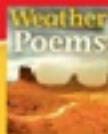


Lesson 8



TARGET VOCABULARY

beware

damage

bend

flash

pounding

prevent

reach

equal

Vocabulary
Reader

Context
Cards



TEKS 2.5B use context to determine meaning; **ELPS 3D** speak using content-area vocabulary; **4C** develop/expand back-English vocabulary and structures.

Vocabulary in Context

- 1 Read each **Context Card**.
- 2 Talk about a picture. Use a different Vocabulary word from the one on the card.

1

beware

Beware of dangerous weather when a storm siren sounds its warning.



2

damage

Hail and strong winds can do a lot of harm. They can **damage** crops.



3

 **bend**

High winds have caused the trunks of these trees to **bend**, or curve.



4

 **flash**

The **flash** of lightning bolts lit up the dark night sky.



5

 **pounding**

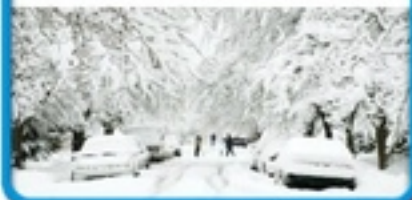
Pounding waves hit the beach hard in a storm.



6

 **prevent**

Heavy snow may **prevent**, or stop, cars and trucks from traveling.



7

 **reach**

In a flood, water can **reach**, or go as high as, rooftops.



8

 **equal**

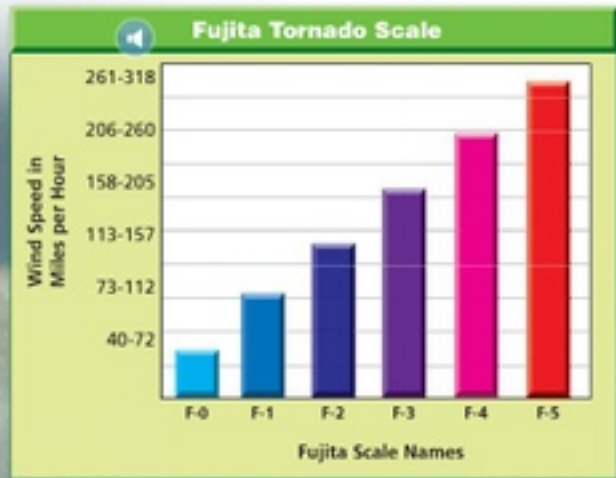
The height of the snow is **equal** to three feet.



Background

TARGET VOCABULARY Storm Warning Beware!

A **flash** of lightning or a boom of thunder means a storm is coming. Strong winds that **bend** big trees are another sign of a storm. **Pounding** hailstones can **damage** homes and cars. One way to **prevent** getting hurt in a storm is to pay attention to the sky. Clouds shaped like a funnel **equal** a tornado. You need to find a safe place before the storm can **reach** where you are.



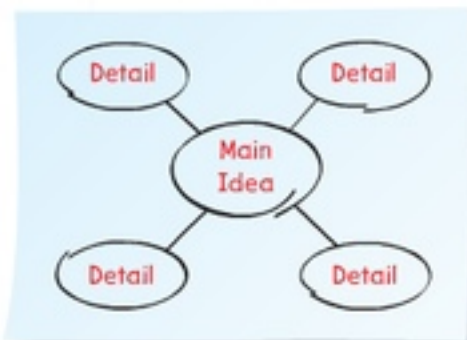
This chart shows how scientists indicate the strength of a tornado.



Comprehension

TARGET SKILL Main Ideas and Details

Use the title to help you figure out the topic of *Super Storms*. Then, as you read, think about the main, or important, ideas about the different storms. Use a web like this to note details that tell about each main idea.



TARGET STRATEGY Visualize

Use details about each main idea to help you visualize, or form a picture of, what the author is describing. The pictures you form will help you remember main ideas about different kinds of storms.

Main Selection



TARGET VOCABULARY

beware	pounding
damage	prevent
bend	reach
flash	equal

TARGET SKILL

Main Ideas and Details Tell important ideas and details about a topic.



TARGET STRATEGY

Visualize Picture what is happening as you read.

GENRE
Informational text
gives facts about a topic.

