

# week ONE

- Who Studies Natural Disasters?
  - ✓ Author's Craft
- Eruption!
  - ✓ Make and Confirm Predictions
  - ✓ Content-Area Words
  - ✓ Text Structure
  - ✓ Figurative Language



# CONTENTS & EXPLANATION

7	Essential Question	Students journal write to answer the essential question.
8	Big Idea Words * Interactive Notebook	On the front, students write the meaning of each Big Idea Word. Then, students lift the flaps and write a list of synonyms of each Big Idea Word.  * This page is cut and pasted into the student's interactive notebook.
9	Author's Craft: Word Choice	Students read the author's word choice and determine what the word choice tells readers.
10	Make Predictions	Students make predictions <b>as they read the text for the first time</b> . They record the story details that helped them to predict.
11	Make Predictions *Interactive Notebook	Students lift the flaps and make predictions <b>as they read the text for the first time</b> .  * This page is cut and pasted into the student's interactive notebook.
12	Make and Confirm Predictions	Students choose one prediction to either confirm or predict, depending on the accuracy of the prediction.
13	Content-Area Words	Students define the content-area words and then answer an application question about each word.

# CONTENTS & EXPLANATION

14	Content-Area Words *Interactive Notebook	Students lift the flaps and illustrate each content-area word.  * This page is cut and pasted into the student's interactive notebook.
15	Text Structure: Sequence of Events	Students number the story events into the correct order.
16	Figurative Language	Students read the examples of sensory language and draw or describe what the sensory language helps them to understand.
17	Text Questions	Students answer the text-dependent comprehension questions.
18	Critical Vocabulary	Students use the glossary to define each vocabulary word. They write the words into sentences.
19	Critical Vocabulary *Interactive Notebook	Students lift the flaps and write the meanings of each vocabulary word.  * This page is cut and pasted into the student's interactive notebook.
20	Critical Vocabulary: Context Clues	Students use context clues to complete each sentence with the correct vocabulary word.
21	Critical Vocabulary: Context Clues	Students use context clues to complete each sentence with the correct vocabulary word.
22	Vocabulary: Multiple Meaning Words	Students cut and paste each multiple meaning word next to the sentence it completes.

# CONTENTS & EXPLANATION

23	Vocabulary: Greek and Latin Roots	Students look at the list of words under each root. They use the clues to determine the meaning of each Greek and Latin root.
24	Spelling: 3 Times Each	Students write the spelling words three times each.
25	Spelling: 3 Times Each Review & Challenge	Students write the Review and Challenge words three times each.
26	Spelling Sort	Students sort the spelling words by long a and short a vowel sounds.
27	Spelling Triangles	Students write the spelling words, one letter at a time, so that they take the shape of triangles.
28	Spelling Sort *Interactive Notebook	Students lift the flaps and write the words according to vowel sound.  * This page is cut and pasted into the student's interactive notebook.
29-43	Answer Keys	All pages with applicable answer keys are provided.
44	Credits and Terms of Use	Thank you to the clip artists and fonts creators!

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

ESSENTIAL QUESTION



How can learning about natural disasters  
make us safer?

Lined writing area with a large watermark reading '©2020' diagonally across the page.

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

BIG IDEA WORDS

Words About Natural Disasters

Directions: Cut out and glue into your interactive notebook. On the front, write the meaning of each Big Idea Word. Then, lift the flaps and write synonyms for each word. List as many synonyms as you can!

BIG IDEA WORDS

Words About Natural Disasters

notable

\_\_\_\_\_  
\_\_\_\_\_

spontaneous

\_\_\_\_\_  
\_\_\_\_\_

tremor

\_\_\_\_\_  
\_\_\_\_\_

hazard

\_\_\_\_\_  
\_\_\_\_\_

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## AUTHOR'S CRAFT: WORD CHOICE &gt;&gt;&gt;&gt;

Directions: Authors carefully choose their words when writing. An author's word choice helps you better understand their feelings and opinions. Complete the table by answering questions about word choice.

