Powerful Forces of Nature

Thunder and lightning! Floods! Hurricanes and erupting volcanoes! Powerful forces of nature change our world.

Reading

1 | Nonfiction
Vesuvius Erupts!

2 | Article
Thunder and Lightning

3 | Short Story
Hurricane!
Listening and Speaking
You will discuss the powerful forces of nature and what to do in an emergency. In the Listening and Speaking Workshop, you will give a how-to presentation.

Writing
You will practice expository writing. In the Writing Workshop, you will write a how-to essay.

Quick Write
Use a T-chart to compare a stormy day and a nice day.

In this unit, you will learn these ELPS:


For the full text of the ELPS, visit LongmanCornerstone.com

VIEW AND RESPOND
Talk about the poster for this unit. Then watch and listen to the video and answer the questions at LongmanCornerstone.com.
What do you know about weather?

**Words to Know**

Listen and repeat. Use these words to talk about weather.

- sunny
- snowy
- cloudy
- rainy
- windy
- foggy

**Practice**

Work with a partner. Ask questions using the words above. Answer them using the words from the box or your own ideas.

| summer | fall | winter | spring |

**Example:**

A: When is the weather **rainy**?

B: It is **rainy** in the **spring**.

**Write**

Read the questions. Write your response in your notebook.

What kind of weather do you like? Why?
Make Connections

Copy the sentences below into your notebook. Complete the sentences with the following words.

a blizzard  a hurricane  a flood

1. During ____ it is very windy and rainy. Sometimes trees could fall down. In Texas these could happen in June through December.

2. When there is too much rain in a bad storm or the river overflows with water, there could be ____.

3. There is a lot of snow in _____. It could also be very windy too. Most of these take place in the winter.

What about you?

Talk with a partner. Which one is the scariest—a flood, a hurricane, or a blizzard? Why?
I live in the Dominican Republic. My country is part of an island in the Caribbean Sea. Almost every year the island is hit by powerful hurricanes. You shouldn’t go outside during hurricanes. They are very dangerous.

Jennifer

I live in Colorado, in the United States. Last year we had a very strong blizzard. Our lights went out, and our car was buried in snow. Our house became cold, and we needed food. We had to go to the local high school to get warm and to get something to eat.

Alberto
We have many floods in Bangladesh. In the spring, the snow on the mountains melts. We also have lots of rainstorms in my country. Our rivers often fill with too much water. The floods destroy towns and crops.

In Japan we sometimes have typhoons. Typhoons can cause flooding and mudslides because of heavy rains and very strong winds. They can destroy roads, houses, and trees. It is important to be prepared for this kind of emergency.

What about you?

1. What kind of weather do you have where you live?
2. Do you know of any stories about forces of nature? Share them with the class.
Vesuvius Erupts! is about a volcano that erupted almost 2,000 years ago.

Words in Context

1. A volcano is where melted rock, or lava, escapes through an opening in the Earth’s surface.
2. The crater is the opening.
3. The lava erupts, or escapes, through the crater.
4. Ash, or tiny pieces of burned lava and gas, also escapes in a volcanic eruption.

Mount St. Helens is a volcano in Washington State. Its last large eruption was in 1980.
**Practice**

Draw a picture of a volcano in your notebook. Label the picture using sentences that contain the key words.

**Make Connections**

An eruption usually occurs suddenly. Do you remember something that happened very suddenly? How did you feel? What did you do?

**Speaking Skills**

When you don’t know the right word to use, explain or describe the idea using words you know.
Mud **consists of** soil and water.

The scientists found **evidence** that people lived near the volcano a long time ago.

The two mountains are **similar** in height, but one mountain is wider than the other one.

**Practice**

Write the sentences in your notebook. Choose an academic word to complete each sentence.

1. The wet grass is ____ that it rained last night.
2. The books ____ different stories about volcanoes.
3. Lions and pet cats are ____, but lions are very big and pet cats are small.

**Apply**

Ask and answer with a partner.

1. How are books and movies **similar**? How are they different?
2. What does a good lunch **consist of**?
3. Why is **evidence** important to scientists?
Pronunciation of Ending -ed

The words in red below name actions that happened in the past. They end in -ed. Listen. Then read the sentences aloud.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ice cubes melt.</td>
<td>The ice cubes melted yesterday.</td>
</tr>
<tr>
<td>The girls walk today.</td>
<td>The girls walked yesterday.</td>
</tr>
</tbody>
</table>

Adding the -ed ending to melt adds a syllable.
Adding the -ed ending to walk does not add a syllable.

**Rule**

If the letter t or the letter d comes before the -ed ending, then -ed is pronounced as a separate syllable.

**Practice**

Work with a partner. Sound out the words in the box.

- Copy the words.
- Circle the word if the -ed adds another syllable.
- Cross out the word if the -ed does not add another syllable.
- Take turns reading the words aloud.
- List other words that end in -ed. Have your partner tell if the -ed adds another syllable.

