Lesson 8

Vocabulary in Context

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.

TARGET VOCABULARY

- beware
- damage
- bend
- flash
- pounding
- prevent
- reach
- equal

Vocabulary Reader

- Storms
- Weather Poems

Context Cards

- Get in Rain!
- Red Flash

**TEKS 2.3H** Use context to determine meaning. **ELPS 6.3D** Speak using content-area vocabulary. 4C: Develop/Comprehend basic English vocabulary and structures.
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.

---

**Fujita Tornado Scale**

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

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.
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.
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?
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?
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?
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.
Use context to determine word meanings.

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

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 2.28A, ELPS 3H, 4G**
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**

**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**

**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**

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

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

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 rain. They can drop millions of gallons of water in just one minute. Lightning bolts destroy trees and houses. Lightning can also start fires in 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?