
COME A TIDE

Author: George Ella Lyon

Illustrator: Stephen Gammell

Publisher: Orchard Books

THEME:

Weather affects all our lives; severe weather requires special precautions.

PROGRAM SUMMARY:

A girl provides a lighthearted account of her family's adventure during the spring floods at her rural home.

Floods are only one of the many types of severe weather described in this program. LeVar also talks about blizzards, tornadoes, hurricanes, hailstorms and lightning. He takes the opportunity to interview meteorologists about tracking severe weather. An eyewitness account of Hurricane Hugo and the courageous people who weathered the storm is an added highlight.

TOPICS FOR DISCUSSION:

Before viewing the program, invite students to share some of their weather-related stories—what happened, how did they cope, what was the outcome?

After viewing, discuss the attitudes and actions of the people in the story—how they knew what they had to do, kept their spirits up, and pitched in after the rains to clean up. Reinforce the idea that the “tide” has occurred before and it will happen again.

Discuss occasions when people working together strongly contributes to averting a disaster and to enhancing the recovery from one.

Discuss our usual definition for “tide.” Based on what they learned from the story, have students explore the meaning of the expression, “come a tide.”

CURRICULUM EXTENSION ACTIVITIES:

Discuss with students how water is the basis for life on earth. Brainstorm a list of all the positive uses of water in our lives.

The program defined three types of clouds: cirrus, stratus, and cumulus. Give students a piece of blue construction paper and a supply of cotton balls. Have them arrange the cotton in one of the cloud types and glue it on the paper. Then have them draw an appropriate picture on the bottom half of the paper. Rubbing the cotton lightly in a few pencil shavings will give their clouds some gray coloration if they wish. Display the pictures according to cloud type.

If possible, take the class on a field trip to a local television station where they can see the weather forecasting center in action.

On a day when the clouds in the sky are particularly large and fluffy in appearance, take the class outside to stare at the clouds and imagine shapes that they see. Take along paper and pencils so that students can sketch their observations.

Organize students into small cooperative groups to prepare a TV news report on the events that occurred in *Come A Tide*. One student will be the newscaster with other students serving as people on the mountain who will be interviewed. There might even need to be a few contented pigs floating by! Have the students base their news report script on the story.

Invite a meteorologist into the classroom to explain how she/he studies the weather and to demonstrate some instruments that are used.

Make a monthly pictograph of the weather. Have student identify symbols for different types of weather, e.g., sunny, windy, rainy, snowy, cloudy, etc., and draw a supply of each type on squares of paper. Each day, add the appropriate weather symbol to the graph. At the end of the month, transfer the data to a bar graph and display it. At the end of the school year, students can calculate how many sunny, rainy, snowy, etc., days they had that year.

Have students research precautions related to weather extremes, such as the following: how to protect oneself on a hot, sunny day; how to protect oneself in sub-zero temperatures; what to do if traveling by car in a blizzard; what to do if caught outside in a thunderstorm; steps to take if a tornado or hurricane is approaching, and the like. They might contact the Red Cross or Civil Defense for information. Have them compile what they learn into an illustrated newspaper that they can share with their families and friends.

Divide the class into weather groups, e.g., rainy, sunny, snowy, etc. Working in pairs, have each partner trace a body outline of the other on a piece of mural paper. Have students cut out their own outlines, add hair and facial features, and “dress themselves” (by drawing clothing) according to their weather group. Display the cutouts with labels, such as “We’re Dressed for a Snowy Day,” in the classroom or along hallway walls.

Have students make a rain gauge like the one LeVar showed in the program. Collect clear plastic soda or water bottles and cut off the tops. To make the rain gauge, the top is placed upside down in the bottom of the bottle to serve as a funnel. Secure the top in place with waterproof tape. From the bottom of the bottle, measure inches or centimeters along the side and mark the side of the bottle with waterproof marker, fingernail polish, or enamel paint. (Refer to the video program to see what the rain gauge should look like when it's completed.) Set the rain gauge outside in an open space where it is not sheltered from rain, but will not turn over. Have students check the gauge after a rain and record the amount. Compare the amount in the school rain gauge with the amount of rainfall reported in the newspaper or on television.

RELATED THEMES:

maps
water cycle
seasons

RELATED READING RAINBOW PROGRAMS:

Program #113 — Alejandro's Gift
Program #4 — Bringing The Rain To Kapiti Plain
Program #80 — Snowy Day: Stories And Poems
Program #103 — Summer

ABOUT THE AUTHOR:

George Ella Lyon is a poet, playwright, and teacher, in addition to the author of several picture books and novels for young readers. She grew up in Harlan, Kentucky, where the events in *Come A Tide* could easily be reality. She presently lives with her husband and children in Lexington, Kentucky.

ABOUT THE ILLUSTRATOR:

Stephen Gammell is the illustrator of numerous books for children, including the Caldecott Award winning *Song and Dance Man*, and **Reading Rainbow** review book, *The Old Banjo* by Dennis Haseley. Gammell lives and works in St. Paul, Minnesota.

BOOKS REVIEWED BY CHILDREN:

STORMS

by Seymour Simon (Morrow)

TORNADO ALERT

by Franklyn M. Branley, illus. by Giulio Maestro (HarperCollins)

WEATHER

by Rena K. Kirkpatrick, illus. by Janetta Lewin (Raintree/Steck-Vaughn)

SUPPLEMENTARY BOOKLIST:

FLOOD

by Mary Calhoun, illus. by Erick Ingraham (Morrow)

THE MAGIC SCHOOL BUS INSIDE A HURRICANE

by Joanna Cole, illus. by Bruce Degen (Scholastic)

THE CLOUD BOOK

by Tomie dePaola (Holiday House)

BIG WIND COMING!

by Karen English, illus. by Cedric Lucas (Albert Whitman)

WEATHER WORDS AND WHAT THEY MEAN

by Gail Gibbons (Holiday House)

THE STORM

by Marc Harshman, illus. by Mark Mohr (Cobblehill)

THUNDER CAKE

by Patricia Polacco (Philomel)

WEATHER

by Seymour Simon (Morrow)

DREAMS

by Peter Spier (Doubleday)

THE GREAT MIDWEST FLOOD

by Carole G. Vogel (Little, Brown)

HURRICANE

by David Wiesner (Clarion)



Books.google.ru - It's been raining for days and the river is rising. "It'll come tide, " says Grandma, and it does. But these kinfolks are used to floods in the mountains, to delighted pigs swirling by the swollen creek, to the mess of mud that's always left behind. Then it's time, as Grandma says, to "make friends with Search for "Come a Tide" on Amazon.com. Photos. Add Image Add an image. Do you have any images for this title? Edit.Â Kids our shown how they can make a "soda bottle tornado", how a barometer works, and read the book, "Come a Tide". All this is prelude to the dramatic footage of Hurricane Hugo as it wrought havoc on South Carolina in 1989. Plot Summary | Add Synopsis.

These games provide practice on the vocabulary list words from the story Come a Tide. The list concept is 'floods'. Directions: Match the vocabulary words and their definitions (meanings). Flashcards. Matching Concentration Word Search. See a list of terms used in these activities. The lily pad. The Jumping Off Place for Learning Fun.