- melted
- filled
- started
- called
- stayed
- decided
- waited
- helped
INFORMATIONAL TEXT
Literary Nonfiction

More About
How can past events teach us how to protect ourselves?

Audio
Listen to the Audio.
Listen for the general meaning. Use the pictures to help you understand the selection.

Reading Strategy
Predict
Before you read, guess, or predict, what the story will be about. Follow these steps:
• Read the title.
• Look at the illustrations and photos. Read the captions.
• Predict what the story will be about.

Listen as your teacher models the reading strategy.

The Temple of Isis was in Pompeii.

Pompeii was a city on the Bay of Naples.
POMPEII, 79 C.E.

It was a very hot morning in Pompeii. Even Mount Vesuvius gave no shade to the city below.

Hot weather did not stop the people of Pompeii. They walked in the streets and shopped in the markets. The smell of bread from a bakery filled the air. Musicians played and sang for the shoppers.

At a restaurant, two women ordered food. A man tied his dog to a tree. Just then, the ground began to shake. The dog barked. It was scared.

shade area that gets little sun
People stopped talking. The women looked worried. Was it an earthquake?

Boom! Suddenly, the top of Mount Vesuvius blew off! Now the mountain had a crater. The volcano was erupting. Fire and huge black clouds rose into the sky. The ground was shaking. People ran from their homes.

Ash and smoke covered the sun. Daytime turned into darkness. Lava poured down the mountain. Hot ash and rocks fell from the sky.

The ash covered people’s heads, faces, and bodies. It burned their eyes. It filled their mouths as they called for help. The air became very thick with ash and gases. It was hard to breathe.

The ash piled higher and higher. Soon, it blocked the streets. Roofs collapsed because the ash and rocks were so heavy. The ash filled the rooms. Pompeii was disappearing. Soon, the ash buried the city.

earthquake sudden shaking of the Earth
collapsed fell down

The House of the Great Fountain was found in Pompeii.
About 2,000 people stayed in the city. Some chose to stay. Others were trapped. All of them died. But 20,000 people were able to escape.

In less than two days, ash and rocks buried the city. Heavy rain made the ash hard like cement. Pompeii stayed buried for almost 1,700 years!

In about 1750, the King of Naples ordered workers to uncover Pompeii. They started to dig through the rocks. They found the city almost exactly as it was when the volcano erupted.

The eruption of Vesuvius was a tragic event. But it also taught us about life long ago. Many people and objects were frozen in time. As a result, today we know much about how people lived almost 2,000 years ago.

Workers still dig in the ruins of Pompeii.

Think It Over

1. **Recall**  During the eruption what did the air **consist of**?

2. **Comprehend**  How is a volcanic eruption **similar** to an earthquake? Explain.

3. **Analyze**  What can we learn from the **evidence** that was uncovered in Pompeii?

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tragic  sad
Aerial photo
This aerial photo of the crater was taken from an airplane.

Burned bread
Workers found 81 loaves of bread.

Roman city
Pompeii is in Italy. The people who lived on these narrow streets were Romans.
**Victims**
Many of the victims were farmers. The soil on Vesuvius was very rich. The farmers were not afraid of the volcano. It had been quiet for years!

**Bay of Naples**
Vesuvius is on the coast of the Bay of Naples.

**Ruins**
Today, people from all over the world visit the ruins at Pompeii.

**Activity to Do**
These two pages tell you more about Pompeii.

- Choose another city.
- Research the city online or in the library.
- Create two pages, using pictures and words, to tell about the city.
Sequence of Events

In many stories, events happen in a certain order. This order is called the sequence of events.

Practice

Read this series of events from *Vesuvius Erupts!* List the events in the order in which they happened.

a. Pompeii stayed buried for hundreds of years.
b. Vesuvius erupted.
c. People in Pompeii started an ordinary day.
d. Piles of ash covered the town.
e. Rain made the ash hard as cement.
Use a Sequence of Events Chart

A Sequence of Events Chart can help you summarize the main events in a story in the order they happened.

Answer the questions below to complete the Sequence of Events Chart.

1. Which event would you add to the middle of the chart?
   a. Women talked at a restaurant.
   b. Pompeii was buried by ash in less than two days.
   c. The King of Naples gave an order.
   d. People shopped in the markets.

2. Which sentence could be added to the end of the chart?
   a. Workers began to uncover Pompeii.
   b. About 2,000 people stayed in town.
   c. Huge black clouds blocked the sun.
   d. Two women ordered food.

Apply

Retell the selection to a partner. Use some of the key words.

Extension

Utilize Suppose you wanted people in the future to know about your life. Find evidence that tells about your life. Share it with your class. Tell why you chose it.
Irregular Past Verbs

You can make the simple past tense of most verbs by adding -ed. But some verbs are irregular. You do not add -ed to these verbs.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>People run from their homes.</td>
<td>People ran from their homes.</td>
</tr>
</tbody>
</table>

Review these common irregular verbs.

