

# Lesson 8: Tornadoes and Hurricanes!

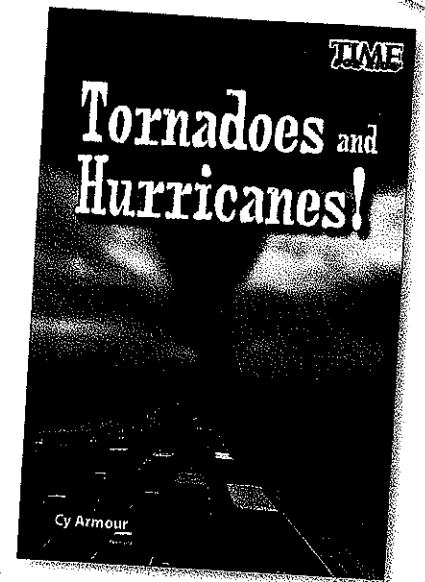
## Focus Objectives

Students will be able to:

- use mental images based on pictures and print to aid in comprehension of text.
- understand the main idea and supporting details of simple expository information.

## TESOL Objective

Students will use English to interact in the classroom.



## Word Work

- **High-Frequency Words:** *cold, fast, come, next, again*
- **Word Study:** Nouns and adjectives
- *Nouns or Adjectives?* activity sheet

## Academic Vocabulary

- *hurricane*
- *thundercloud*
- *tornado*
- *tropical storm*
- *whirlpool*

## Comprehension

- Using Mental Images
- Understanding Main Idea and Details
- *I Know Storms* activity sheet

## Writing

Use high-frequency and vocabulary words to write words, phrases, or sentences.

## Cross-curricular Connections

- **Science:** Students know that short-term weather conditions can change daily, and weather patterns change over the seasons.
- **Geography:** Students know ways in which people depend on the physical environment.

## Building Fluency

- **Reading the Book:** repeated and choral readings
- **Reading the Poem:** poetry folder; repeated readings; performance
- "Oh, the Storm" poem

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## Teacher Created Materials

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# Lesson 8: Tornadoes and Hurricanes! (cont.)

## Word Work

- 1. High-Frequency Words**—Write the words *cold*, *fast*, *come*, *next*, and *again* on the board. Read each word aloud.
  - Provide students with letter stamps. On chart paper, write the word *cold*. Have students spell the word with letter stamps. Then have students read the word, point to each letter while saying the letter name, and say the word again. Repeat the procedure with each of the words.
  - If you have a classroom word wall, have students add the high-frequency words to it. Have the class read the word wall together to reinforce mastery of high-frequency words.
- 2. Word Study**—Make a two-column chart on a sheet of chart paper. Label one column *Nouns* and the other *Adjectives*.
  - Explain to students that a *noun* is a word used to identify a person, an animal, a place, a thing, or an idea. Write your name in the noun column. Ask students to think of other words that identify nouns.
  - Explain that *adjectives* are words that describe a noun, such as *big* or *small*. Adjectives answer the question *What kind?* Repeat the process above for adjectives.
  - For additional practice with nouns and adjectives, have students complete the *Nouns or Adjectives?* activity sheet.

**Tip:** Explain to students that nouns are often (but not always) things you can touch.

## Academic Vocabulary

- 1.** Develop students' vocabulary by having them list extreme weather conditions. Your chart may look similar to the chart on the right.
- 2.** Instruct students to add high-frequency and vocabulary words to their dictionaries. Encourage them to write a word, phrase, or sentence for each word and include a picture.

Extreme Weather		
blizzard	typhoon	earthquake
hurricane	thunderstorm	tornado
tsunami	heat wave	hail

# Lesson 8: Tornadoes and Hurricanes! (cont.)

## Comprehension

### Before Reading

1. **Using Mental Images**—Show students the cover of the book, and ask them to describe what they see. Read the title of the book. Ask students to use the title and the picture to predict what the story will be about. Ask students to close their eyes and visualize that prediction. Explain that visualizing will help them understand the book better.
2. **Introducing the Book**—Take a picture walk through the book. What types of things do students notice?
  - Refer to the vocabulary words written in bold type in the text. Show students the glossary on page 24 and point out that the words in the glossary are the same words that are in bold type throughout the text.
  - Ask students, “Why do you think the author put these words in bold?” Explain that bold type is a clue that the definition of the word can be found in the glossary. Explain that a dictionary is also a useful tool when reading unfamiliar words.

### English Language Support

Point out the words hurricane/Hurrican, tropics/tropical, and tornado/tornadoes. Each word pair shares the same root but differs by one or more letters. Challenge students to name other word pairs with small differences that create slightly different meanings.