MEET THE AUTHOR

SEYMOUR SIMON



As a former science teacher, Seymour Simon loves to visit classrooms and talk with students. Those visits sometimes

help him decide what to write about next.

Mr. Simon has written about everything from bats, bears, and bugs to snakes, sharks, and spiders. Of the more than 200 books he has written, *The Paper Airplane Book* is one of his favorites.





SUPER STORMS

by Seymour Simon

Essential Question

How do you know
what a story is
mostly about?

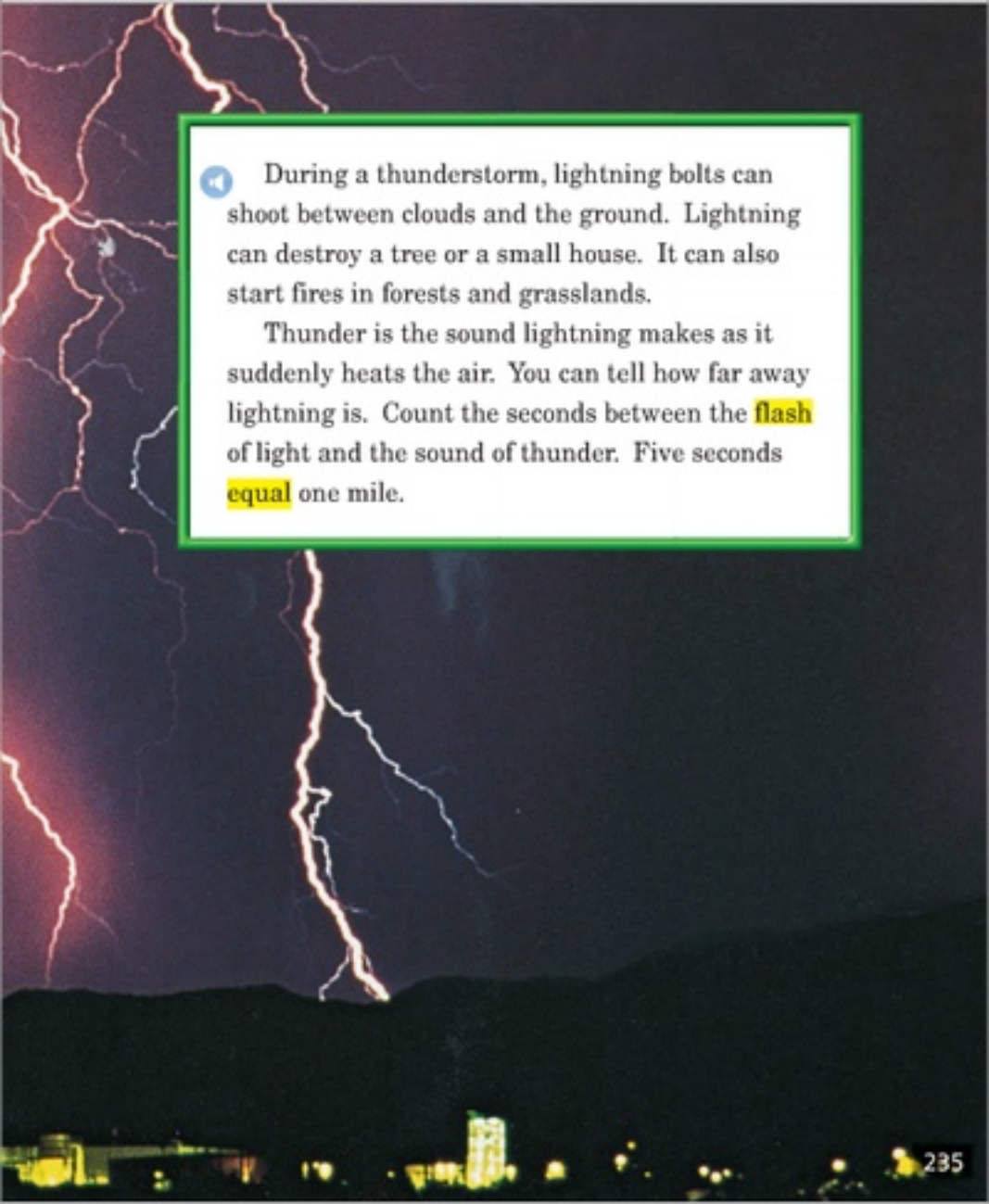
A large, dark, stormy cloud formation, possibly a supercell or a developing storm, dominates the center of the image. The cloud is dark and textured, with some lighter areas where light breaks through. The background is a bright, overcast sky, and the foreground shows a dark, flat landscape, likely a field or plain. The overall scene is dramatic and atmospheric.