Page	WORD CHOICE	What This Tells Me
180	We saw firsthand the how a <i>breathtaking</i> natural occurrence can lead to disaster... The spontaneous shaking of the earth left me feeling <i>fascinated</i> and <i>scared</i> .	What does this word choice tell you about Robin?
181	It's so <i>encouraging</i> to me to hear of your interest in science and natural disasters. <i>The world needs more budding scientists like you!</i>	What <i>mood</i> does Professor Melendez portray with this word choice?
181	Find examples of word choice from Professor Melendez's letter that show how being a meteorologist is important work.	This word choice shows me that Professor Melendez believes that a job as a meteorologist would be both interesting and rewarding.

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

# MAKE & CONFIRM PREDICTIONS

»»» a guess about what may happen

Directions: As you read for the story **for the first time**, complete the graphic organizer. Make predictions about what will happen next in the story. Give the story details that caused you to predict.

PAGE	STORY DETAILS	MY PREDICTION I think ____ will happen because ...



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

## MAKE & CONFIRM PREDICTIONS

»»» a guess about what may happen

Directions: Cut out and glue into your interactive notebook. Lift the flaps, and predict **as you read the story for the first time.**

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ERUPTION!	I predict...
	I think...
	Maybe...
	If...
	Possibly...

Cut here



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

# MAKE & CONFIRM PREDICTIONS

»»» a guess about what may happen

Directions: Choose one of your predictions from your Prediction Chart. As you read, you can revise this prediction as you learn more OR confirm the prediction if your thinking was correct.

## MY PREDICTION

OR

## CONFIRM

If you are *confirming* an accurate prediction, explain how you know your prediction was correct.

## REVISE

If you are *revising* an incorrect prediction, explain what made you change your mind. What story clues lead you to revise?

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

# CONTENT AREA WORDS >>>

Directions: Read each important word below. Answer the questions to better understand each word.

CONTENT AREA WORD	Dictionary Definition	Application
dormant		What would it mean for a volcano to "slip back into dormancy?"
magma		How is magma different from lava?
conduit		In the case of a volcano, what liquid may flow in the conduit?
fumaroles		How might a fumarole alert geologists about an active volcano?

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

CONTENT AREA WORDS >>>

Directions: Cut out and glue into your interactive notebook. Read each important word below. Lift the flap and illustrate the word. Use labels!

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ERUPTION!	dormant	magma	
	conduit	fumaroles	

↑  
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Name: \_\_\_\_\_

TEXT STRUCTURE: SEQUENCE



explaining events  
in order

Directions: Number the events into the correct order from pages 184-186.

#	SEQUENCE OF EVENTS
	Over the following weeks, the plume changed from white to gray as the volcano shot ash and rock into the sky.
	The earthquakes accelerate. Women and the elderly are relocated off the base. As the earthquakes get closer to the surface, the alert level is raised to 4. People must evacuate!
	The American and Filipino scientists decide to raise their alert levels to 3. This means an eruption is possible in two weeks.
	Chris's new gas reading shows that Mount Pinatubo is definitely ramping up.
	A few days later, the instruments recorded two unusual earthquakes.

# FIGURATIVE LANGUAGE

»»» creates a feeling or makes a point

Sensory language are words that appeal to the five senses.

*EXAMPLE: Baking bread filled the home with a delicious scent.*

Directions: Read the examples of sensory language from the story. Choose to **either** draw what you see **OR** explain what you see.

People with carts piled high with furniture and leading water buffalo shared the road with military vehicles.

Great black ash clouds – massive rolling clouds of superheated ash raged down each side of the volcano!

They raced for the back of the building, the farthest they could get from the erupting monster. They waited, panting, sweating.

TEXT QUESTIONS



Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. What factors caused the scientists to raise their alert systems to level 3?

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2. Explain why the scientists are hesitant to raise their alert systems to 4.