- become → became
- begin → began
- blow → blew
- choose → chose
- fall → fell
- find → found
- give → gave
- have → had
- make → made
- rise → rose
- run → ran
- sing → sang

Make the past negative form of irregular verbs with did not (or didn’t) and the plain form of the verb.

<table>
<thead>
<tr>
<th>Affirmative Past</th>
<th>Negative Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>They found the city.</td>
<td>They did not find the city.</td>
</tr>
</tbody>
</table>

Make Yes-No questions and Wh-questions with did and the plain form of the verb when there is a subject. When there is no subject in a Wh-question, use the past form of the verb.

- Did they find the city?
- Where did they find the city?
- Who found the city?
**Practice**

Change each irregular verb to the past tense. Write the sentences.

Example: The musicians sing a song.
   The musicians sang a song.

1. The volcano begins to erupt.
2. Rocks and ash fall from the sky.
3. Some people choose to stay.
4. Rocks and ash make the city disappear.
5. Workers find evidence of the eruption.

**Apply**

Work with a partner. Ask and answer the questions about Vesuvius Erupts! If you need to, look back at the reading. Use regular and irregular past verbs in your answers.

Example: A: Did Vesuvius begin to erupt at night?
   B: No. It began to erupt in the morning.

• Did Vesuvius begin to erupt at night?
• What happened to the top of Vesuvius?
• Did fire rise into the sky?
• Did people stay in their homes?
• Did houses fall from the sky?
• Did everyone choose to leave?
• What happened to the air?
• How did the rain make the ash hard like cement?
• When did the king’s workers find Pompeii?
Organize Ideas by Cause and Effect

Expository writing informs or explains. One way to organize expository writing is by cause and effect. A cause is something that makes something else happen. An effect is what happens as a result of the cause.

Writing Prompt
Write a paragraph explaining the causes and effects of an event. The event can be from real life or from books, movies, or television. Be sure to use irregular past verbs correctly.

1 Prewrite
Choose an event to write about. Ask yourself why things happened as they did. List the causes and effects in a graphic organizer.

A student named Barbara listed her ideas like this:

CAUSE
Mount Vesuvius erupted.

EFFECT
Pompeii was covered by ash.

CAUSE
Heavy rains fell.

EFFECT
Water made the ash like wet cement.

CAUSE
The wet ash dried and hardened quickly.

EFFECT
Pompeii became stuck in the hardened ash.

2 Draft
Use your graphic organizer to write a draft.
• Explain the causes and effects of an event.
• Show how each cause leads to an effect.
The top of Mount Vesuvius blew off. Smoke filled the air. Ash fell from the sky, covering everything. Within two days, Pompeii was buried. Heavy rains fell. The rainwater mixed with the ash, making it like wet cement. The wet ash dried and hardened quickly. Everything in Pompeii was stuck in the hardened ash. The city stayed buried for hundreds of years. Workers began uncovering the city in 1750. The ash had preserved Pompeii! People and things were exactly as they were at the time of the eruption. It was frozen in time.
You will read three passages about thunder and lightning. Each passage gives information in a different format.

**Words in Context**

**Lightning** is a flash of light in the sky. It happens during a storm. It is usually followed by a loud sound called **thunder**.

**Electricity** is a kind of energy. Lightning in the sky is electricity.

Which of these three pictures show items that use electricity?
Temperature is a measure of how hot or cold something is.

When water gets hot, it boils. Then, water will evaporate and change into a vapor or gas.

Make flashcards to help you memorize the words.

- Write a key word on the front.
- On the back, write the meaning.

Make Connections

What things in your home use electricity? How are they important in your life?
Academic Words

Words in Context

It is **appropriate** to raise your hand when you ask a question in class.

The scientist is going to **demonstrate** how to create electricity.

The newspaper’s photographic essays are one of its most interesting **features**.

Practice

Write the sentences in your notebook. Choose an academic word to complete each sentence.

1. The best ____ of the cell phone is the camera.
2. A firefighter came to our class to ____ what to do during a fire drill.
3. The new action movie is ____ for families and children.

Apply

Ask and answer with a partner.

1. What **feature** of your textbook do you like the best?
2. What are some **appropriate** ways to act in your classroom?
3. Can you **demonstrate** how to make a paper airplane? Show your partner.
Compound Words

Sometimes, two words come together to form a new word. These new words are called compound words.

- class + room = classroom
- thunder + storm = thunderstorm

Rule

This is a pattern in English: look for the smaller words that make up a compound word. They can help you pronounce and understand the compound word. For example, thunderstorm is a storm with thunder.

Practice

Work with a partner. Copy the words below.

sunshine   lookout   daytime
flashlight   anywhere   raincoat

- Circle all of the smaller words you see.
- Compare your list to your partner’s. Did you find the same words?
- Add more compound words to your list.
- Read your lists aloud.

