lighthouse or a tugboat OR a ship!	

Pgs. 12-13	How might Gust be feeling? Why? What in the book makes you think that? Show me on your face. What might he see next? (<i>Look at the picture for clues.</i>)	<ul style="list-style-type: none"> ● Sad, discouraged, upset, frustrated; He's frowning, eyebrows raised, kind of drooping down, he says "I cannot..." ● A train
Pgs. 14-15	<i>*Prompt students to help with pattern*</i> What has Gust been doing all day? What might Gust see next? (<i>Look at the picture for clues.</i>)	<ul style="list-style-type: none"> ● Watching other machines/vehicles at the port ● A truck
Pgs. 16-17	What might Gust see next? (<i>Look at the picture for clues.</i>)	<ul style="list-style-type: none"> ● A person
Pgs. 22-23	<i>*Before reading*</i> Oh wow! Look at the city! What do you notice? What do you think is happening? (<i>Scaffold: Is it still daytime?</i>) <i>*After reading*</i> What did Gust do? How did he do that?	<ul style="list-style-type: none"> ● It's nighttime and the city is all lit up ● He made the power to turn on all the lights in the city. ● The wind blew his blades around to make power.
Pgs. 24-25	How is Gust feeling now? What does the art tell you about how he feels now? Show me. Why does he feel happy/proud now?	<ul style="list-style-type: none"> ● Proud, happy, surprised; his eyes are wide, big smile, and he said "I did all this" ● Because he found out he had a job to help the port too.

After Reading

Comprehension Conversation: Invite students to talk about the book after reading. Some prompts to probe thinking & engage discussion about the text are suggested below.

- Retell the story. What happened at the beginning? What happened next/then? At the end?
 - Why couldn't he do what the other characters were doing? (*Because he was stuck on the ground, couldn't float, no wheels, etc*)
 - What was Gust's job? (*To make power/energy for electricity.*)
- How could Gust's clean power be used in a city? (*Examples vary: lights, turn on TV, charging devices, etc*)
- Gust helped the port & city. Who helped Gust? How did he help? (*The Port Director helped him by telling him how he helps.*)
- Why did the Port Director say that Gust needed to sleep at the end? (*He worked hard and was tired. He wanted him to sleep so he could help again tomorrow.*)
- Gust saw so many different things. How could he see so much? (*He's bigger/taller than almost everything else around him. He's by water and on land.*)
 - Which character did you like most? How did they help? (*Answers vary*)
- Go back to pages 2-3 and reread "ports help..." What does this story teach/show you about a port? (*There are trains, trucks, ships, cranes; it's by water & land; it's busy*)
 - What does a port director do? (*Help direct all the vehicles where to go and what to do*)

- Which 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!*)
- What other machines/vehicles/people might Gust see at a port? What jobs would they do?
- Go back to pages 24-25 and reread “there is a job for everyone...”: What do you see on this page? Why do you think the author & illustrator chose to include all those characters - ship, crane, train, truck - on this page? (*To show that they were all working together on their own jobs.*)
- What do you think the author wanted you to learn from Gust’s story? (*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.*)

Extend Reading

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

Imaginative Play:

- Students can be a wind turbine, using their arms as blades, imagining how the blades will move in different weather as prompted (e.g. no wind, light wind, and a “gust-y” day).
- Role play the different scenes of the book and/or vehicles seen at the port. (Extension: Connect how vehicles at the port work together to get cargo from ship to crane to truck & train, etc.)

Interactive Writing:

- As a class, brainstorm, discuss, and write a list of what a wind turbine like Gust might see at a port. Invite students to say their idea, repeat the word, and write the initial sounds (or any sounds they can hear)
 - Extension: Search for Port Milwaukee on [Google Earth](#) to find the wind turbine and help imagine what Gust might see in the land & water surrounding the port.
- Gust wanted to help. Give students a sentence starter to write and draw about how they can help (at school, at home, etc): “I can help by _____”.

Math:

- Compare the height of a wind turbine to other objects (e.g. human, building, Gust vs. other wind turbines) and ask: is a wind turbine taller or shorter than _____?

Art:

- Download coloring pages from www.gustthebook.com to become the book’s illustrator!
- Draw your favorite scene from the book and/or the different vehicles/machines seen at a port to make a class book
- Make your own [pinwheel wind turbine](#)