### During Reading

1. **Using Mental Images**—Read the book aloud to the students while showing them the photographs.
  - After each set of pages, ask students to close their eyes and create a mental picture of the information they just read. Explain that practicing this skill will help them remember the important parts of the text.
  - Display the diagram of a hurricane on pages 20–21. Model reading a diagram by thinking aloud. Explain that first, you briefly look at the entire diagram from top to bottom and left to right in order to get the “big picture.” Model how you then begin to look at the labels and arrows on the diagram to see how the parts relate to one another. Demonstrate looking at the entire diagram again, now understanding the relationship of the parts.
2. **Understanding Main Idea and Details**—Using the choral-reading strategy, read the title aloud with students.
  - Ask students whether the title tells what the book is about. Ask them to explain how the section titles can help them understand the important parts of the text.
  - Discuss various main ideas and details. For example, on page 10, the main idea is *Tornadoes are powerful*. Details appear on page 11.



**Assessment Opportunity**—Have each student read aloud two to four pages from the book to ensure that they read the high-frequency words accurately.

# Lesson 8: Tornadoes and Hurricanes! (cont.)

## Comprehension (cont.)

### After Reading

- 1. Understanding Main Idea and Details**—Ask students what point they think the author was trying to get across to the reader. Tell them that asking themselves this question is one way to determine the author’s main idea. Ask students how a whirlpool and a tornado are the same and how they are different.
- 2. Building Oral Language**—Have one student describe the picture on page 12 and another student describe the diagram on pages 20–21. Take note of the words that they struggle with to help them describe the pictures more effectively. Write these words on the board.
  - In pairs, have students practice using these words when describing the diagrams.
  - For additional practice with comprehension, have students complete the *I Know Storms* activity sheet.

### English Language Support

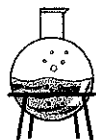
Ask each student to select a type of weather. Instruct each student to draw a diagram of it. Provide groups of students who chose the same weather condition with important phrases that they will need to explain their diagram. Have them practice their explanation before explaining their diagram to a classmate who chose a different type of weather condition.

## Writing

Have students use academic vocabulary to write about what it might be like to experience a tornado or hurricane and the protective actions people should take.

- Give below-grade-level students a word bank to use when writing.
- Have on-grade-level students write each sound they hear.
- Encourage above-grade-level students to write sentences that include descriptive language.

### Cross-curricular Connections



**Science**—Experiment with pinwheels. Let students blow on pinwheels at different rates, both alone and with small groups of students. Ask them to observe and describe the different effects of the varying “winds.”

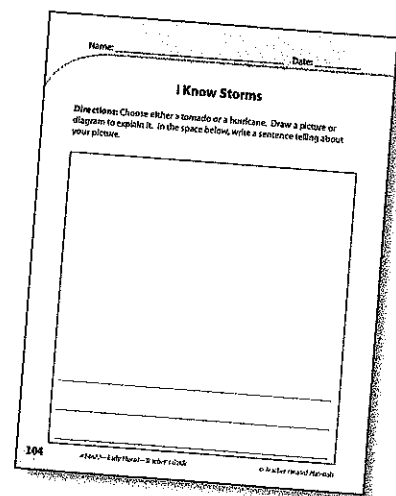
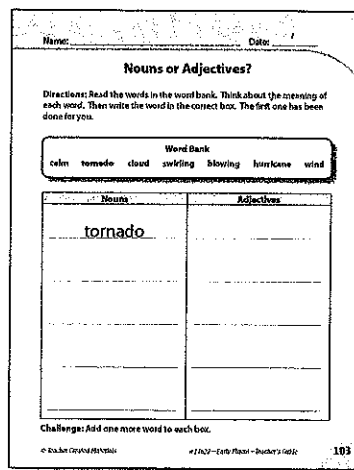
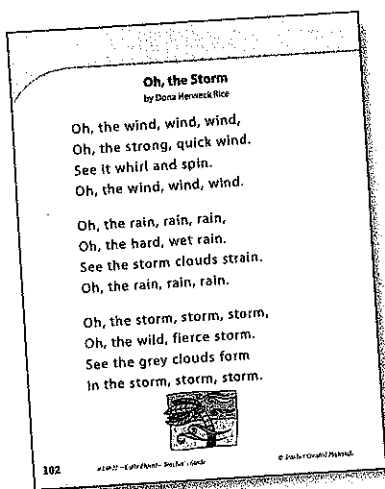


**Geography**—Discuss the role of the Red Cross, the military, and other emergency services in helping people in times of natural disasters. Discuss how organizations collect donations to help communities experiencing a natural disaster receive food and clean water.

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## Building Fluency

- 1. Reading the Book**—Use the choral-reading strategy to read the book several times with students, and allow students to practice reading the book silently and in pairs.
- 2. Reading the Poem**—Use one or all of the following methods for fluency practice:
  - Display the “Oh, the Storm” poem. Ask students how the poem and the book are similar and different.
  - Provide copies of the poem for students to place in a poetry folder. They can practice reading the poems in this folder during free-choice time and independent or paired reading time.
  - Write the poem on a sheet of chart paper. Take time to have the class reread it throughout the day. Have students rehearse and perform the poem for an audience as an alternative way for students to build fluency and enjoy language.



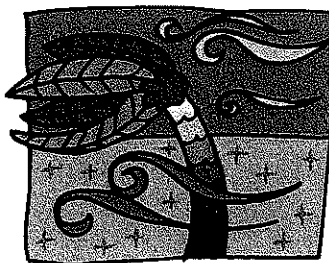
# Oh, the Storm

by Dona Herweck Rice

Oh, the wind, wind, wind,  
Oh, the strong, quick wind.  
See it whirl and spin.  
Oh, the wind, wind, wind.

