

UNIT 3 LESSON 11

COMMON CORE STANDARDS

L.4.1g	correctly use frequently confused words
L.4.2d	spell grade-appropriate words, consulting references as needed
L.4.4c	consult reference materials, both print and digital, to find pronunciation and determine or clarify meaning
L.4.6	acquire and use general academic and domain specific words and phrases
R.L. 4.1	refer to details and examples when referring to what the text says explicitly and when drawing inferences
R.I. 4.2	determine the main idea and explain how it is supported by details/summarize
R.I. 4.3	explains events/procedures/concepts in a text
R.I. 4.5	describe the overall structure of a text or part of a text
R.I. 4.7	interpret information presented visually, orally, or quantitatively
R.I. 4.10	read and comprehend informational texts

UNIT 3 LESSON 11

CONTENTS & EXPLANATION

Text & Graphic Features	Students notice the text and graphic features as they read. They complete the graphic organizer, listing each text feature, its page number, and the information it gives.
INTERACTIVE NOTEBOOK PAGE Text Structure	Students lift the flaps and write 3 important facts from each section. * Students cut out and glue this page into their interactive notebook.
Cause and Effect	Students look for patterns of causes and effects. They complete the table, writing the causes and effects of hurricanes.
Making Predictions	Students complete the graphic organizer, noting their predictions as they read. They write down the story details that lead them to their predictions, as well.
Making Inferences	Students complete the graphic organizer, noting their inferences as they read. They write down the story details and/or background knowledge that lead them to their inferences, as well.
Hurricanes: Earth's Mightiest Storms Story Questions	Students answer questions about the text. They must look back in the text to provide evidence for their thinking.
Recovering From KATRINA Text Questions	Students answer questions about the text. They must look back in the text to provide evidence for their thinking.
Essential Question	Students journal write, answering the essential question: "What are the benefits of studying weather?"

UNIT 3 LESSON 11

CONTENTS & EXPLANATION

Vocabulary Word Wall Words	The 10 vocabulary words are available to be cut out and hung for use on a Word Wall.
Vocabulary Definition and Sentence Writing	Students use the glossary at the back of the book to look up the meanings of the words. Then, students write the vocabulary words into sentences that show they understand the meaning of the word.
Vocabulary Synonyms/Antonyms	Students determine whether each word paired with a vocabulary word is a synonym or antonym of the vocabulary word.
INTERACTIVE NOTEBOOK PAGE Vocabulary Definitions	Students use the glossary at the back of the book to look up the meanings of the words. * Students cut out and glue this page into their interactive notebook.
Suffix Sort	Students copy and paste the words into the correct column, based upon the suffixes -ful, -less, -ness, and -ment.
Suffixes -ful -less -ness -ment	Students use what they know about the meaning of the suffixes to match each word to its definition.
Spelling Words Writing 3x Each	Students write their spelling words 3 times each.
Review and Challenge Spelling Words Writing 3x Each	Students write their review and challenge spelling words 3 times each.

UNIT 3 LESSON 11

CONTENTS & EXPLANATION

Compound Words	Students create compound words by cutting and pasting the words at the bottom of the page next to the words at the top.
Frequently Confused Words	Students circle the correct form of each word in each sentence. Students also draw lines to connect frequently confused words to their meanings.
INTERACTIVE NOTEBOOK PAGE Confused Words	Students lift the flaps and write a sentence with the correct form of each frequently confused word. * Students cut out and glue this page into their interactive notebook.
Answer Keys	Answers keys for all applicable sheets are at the end of the unit.

Name: _____

Text and Graphic Features

Directions: As you read, notice the text and graphic features in the text. Use the graphic organizer to list each text feature, its page number, and the information it gives.



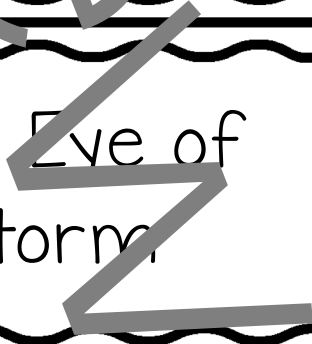
Text or Graphic Feature	Page Number	Information

Name: _____

Text Structure

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write 3 important facts from each section.

↓
Glue down this rectangular strip only

HURRICANES: Earth's Mightiest Storms Text Structure	 The Making of a Hurricane
	Some Weather Instruments
	World Names 
	Into the Eye of the Storm 

Cut
flaps



Name: _____

Cause and Effect

Directions: As you read, complete the graphic organizer. Look for patterns of causes and effects. A cause is an event that makes another event happen. The effect is the result of the cause.

CAUSE

EFFECT

- The earth's surface is constantly rotating.