Reading Skill

Looking for patterns in English will make you a better reader.
Electricity in the Sky

Lightning is a big flash of electricity. It is released during a storm. Lightning strikes more often in the summer than in the winter. That’s because there are more storms in the summer. Sunny weather and hot temperature heat the air and make water evaporate. The hot air and water vapor rise into the sky. As they rise, they meet the cold air.

- flash: sudden, bright light
- vapor: small drops that float in the air

Cloud-to-cloud lightning
Up in the Clouds

The cold air makes the water vapor turn back into water **droplets** or ice **crystals**. That forms a cloud. Inside the cloud, the droplets and crystals carry a tiny bit of electricity. The electricity builds until lightning suddenly forms.

Lightning can jump from one cloud to another (see image 1). It can move from a cloud to the ground (see image 2). Sometimes lightning can even move from the ground up to a cloud (see image 3).

Lightning is five times hotter than the sun. Lightning heats the air around it so quickly that the air explodes. **Thunder** is the noise we hear when the air explodes.

**Catch Me If You Can!**

Light moves faster than sound. This means we see the flash of lightning before we hear the thunder. It takes five seconds for the noise of the thunder to go one mile. If you see lightning and then hear thunder five seconds later, the storm is one mile away. If thunder comes ten seconds after lightning, the storm is two miles away.

droplets very small drops of liquid
-crystals little pieces of ice
Lightning can be dangerous. 
Here are some tips to stay safe.

**Outdoors**
1. Check if thunderstorms are in the **forecast**.
2. Find shelter in a strong building or in a car with a hard roof.
3. Do not stand under trees that are alone in the middle of a field. 
   Do not stand under tall trees when there are shorter trees close by.
4. Do not stand near things that are made of metal.

**Indoors**
1. Close all the windows and doors.
2. Do not use the telephone.
3. Do not take a bath or shower. Stay away from water.
4. Turn off electrical appliances, including computers and TVs.

**The Lightning Crouch**
If you feel your skin tingle or your hair stand up, this could mean you are about to be hit by lightning. Get into the “Lightning Crouch.” Crouch down low and curl into a small ball. Put your hands on your knees, and keep your head down. Try to be as small as you can, with very little touching the ground. DO NOT LIE ON THE GROUND!

**forecast** description of weather that is likely to occur in the future
November 12, 2011

Dear Grandma,

Thank you for your letter. I am sorry you had a bad day. Maybe it will make you feel better to know about Roy C. Sullivan. I just read about some bad luck he had. He was struck by lightning more times than anyone else in the world! From 1942 to 1977, he was struck seven different times by lightning!

Roy worked in a national park. He was standing on a high tower in the park when he was first hit with lightning. Years later, he was driving along a road when lightning struck him again. Lightning hit him five more times.

Roy was unlucky, but he was also lucky. It’s very dangerous to be struck by lightning. He was never badly hurt, though.

You and I can be even luckier than Roy. At school I learned how to protect myself from being struck by lightning. I’ll tell you how in my next letter.

Love,
Emilio

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**Reading Skill**

The word *better* is a basic sight word. Sight words are words you see a lot when you read.

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**Think It Over**

1. **Recall**  How can you **demonstrate** the lightning crouch?

2. **Comprehend**  What are the **appropriate** actions to take when you are indoors during a lightning storm?

3. **Analyze**  Why was Roy C. Sullivan more lucky than unlucky? Explain.

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**Reading Strategy**

**Identify Genre**

- What are some **features** of a scientific article?
- How was reading Emilio’s letter different from reading the Internet article?
- Ask your teacher or classmates if you don’t understand how to identify genres.
Compare Genres

Genres have different purposes and are organized in different ways.

**Informational Articles** are usually organized into paragraphs and have a title and headings. An article often has photographs or illustrations to make the facts clearer.

**How-to Posters** often have headings and numbered steps. The headings help you find information. The numbered steps tell the order you should follow.

**Friendly Letters** have a date, a salutation (Dear Grandma), a message, and a closing (Love, Emilio).

**Practice**

Copy the chart below. Write *article*, *poster*, or *letter* in the final column. There can be more than one answer.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Purpose</strong>: It is written to one person.</td>
<td>letter</td>
</tr>
<tr>
<td>2. <strong>Purpose</strong>: It is written to present information to many people.</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Headings</strong>: It has headings.</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Numbered Steps</strong>: It has steps that tell what order to follow.</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Information</strong>: It tells facts.</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Strategies**

November 12, 2011

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You and I can be even luckier than Roy. At school I learned how to protect myself from being struck by lightning. I’ll tell you how in my next letter.

Love,

Emilio
Use a Venn Diagram

A Venn Diagram makes it easy to see what is the same or different about two items. Circle A represents one item. Circle B represents another. The part that overlaps represents things that are true for both.

Practice

Create a Venn Diagram to compare two of the genres. Use the statements from the chart on the previous page.

• Choose two of the three genres from the selection.
• Draw a blank Venn Diagram. List one genre in Circle A. List the other genre in Circle B.
• Write statements that are true for one genre, but not for the other genre, in the big parts of Circle A or Circle B.
• Write statements that both genres have in common in the section labeled Both.