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3. How does the author set a suspenseful tone on page 193?

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4. Why do you think the author included photographs with the text?

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# CRITICAL VOCABULARY >>>

Directions: Define each word using the glossary. Then, write each vocabulary word into a sentence that shows you understand the meaning of the word.

WORD	DEFINITION	SENTENCE
seismographs		
evacuation		
reservoir		
conferring		
consequences		
widespread		
alarming		
victim		



# CRITICAL VOCABULARY >>>

Directions: Cut out and glue into your interactive notebook. Lift the flaps, then write the definition of each vocabulary word.

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ERUPTION!	seismographs
	evacuation
	reservoir
	conferring
	consequences
	widespread
	alarming
	victim

Cut here



## CRITICAL VOCABULARY: CONTEXT CLUES



Directions: Use context clues (clues within the sentence) to complete each sentence using the vocabulary words.

seismograph	evacuation	reservoir	conferring
consequences	widespread	alarming	victim

- We have a \_\_\_\_ in our yard that collects rainwater. \_\_\_\_\_
- The smoke from the wildfire was \_\_\_\_\_. It clouded the skies for miles. \_\_\_\_\_
- Our book group is \_\_\_\_\_ about the novel The War That Saved My Life. \_\_\_\_\_
- The scientists read the report from the \_\_\_\_\_ to see the size of the earthquake. \_\_\_\_\_
- Aunt Alice fell \_\_\_\_\_ to the flu. She suffered for a week from a sore throat, fever, and cough. \_\_\_\_\_
- The sight of the active volcano was \_\_\_\_\_. Although we were a safe distance away, I felt worried. \_\_\_\_\_
- The \_\_\_\_\_ of not eating lunch are feeling hungry later in the day and possibly getting a headache. \_\_\_\_\_
- After the flood, the town ordered an \_\_\_\_\_ to get the residents to a safe place. \_\_\_\_\_

# CRITICAL VOCABULARY: DEFINITIONS



Directions: Write the letter of the correct match.

## VOCABULARY

## DEFINITION

seismographs —

a. the act of moving from a dangerous place to a safer one

evacuation —

b. discussing an idea

reservoir —

c. something that happens to many people or over a large area

conferring —

d. instruments that measure and record details about earthquakes

consequences —

e. worrisome

widespread —

f. the outcomes of events

alarming —

g. someone who suffers or dies because of a bad situation

victim —

h. a place where a supply of something is collected

# VOCABULARY: MULTIPLE MEANING WORDS >>>

Directions: Cut and paste each multiple meaning word next to the sentence it completes.