 The air around us is always moving and changing. We call these changes weather. Storms are sudden, violent changes in weather.

- Every second, hundreds of thunderstorms are born around the world. Thunderstorms are heavy rain showers. They can drop millions of gallons of water in just one minute.



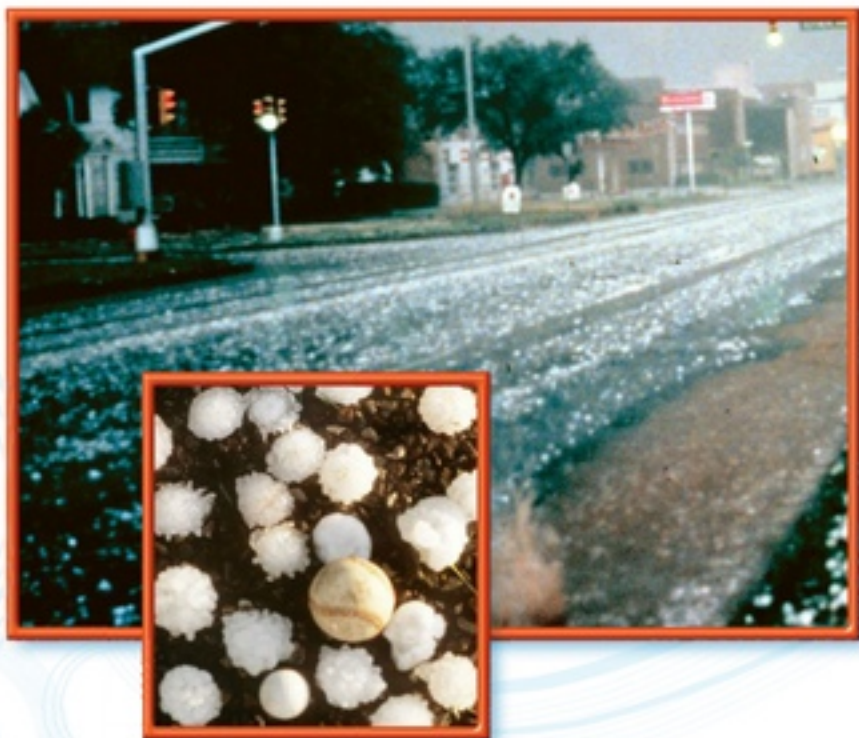




⦿ During a thunderstorm, lightning bolts can shoot between clouds and the ground. Lightning can destroy a tree or a small house. It can also start fires in forests and grasslands.

Thunder is the sound lightning makes as it suddenly heats the air. You can tell how far away lightning is. Count the seconds between the **flash** of light and the sound of thunder. Five seconds **equal** one mile.

- 1 Hailstones are chunks of ice that are tossed up and down by the winds of some thunderstorms. Hail can be the size of a marble or larger than a baseball. Nearly 5,000 hailstorms strike the United States every year. They can destroy crops and **damage** buildings and cars.



- ◀ Thunderstorms sometimes give birth to tornadoes. Inside a storm, a funnel-shaped cloud reaches downward. Winds inside a tornado can spin faster than 300 miles per hour. These winds can lift cars off the ground and rip houses apart.