Apply

Take notes about the selection.

• Share them with a partner.
• Try to use the key words.

Extension

Utilize Work in small groups. Make a poster warning people about a danger. Do research. Share the information with your group. Be sure to listen carefully to your classmates and work cooperatively.
Imperatives and Time-Order Transitions

A type of sentence that gives a command is called an imperative. To form an imperative, use the plain form of the verb plus an object.

Verb Object
Close the door.

To make a negative imperative, use *Do not* plus the plain form of the verb and an object.

Verb Object
Do not use the telephone.

We often use imperatives to give instructions. **Time-order transition words** are connecting words that order sentences to lead us step-by-step to a conclusion. Notice how the words break up a task into a beginning, middle, and end.

**Time-Order Transition Words**
- **First**, crouch down low.
- **Then**, curl into a ball.
- **Next**, put your hands on your knees.
- **Finally**, do not touch the ground!

Time-order transition words can be used to combine phrases and sentences.

- **As soon as** you crouch down low, **immediately** curl into a ball.
- **Meanwhile**, do not touch the ground **until** the storm passes.
The sentences below describe how to count lightning. Copy the sentences, then write a number next to each one to put the steps in order. Then circle the time-order transition words.

Example:  

First, you need to see the  
lightning  flash.

____ First, you need to see the lightning flash.

____ Then, keep counting while you listen for the  thunder.

____ Immediately after you see the flash, begin to count seconds slowly.

____ Finally, divide the number of seconds by five.

____ As soon as you hear the thunder, stop counting.

Work with a partner. Choose an activity from the list below. Explain how to do it to a partner. Your partner will repeat your directions. Then switch roles.

Example:  

A: Train a dog to shake hands. First, you need some snacks.

B: Next, tell the dog to sit.

• Train a pet
• Make a snack
• Tie your shoes
• Play a game
• Draw a funny face
• Make a paper airplane
• Play an instrument

Grammar Check

What are some time-order transition words?
Explain How to Do Something

Writers explain how to do something in clear, step-by-step instructions. The verbs are in the command form. The steps are written in correct time-order. Often the writers introduce each step with time-order words, such as first, next, then, and last.

Writing Prompt

Write a paragraph that explains how to do or make something. Explain the steps in the correct order from first to last. Be sure to use the command form of verbs and time-order words.

1 Prewrite

Choose a topic to write about, such as how to care for a pet or prepare a recipe. List the steps to follow in a Sequence of Events Chart.

A student named Juan listed his ideas in this Sequence of Events Chart:

2 Draft

Use your sequence of events chart to help you write a first draft.

• Keep in mind your purpose for writing—to explain.
• Show the steps in clear order, from first to last.

STEP 1:
Cut hole in shoebox lid and glue four toothpicks on lid.

STEP 2:
Slide two thick and two thin rubber bands around shoebox, across hole.

STEP 3:
Slide pencil under four rubber bands, at the end of box near the hole.
3 Revise
Read over your draft. Look for places where the writing is unclear and the steps are not in the correct order. Use the Writing Checklist to help you identify problems. Then revise your draft.

4 Edit
Check your work for errors. Trade papers with a partner to get feedback. Use the Peer Review Checklist on page 402. Edit your final draft in response to feedback from your partner.

5 Publish
Prepare a clean copy of your final draft. Share your paragraph with the class. Save your work.

Here is Juan’s paragraph:

Juan Tadeo

First, cut a hole near one end of a shoebox lid. Then glue four toothpicks on the lid. Space the toothpicks evenly between the hole and the other end of the lid. Slide the two thickest rubber bands around the shoe box, so they go across the hole in the lid. Then slide the two thinnest rubber bands around the box in the same way. Finally, slide the pencil under the four rubber bands. Put the pencil at the very end of the box near the hole you cut. Now play the guitar by plucking the rubber bands.

Writing Checklist

Ideas
✔ I clearly explained each step in the instructions.

Organize
✔ I arranged the steps in order from first to last.

Conventions
✔ I used imperatives and time-order transitions.
Hurricane! is a story about a family on vacation in Texas who lived through a hurricane.

Words in Context

1 A breeze is a light wind. When it is breezy, plants and trees may move a little.

2 A hurricane is a big tropical storm. It brings very strong winds and a large amount of rain.
When a hurricane is coming, people can go to a shelter. A shelter is a place where people are protected from forces of nature.

A bolt of lightning looks like a white line in the sky.

**Practice**

Add a page to your vocabulary notebook.
- Divide your page into three columns: the new words, their definitions, and drawings of the words when possible.
- Test yourself by covering one of the columns.

**Make Connections**

What was the biggest storm you ever lived through? Discuss this question with a partner. Use the key words. Then write your response in your notebook.
Academic Words

Words in Context

Emergency workers give **assistance** to people who are hurt.