1. I hear what you are saying, but I don't understand what you \_\_\_\_\_.



5. The deer's antlers scrape the \_\_\_\_\_ off the tree.



2. Our dog will \_\_\_\_\_ anytime someone rings the doorbell.



6. When he's having a fit, my younger brother will cry and \_\_\_\_\_ his feet.



3. Be sure to put a \_\_\_\_\_ on the envelope before you mail it.



7. Please put your name on the \_\_\_\_\_ of your paper.



4. Mom has been on a trip, but she will come \_\_\_\_\_ on Monday!



8. The bully pushed me \_\_\_\_\_ and said \_\_\_\_\_ things.



bark

bark

mean

mean

stamp

stamp

back

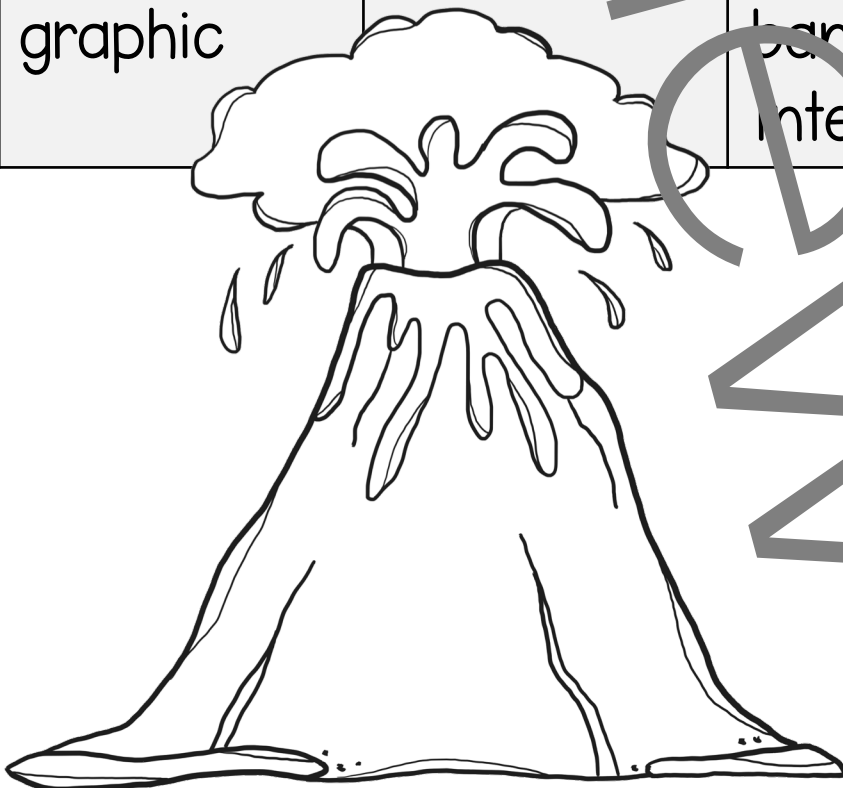
back

VOCABULARY: GREEK & LATIN ROOTS



Directions: Look at the list of words under the root. Use these clues to determine what the Greek and Latin root may mean.

graph = _____	gram = _____	rupt = _____	fer = _____
graphite autograph paragraph biography graphic	telegram monogram	erupt rupture corrupt disrupt bankrupt interrupt	transfer refer infer suffer circumference



# SPELLING: 3 TIMES EACH »»»

Directions: Write the spelling words three times in your neatest handwriting.

1.	earth		
2.	peer		
3.	twirl		
4.	burnt		
5.	smear		
6.	further		
7.	appear		
8.	worthwhile		
9.	nerve		
10.	pier		
11.	squirm		
12.	weary		
13.	alert		
14.	murmur		
15.	thirsty		
16.	reverse		
17.	worship		
18.	career		
19.	research		
20.	volunteer		

## REVIEW &amp; CHALLENGE: 3 TIMES EACH &gt;&gt;&gt;

Directions: Write the spelling words three times in your neatest handwriting.

Challenge			
21. acre			
22. frontier			
23. preservation			
24. external			

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

# SPELLING SORT >>>

Directions: Write the spelling words into the correct sort.

ûr

sounds like worth

îr

sounds like ear

twirled

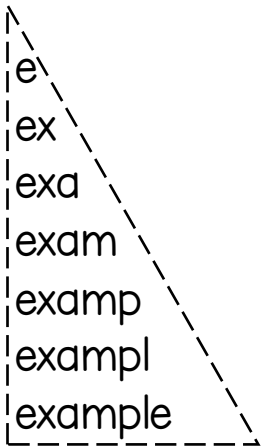
1. earth
2. peer
3. twirl
4. burnt
5. smear
6. further
7. appear
8. worthwhile
9. nerve
10. pier
11. squirm
12. weary
13. alert
14. murmur
15. thirsty
16. reverse
17. worship
18. career
19. research
20. volunteer



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

# SPELLING TRIANGLES >>>

Directions: Write each word by adding one letter at a time. The word will take the shape of a triangle! Use the back of the paper, if needed.