Oh, the rain, rain, rain,  
Oh, the hard, wet rain.  
See the storm clouds strain.  
Oh, the rain, rain, rain.

Oh, the storm, storm, storm,  
Oh, the wild, fierce storm.  
See the grey clouds form  
In the storm, storm, storm.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Nouns or Adjectives?

**Directions:** Read the words in the word bank. Think about the meaning of each word. Then write the word in the correct box. The first one has been done for you.

<b>Word Bank</b>						
calm	tornado	cloud	swirling	blowing	hurricane	wind

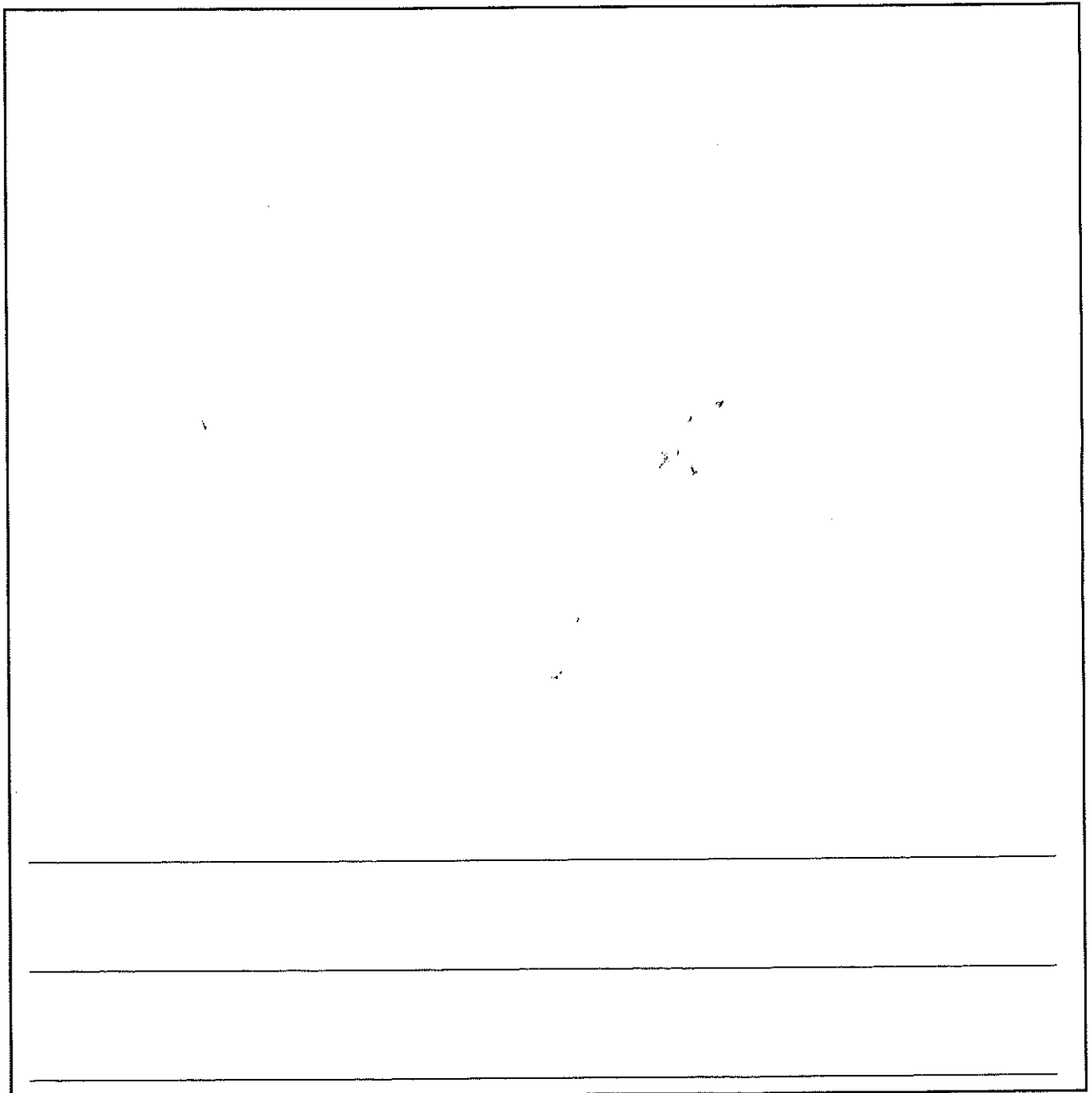
Nouns	Adjectives
tornado	

**Challenge:** Add one more word to each box.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## I Know Storms

**Directions:** Choose either a tornado or a hurricane. Draw a picture or diagram to explain it. In the space below, write a sentence telling about your picture.



A large rectangular box with a black border, intended for drawing and writing. The box is mostly empty, with a few small, faint marks in the center. At the bottom of the box, there are three horizontal lines for writing.