- The air travels in

- Within the eye of the storm, all is calm and clear. There may even be blue skies and sunshine.

- People may think

- In 1960, the first weather satellite rocketed into orbit.

-

- _____

- Forecasters can warn people of coming storms.

Name: _____

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. Put the following events into the correct sequence. Number them 1-6.

ORDER	THE MAKING OF A HURRICANE
	The air travels to a low-pressure area, picking up more moist air as it flows upward.
	The cooled air condenses into water droplets that form clouds.
	The energy from the heat powers the storm!
	Warm, moist air rises quickly from over the ocean.
	The condensing moisture creates heat.
	Above the earth, the air cools.

2. Explain how a hurricane grows. Use details from the text in your answer.

3. Why might people in the middle of a hurricane mistakenly think the storm is over?

Name: _____

Text Questions

4. Draw lines to match each instrument to its purpose.

- | | | |
|--------------------|---|---|
| thermometer | • | measures wind speed |
| hygrometer | • | measures temperature |
| anemometer | • | measure air pressure |
| barometer | • | measures the moisture in the air |

5. Draw lines to match each name for a hurricane to the place in the world where the name originated.

- | | | |
|----------------------|---|---|
| hurricanes | • | Australia |
| cyclones | • | Caribbean Sea and North Atlantic |
| typhoons | • | Indian Ocean |
| willy-willies | • | west of the international dateline |

6. How has our knowledge of hurricanes changed over the years? What has caused the change? Use details from the text in your answer.

Name: _____

RECOVERING FROM KATRINA

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. Complete the table, noting details about the hurricanes.

	Hurricane Katrina	Hurricane Andrew
Category		
Date of Hurricane		
States Impacted		
Destruction Caused		

2. How has the Red Cross and FEMA helped the people of New Orleans?

3. Support the following conclusion with at least 2 details from the text.

Recovering from Hurricane Katrina has been extremely difficult.

Name: _____

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
whirling		
rapidly		
condense		
source		
rotating		
rage		
experience		
ancient		
predict		
registered		

Name: _____

Vocabulary

Directions: For each vocabulary word, write whether the paired word(s) is an synonym or antonym.

Vocabulary Word	Paired Word(s)	Synonym or Antonym?
whirling	spinning	
rapidly	slowly	
condense	lengthen	
source	end result	
rotating	revolving	
rage	gentleness	
experience	undergo	
ancient	new	
predict	foretell	
registered	recorded	

Name: _____

Suffix Sort

Directions: Cut and paste the words at the bottom into the correct columns.

-ful	-less	-ness	-ment

payment

beautiful

happiness

powerless

fearful

agreement

emptiness

excitement

careful

improvement

motionless

painful

Name: _____

Suffixes

-ful = full of, characterized by

-less = without

-ness = the state of being

-ment = condition of

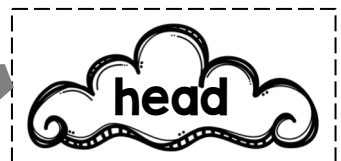
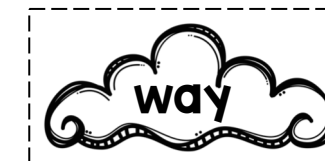
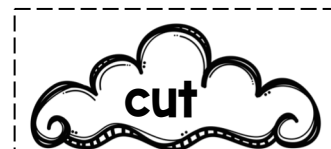
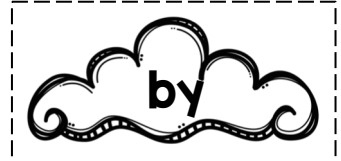
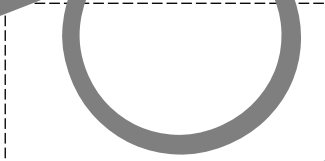
Directions: Using what you know about the meaning of the suffixes, write the letter that matches the definition of each word.

WORD		MEANING
beautiful	---	A. being full of fear
payment	---	B. being without power
happiness	---	C. the condition of agreeing
powerless	---	D. being full of care
fearful	---	E. the condition of paying
agreement	---	F. being full of pain
emptiness	---	G. the state of being happy
excitement	---	H. the condition of being improved
careful	---	I. being full of beauty
improvement	---	J. the condition of being excited
motionless	---	K. being without motion
painful	---	L. the state of being empty

Name: _____

Compound Words

Directions: Create compound words by cutting and pasting the words at the bottom next to the words at the top. Two words will not be used!



Name: _____

Grammar: Frequently Confused Words

Directions: Cut out and glue into your interactive notebook. Lift the flaps and write a sentence that shows correct usage of each frequently confused word.

↓
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FREQUENTLY CONFUSED WORDS	your
	you're
	there
	they're
	their
	to
	too
	two
	its
	it's