1. earth
2. peer
3. twirl
4. burnt
5. smear
6. further
7. appear
8. worthwhile
9. nerve
10. pier
11. squirm
12. weary
13. alert
14. murmur
15. thirsty
16. reverse
17. worship
18. career
19. research
20. volunteer

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

# SPELLING SORT >>>

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write the spelling words into the correct sort.

↓  
Glue down the rectangular strip only

**ERUPTION!**

*ir*  
sounds like  
*worth*

*ir*  
sounds like  
*ear*

Cut here



1. earth
2. peer
3. twirl
4. burnt
5. smear
6. further
7. appear
8. worthwhile
9. nerve
10. pier
11. squirm
12. weary
13. alert
14. murmur
15. thirsty
16. reverse
17. worship
18. career
19. research
20. volunteer

week ONE

ANSWER KEYS

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

BIG IDEA WORDS

Words About Natural Disasters

Directions: Cut out and glue into your interactive notebook. On the front, write the meaning of each Big Idea Word. Then, lift the flaps and write synonyms for each word. List as many synonyms as you can!  
*Synonyms will vary.*

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BIG IDEA WORDS

Words About Natural Disasters

notable

something worth noticing

spontaneous

an action that happens naturally and isn't planned

tremor

a small earthquake or uncontrolled shaking in a body part

hazard

a danger

Cut here  
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←

←

## AUTHOR'S CRAFT: WORD CHOICE &gt;&gt;&gt;

Directions: Authors carefully choose their words when writing. An author's word choice helps you better understand their feelings and opinions. Complete the table by answering questions about word choice.

Page	WORD CHOICE	What This Tells Me
180	We saw firsthand the how a <i>breathtaking</i> natural occurrence can lead to disaster... The spontaneous shaking of the earth left me feeling <i>fascinated</i> and <i>scared</i> .	What does this word choice tell you about Robin? <b>Sample answer:</b> This word choice shows me that Robin is very interested in earthquakes and volcanoes. I can tell she is fascinated by natural disasters and curious to learn more.
181	It's so <i>encouraging</i> to me to hear of your interest in science and natural disasters. <i>The world needs more budding scientists like you!</i>	What <i>mood</i> does Professor Melendez portray with this word choice? <b>Sample answer:</b> She is portraying a mood of encouragement, welcoming, and kindness. She wants to encourage Robin's interest.
181	Find examples of word choice from Professor Melendez's letter that show how being a meteorologist is important work. <b>Sample answer:</b> A meteorologist's knowledge is <i>invaluable</i> in helping people stay safe during these mighty storms.	This word choice shows me that Professor Melendez believes that a job as a meteorologist would be both interesting and rewarding.

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

## MAKE & CONFIRM PREDICTIONS

»»» a guess about what may happen

Directions: As you read for the story **for the first time**, complete the graphic organizer. Make predictions about what will happen next in the story. Give the story details that caused you to predict. **Sample predictions below.**

PAGE	STORY DETAILS	MY PREDICTION I think ____ will happen because ...
186	A false evacuation would be costly but the tragic loss of life would be much worse.	I predict they will raise the alert level to 4 even though they are hesitant because they don't want people to end up being killed.
189	A huge black ash column pumped out of the volcano and filled the sky.	I predict Mount Pinatubo will erupt because black ash plumes continue to fill the sky.

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

# MAKE & CONFIRM PREDICTIONS

»»» a guess about what may happen

Directions: Choose one of your predictions from your Prediction Chart. As you read, you can revise this prediction as you learn more OR confirm the prediction if your thinking was correct. Predictions will vary. Sample answer:

## MY PREDICTION

I predict they will raise the alert level to 4 even though they are hesitant because they don't want people to end up being killed.

OR

## CONFIRM

If you are *confirming* an accurate prediction, explain how you know your prediction was correct.

I can see that my prediction is correct. They are raising the alert level to 4 because the earthquakes are getting closer to the surface.

## REVISE

If you are *revising* an incorrect prediction, explain what made you change your mind. What story clues lead you to revise?