STOP AND THINK

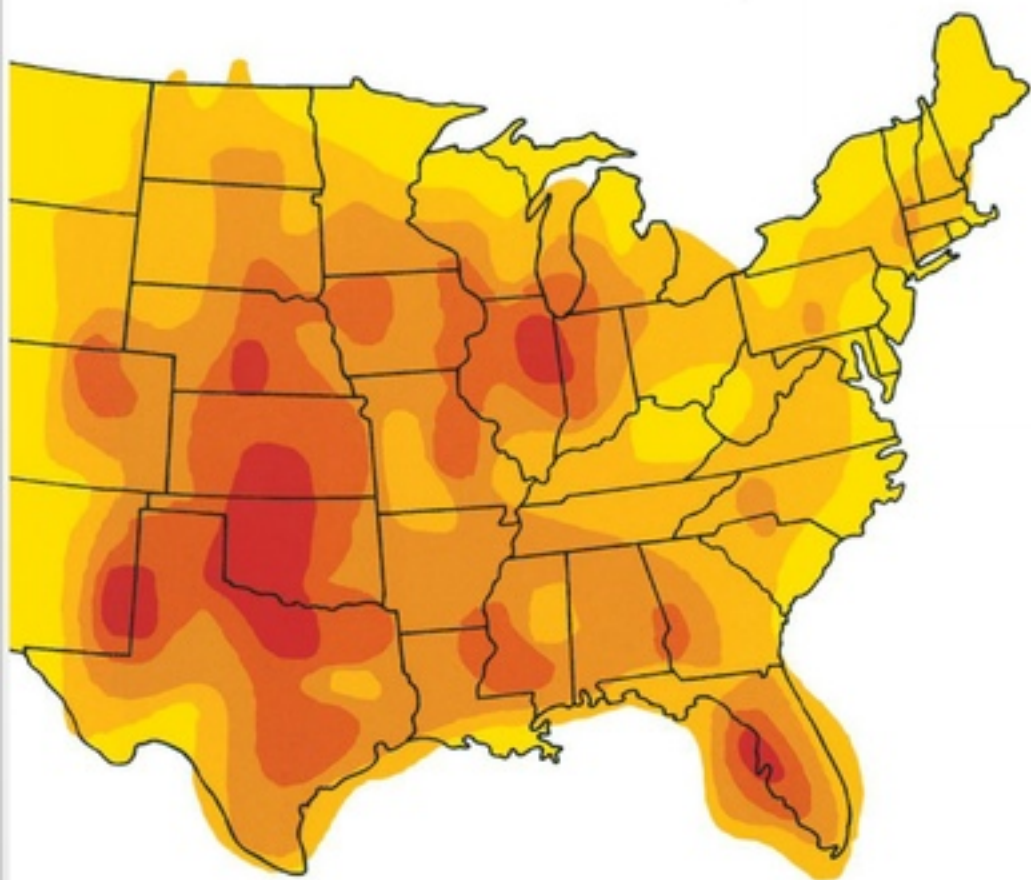
Main Ideas and Details What is the main idea of this paragraph?

GRADE 2.16A



More than 1,000 tornadoes strike the United States each year. Most of them form during spring and summer.

Television and radio stations often give early alerts. A tornado watch means that one may strike during the next few hours. A warning means a tornado has been seen by people or on radar. During a tornado warning you should find shelter in a basement or closet.



STOP AND THINK

Visualize How do the colors on the map show where the greatest and the least danger is from tornadoes?

TEKS 8C.2C



- ▶ Hurricanes are the deadliest storms in the world. They kill more people than all other storms combined. Hurricanes stretch for hundreds of miles. They have winds of between 74 and 200 miles per hour.

The eye of a hurricane is the quiet center of the storm. Inside the eye, the wind stops blowing, the sun shines, and the sky is blue. But **beware**, the storm is not over yet.



« Hurricanes are born over warm ocean waters from early summer to mid-fall. When they finally **reach** land, their **pounding** waves wash away beaches, boats, and houses. Their howling winds **bend** and uproot trees and telephone poles. Their heavy rains cause floods.