**Hurricanes cause a lot of damage and have a huge **impact** on a town.**

Some people must leave their homes before a **major** storm comes.

**Practice**

Write the sentences in your notebook. Choose an academic word to complete each sentence.

1. Going to a new school is a ____ change.
2. The student needs ____ because his bag is very heavy.
3. The new president had a big ____ on the country.

**Apply**

Ask and answer with a partner.

1. What are some **major** storms you know about?
2. What **impact** could a storm have?
3. What kinds of **assistance** might people need in a storm?
Digraphs: *ch*, *sh*, *th*  

Sometimes two letters combine to make one sound. The letters *ch*, *sh*, and *th* are examples. These letters can come anywhere in a word. Listen. Sound out the words in the box.

<table>
<thead>
<tr>
<th><em>ch</em></th>
<th><em>sh</em></th>
<th><em>th</em></th>
</tr>
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<tbody>
<tr>
<td>chances</td>
<td>share</td>
<td>think</td>
</tr>
<tr>
<td>cheer</td>
<td>shelter</td>
<td>this</td>
</tr>
<tr>
<td>approaching</td>
<td>shore</td>
<td>thunder</td>
</tr>
<tr>
<td>watched</td>
<td>flash</td>
<td>weather</td>
</tr>
<tr>
<td>beach</td>
<td>splashed</td>
<td>with</td>
</tr>
</tbody>
</table>

Practice

Work with a partner. Take turns.

- Choose a word from the chart. Say the word aloud.
- Without looking at the word, have your partner tell whether the word has the letters *ch*, *sh*, or *th*.
- List six more words that are spelled with *ch*, *sh*, or *th*. 
We went to Corpus Christi for our summer vacation. It is in Texas on the Gulf Coast. I splashed in the clear, blue sea. Mom and Dad sat on the shore. It was sunny, but not for long.

A man ran toward us. He worked at a nearby hotel.

“Señor! Señorita!” he called. “A big storm is coming. You must leave the beach now!” He told us that a hurricane was approaching. Everyone had to go to a shelter.
“But the water is so nice,” I said sadly.
“Hurricanes are dangerous. We must leave,” Dad said.

Mom smiled to make me feel better. Just then, I felt a breeze. Suddenly, the wind grew stronger and sand flew all around the beach.

“Let’s go!” Dad said.
Mom and I packed all of our bags. Dad nailed wood over the windows of the beach house. This would **protect** the house from wind and rain.

“**Our vacation is ruined,**” I cried.

“Maybe the storm won’t last for long,” Mom said. “But we can’t take chances. We have to go where it is safe.”

“We’ll be OK,” said Dad. “Think of this as an adventure.”

I tried to cheer up. I might have an exciting story to tell my friends. But soon my adventure did not seem to be so fun.

The hurricane came closer. Lightning flashed! I saw a **bolt** of lightning over the water. Thunder clapped! Rain fell like sheets of glass from the sky. It was hard to see out of the car windows.

---

**protect**  shield from danger

**ruined**  spoiled or destroyed
”The streets will flood soon,” Dad said.
”We must drive carefully,” Mom said.

The shore was pounded by angry waves. The waves were strong and high. It was the afternoon, but the sky was as dark as night.

People on the coast were leaving their homes. The roads were crowded with cars. Our car moved slowly down the wet road.

---

cost  where the land meets the ocean

Before You Go On What kind of major damage can a storm do?
Later that day, we stopped at a hotel. Usually, people on vacation stayed there. Now it was a shelter for travelers. Many people were in the lobby of the hotel. They were caught by the storm. They had nowhere else to go.

Mom and I watched the news on TV. The weather forecaster talked about the storm. She explained that soon it would be over. But some people were trapped. They were caught by the fast storm.

But my family was warm and safe inside the shelter. Outside, the wind and rain shook the trees and windows. People who were still outside needed help.
One news reporter was in a boat. He saw a family on a raft. Their house was flooded, but they were fine. Emergency teams rescued these people. By that night, everyone was safe. I was happy now. And I had a story to share.

**flooded** covered in water

**rescued** helped or saved

---

**Reading Strategy**

**Visualize Setting**

- Describe the setting in your own words.
- Could this story have happened where you live? Why or why not?
- Did visualizing the setting help you to understand the story? How?

---

**Think It Over**

1. **Recall** Where does this story take place?

2. **Comprehend** How did the hotel offer assistance to the travelers?

3. **Analyze** What impact did the hurricane have on this family’s vacation?
Clues to Setting

To understand a story better, it helps to form a picture in your mind of the setting. The setting is where and when a story takes place. The setting of Hurricane! is near the beach during a hurricane.

Practice

Work with a partner. Look for clues to the setting.


• Copy the words, phrases, or sentences that help you get a clear picture of the setting of the story.
Use a Word Web

A Word Web helps you create a picture in your mind using just words.