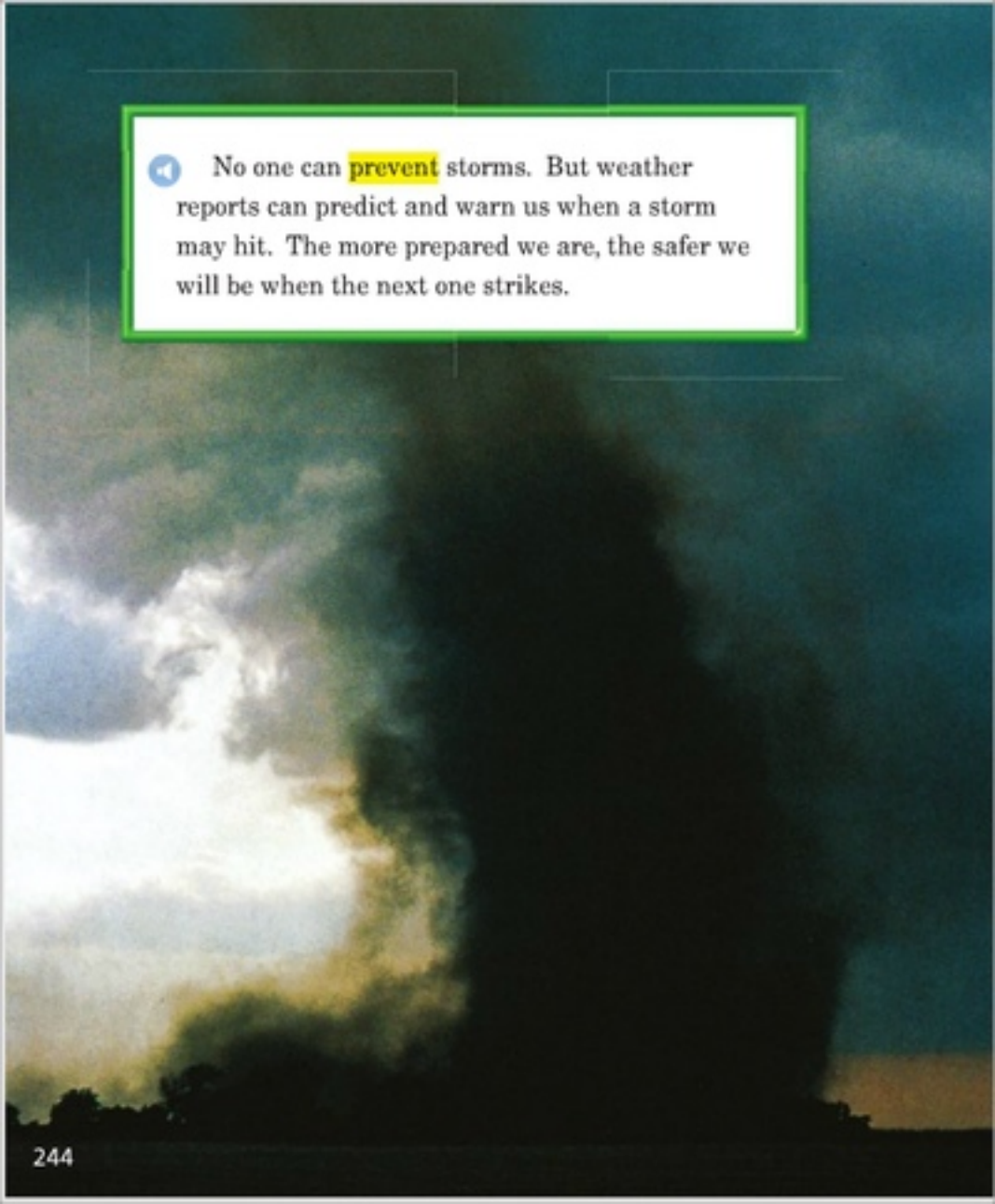
STOP AND THINK

Author's Craft How does the author's description of hurricanes help you visualize these storms?

VIDEO #C210

- ❶ Blizzards are huge snowstorms. They have winds of at least 35 miles per hour. Usually at least two inches of snow falls per hour. Temperatures are at 20 degrees or lower. Falling and blowing snow make it hard to see in a blizzard.





◀ No one can **prevent** storms. But weather reports can predict and warn us when a storm may hit. The more prepared we are, the safer we will be when the next one strikes.

Your Turn

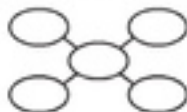
Use context to determine word meanings.

1. On page 244, the word prevent means to —
 - start
 - enjoy
 - stop

TEKS 2.5B

2. **TARGET SKILL** **Main Ideas and Details**

What main idea and details have you learned about blizzards? Use a web like this to answer. **TEKS 2.14A**



3. **TARGET STRATEGY** **Visualize**

Use text details to visualize a town hit by a blizzard. Describe what you picture. **ELPS 3H**

4. **Oral Language** Tell about storms with a partner. Ask a question if you don't understand something.