**Practice**

Copy and complete this Word Web to describe the setting of *Hurricane!*

1. Read the questions in each circle.
2. Write in each circle what you visualize, or picture, in your mind.
3. Compare your Word Web with your partner’s.

   How are they alike? How are they different?

**Setting:** Near the beach during a hurricane

- What do you see?
- What do you hear?
- What do you smell?
- What do you feel?

**Apply**

Using the pictures in the story, make an outline of the events. Then narrate the story to a partner.

**Extension**

**Utilize** A setting can be drawn or even built in a model. Think of a setting that you know well. Picture how it might look during a big storm. Bring your setting to life in a description, drawing, or model. Share your setting with your class.
Adjectives

Adjectives are words that describe (or modify) nouns. They answer the questions Which? Whose? or What kind? Usually an adjective comes before the noun it describes. An adjective can also come after the noun following the be verb.

Different types of adjectives describe different qualities. Purpose adjectives often end in -ing, like sleeping bag, frying pan, and swimming pool.

<table>
<thead>
<tr>
<th>Type</th>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>opinion</td>
<td>beautiful</td>
<td>bird</td>
</tr>
<tr>
<td>size</td>
<td>small</td>
<td>desk</td>
</tr>
<tr>
<td>color</td>
<td>red</td>
<td>umbrella</td>
</tr>
<tr>
<td>material – what it’s made of</td>
<td>brick</td>
<td>house</td>
</tr>
<tr>
<td>purpose – what it’s used for</td>
<td>sleeping</td>
<td>bag</td>
</tr>
</tbody>
</table>

Sometimes we use more than one adjective before a noun. In that case, we list them in order by type, from opinion to purpose.
Practice

Add adjectives before each noun. If you need to, look back to the order of adjectives. Then write which type each adjective is.

Example: a _____ day at the beach
    a fun day at the beach (opinion)

1. a _____ house ( _____ )
2. two _____ paintings ( _____ )
3. a _____ _____ bicycle ( _____, _____ )
4. a _____ _____ bag ( _____, _____ )
5. a _____ _____ storm ( _____, _____ )

Apply

Work with a partner. Describe the things listed below. Use your five senses to describe each one. Use adjectives in your answers.

Example: A: A toy. A yo-yo is a small plastic toy.
    B: A yo-yo has a long string. Yo-yos are fun.

• a toy
• an outdoor place
• a kind of weather
• a kind of food
• an animal or pet
• a family member

Grammar Check ✔

Name each type of adjective listed in the table.
Explain a Process

A process tells you how something happens. To explain a process, writers put the steps in order, from first to last. They include time-order words, such as first, then, next, and last. The steps in a process should be clear and include as many details as possible.

Writing Prompt
Write a paragraph that explains something you do in steps, such as growing a class plant or taking care of a pet. Be sure to use adjectives correctly.

1. Prewrite
Choose a process to explain. Think about the steps that you follow. List the steps, from first to last, in a chart.

A student named Sandra listed her ideas in this chart:

2. Draft
Use your chart to help you write a first draft.
- Keep in mind your purpose for writing—to explain.
- Present the information clearly and include as many details as possible.
- Include time-order words.

THE LIFE CYCLE OF A BUTTERFLY

STEP 1: Butterfly attaches egg to leaf or stem.
STEP 2: Long caterpillar feeds and grows. It has a pattern of stripes and patches on body. It sheds skin three or four times.
STEP 3: A pupa, or chrysalis, develops in a green or brown outer case, called a cocoon. Inside, the chrysalis turns into a butterfly.
STEP 4: Full-grown butterfly leaves the cocoon. It travels and lays eggs. Life cycle begins again.
1. In the first stage, a butterfly attaches a tiny egg to a leaf or stem.

2. In the next stage, a long caterpillar develops. It has an interesting pattern of stripes on its body. The caterpillar feeds and grows. It sheds its outer skin three or four times.

3. In the third stage a pupa, or chrysalis, develops. It is wrapped in a tough green or brown outer case called a cocoon. The pupa turns into a butterfly.

4. Finally, a beautiful butterfly leaves the cocoon. This colorful butterfly will travel to new places. It will lay eggs and the life cycle will begin again.

Here is Sandra’s explanation:

Sandra Miller
Link the Readings

Copy the chart into your notebook. Read the words in the top row. Then follow these steps:

- For *Vesuvius Erupts!*, put an X under the words that remind you of the selection.
- Repeat the same activity for the other readings.

<table>
<thead>
<tr>
<th>Informational text</th>
<th>Literature</th>
<th>Events caused by nature</th>
<th>Events caused by a storm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vesuvius Erupts!</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thunder and Lightning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hurricane!</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion

1. When Vesuvius erupted, the people of Pompeii were surprised. Do forces of nature today usually surprise people? Explain.

2. Describe the **impact** that the hurricane had on the town in *Hurricane!*

3. What is **similar** about volcanoes, thunder and lightning storms, hurricanes, and other **major** forces of nature? How do people protect themselves from powerful forces of nature?