TEKS 2.20A, ELPS 3E, 4G



TEKS 2.5B use context to determine meaning; **2.14A** identify main ideas/details; **2.20A** listen/ask clarifying questions; **ELPS 3F** ask/give information in various contexts; **3H** narrate/describe/relate with detail; **4G** demonstrate comprehension through shared reading/role playing/discussion

Connect to

Poetry



TARGET VOCABULARY

beware	pounding
damage	prevent
bend	reach
flash	equal

GENRE

Poetry uses the sound of words to show pictures and feelings.

TEXT FOCUS

Repetition is the same words used more than once.

Weather Poems

Many poets write poems about the weather. They might write about a **flash** of lightning or the way winds **bend** flowers.

The three poems you will read next are about the weather. Listen to the words that repeat in the poem “Night Drumming for Rain.” Does it remind you of **pounding** raindrops?





Night Drumming for Rain

hi-ya nai-ho-o
earth rumbling
earth rumbling
our basket drum sounding
earth rumbling
everywhere humming
everywhere raining


Pima



Rain

Windy winter rain . . .
my silly big
umbrella
tries walking backward

by Shisei-Jo
Translated from Japanese
by Peter Beilenson



Morning Sun

warming up
my bed
in the morning

the Sun
calls me
through the window

"wake up
get up
come on out"

by Francisco X. Alarcón

Write a Weather Poem

Write your own weather poem. You might describe how hot, sunny days **equal** summer fun. You might warn friends to **beware** of a storm that is about to **reach** them or **damage** a special place. You might even write a funny poem on how to **prevent** a storm!

Making Connections



Text to Self

TEKS 2.30

- 1 **Make a Plan** Choose one type of storm from *Super Storms*. With the class, discuss what you would do to stay safe in that kind of weather. Speak only when it is your turn.



Text to Text

- 1 **Connect to Science** Think about the weather in *Super Storms* and "Weather Poems." Draw pictures of the two you found most interesting. Write a caption for each picture.



Text to World

TEKS RC2-F

- 1 **Observe Local Weather** What kinds of weather do you get where you live? List each type. Compare your list with a partner's.



TEKS 2.30 Follow discussion rules. RC2-F make connections to experiences/text/community

Grammar

What Is a Verb? A **verb** names an action that someone or something does or did. A verb is found in the action part, or **predicate**, of a sentence.

Academic Language

verb
predicate

Verbs in Sentences

Rain **falls**.

Strong winds **blow**.

The storm **destroyed** homes.

The tornado **bent** many trees.

Turn and Talk

Work with a partner. Read the sentences aloud. Name the verb in each sentence.

- 1 I learned about storms.
- 2 We stay indoors.
- 3 Tornadoes form in summer.
- 4 The thunder scared my cat.

- 🔊 **Word Choice** When you write, use exact verbs. They make your sentences come alive and tell your reader exactly what is happening.



Verb

The hail **touched** the roof.
The hail **hurt** the roof

Exact Verb

The hail **pounded** the roof.
The hail **damaged** the roof.



Connect Grammar to Writing

When you revise your writing, look for verbs that you can change to more exact verbs.

Write to Inform

Voice When you write an **informational paragraph**, remember to use your own words. Do not copy words that were written by someone else.

Greg drafted a paragraph about thunderstorms. He used facts from *Super Storms*. Later, he revised some sentences to be in his own words.

Writing Traits Checklist

- Ideas**
Did I use facts instead of opinions?
- Voice**
Did I use my own words?
- Sentence Fluency**
Did I get rid of short, choppy sentences?
- Conventions**
Did I write neatly and leave margins?

Revised Draft

Thunderstorms bring lots of
~~Millions of gallons of rain~~
 rain. ~~They can drop millions of~~
~~can fall in one minute.~~
~~gallons of water in just one~~
~~minute.~~ Lightning bolts destroy
 trees and houses.
~~Lightning can also start fires in~~
~~They can also start fires in~~
~~trees or grass!~~
~~forests and grasslands.~~



Thunderstorms

by Greg Popov

Thunderstorms bring lots of rain. Millions of gallons of rain can fall in one minute. Lightning bolts destroy trees and houses. Lightning can also start fires in trees or grass! People can tell how close lightning is by counting the seconds between lightning and the sound of thunder. For every five seconds you count, the lightning is one mile away.



I made sure I used my own words to tell facts.



Reading as a Writer

How did Greg tell facts in his own way?
What parts of your paragraph can you retell in your own words?