**Listening Skills**

If someone is speaking too quickly, you can say, “Can you speak more slowly, please?”
Projects

Your teacher will help you choose one of these projects.

<table>
<thead>
<tr>
<th>Written</th>
<th>Oral</th>
<th>Visual/Active</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety Guidelines</strong>&lt;br&gt;Research what to do during a storm. Write school guidelines for students to follow in case of a terrible storm.</td>
<td><strong>Folktale</strong>&lt;br&gt;Long ago, people created folktales to explain the weather. Tell your own folktale to explain a form of extreme weather.</td>
<td><strong>World Map</strong>&lt;br&gt;Create a map of the world. Post photos on it showing types of extreme weather that are found around the world.</td>
</tr>
<tr>
<td><strong>News Article</strong>&lt;br&gt;Research on the Internet or at the library to find a place that recently had severe weather. Write a newspaper article about the events.</td>
<td><strong>Vocabulary Hunt</strong>&lt;br&gt;Listen to daily weather reports for one week. Record as many weather words as you can. Create a collage to express the feelings of those words.</td>
<td><strong>Graphic Organizer</strong>&lt;br&gt;You learned about different types of lightning. Research and create a graphic organizer to show other types of weather, like rain, clouds, or storms.</td>
</tr>
</tbody>
</table>

Further Reading

*The Amazing Universe*, Paul Shipton
This Penguin Young Reader® is full of fantastic facts about the planets and our solar system.

*Thunder Cake*, Patricia Polacco
A storm is approaching and Katie is afraid. Her grandmother asks her to help bake a “thunder cake.” As Katie dashes around gathering the things she needs, she forgets her fear of thunder. The cake is ready to eat before the storm is over.
Give a How-to Presentation

You are going to write and give a how-to presentation. Then you will listen as your classmates give their presentations.

1 Prepare

A. Choose a dangerous situation or a sports activity. You will present how to stay safe or prepare for it. Then your classmates will ask you questions. You can use formal or informal language in your presentation.

B. Think about the different steps. Decide on the sequence. Now write your how-to presentation. Remember to describe what you’re going to demonstrate and then explain each step. Find props to use.

I am going to describe how to prepare for a blizzard. It is important to do these things before the snow arrives.

First make sure you have food that does not need to be cooked. Peanut butter and bread are good. Also you will need plenty of bottled water to drink. Next make sure the batteries in your flashlights and radios work. Then find out if you have extra blankets.

Second make a list of the things you need to buy.

Third go to the store and buy the things you need.

2 Practice

Find a partner. Practice your presentation in front of your partner. Your partner will act out or mime your instructions. Work with your partner to improve your presentation. Switch roles.
3 Present

As you speak, do the following:
• Speak clearly and slowly.
• Use your props while you speak.
• After your presentation, answer questions your classmates ask.

As you listen, do the following:
• Think about what you already know.
• Take notes.
• Think of questions to ask the speaker after the presentation.

4 Evaluate

After you speak, answer these questions:
✔ Did you describe what you demonstrated?
✔ Did you explain each step?

After you listen, answer these questions:
✔ Did you take notes?
✔ Did you ask any questions?
✔ What was the how-to presentation about?

Retell it to a partner.
✔ Did the speaker use formal or informal language?
✔ Think about the general meaning of the demonstration. Can you think of a title for it? Tell your idea to the class.
Write a How-to Essay

Writing Prompt
Write an essay explaining a process or how to do something. Present the steps of the process in order from first to last. To make the order clear, use words such as first, next, and finally.

1 Prewrite
Review the writing you have done in this unit. Now choose a topic. Think about things you know how to do, such as downloading a song from the Internet or making popcorn. List the steps of the process in a graphic organizer like the one below.

A student named Andy listed his ideas like this:

- **STEP 1**: Put emergency supplies in a safe place.
- **STEP 2**: Listen to weather reports. Watch for signs of a tornado.
- **STEP 3**: Go into the basement.

2 Draft
Use your graphic organizer to write a draft.
- Keep your purpose in mind—to explain how to do something.
- Present the steps in time order.
**Six Traits of Writing Checklist**

- **Ideas**
  Did I explain the steps clearly?

- **Organization**
  Are the steps in time order?

- **Voice**
  Does my writing sound like me?

- **Word Choice**
  Did I choose precise words?

- **Sentence Fluency**
  Did I vary my sentence patterns?

- **Conventions**
  Do my pronouns agree?

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**3 Revise**

Read your draft. Look for places where the writing needs improvement. Use the Writing Checklist to help you. Then revise your draft.

Here is how Andy revised his essay.

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**Tornado Safety**

You need to prepare for tornadoes before they hit. Tornadoes are powerful storms with fast winds. They can strike with little warning. They can destroy property and kill people. Here are things you can do to stay safe.

First, gather emergency supplies and put them in a safe place. Choose a spot that is protected from the tornado s’ winds. Include water, canned foods, a first-aid kit, a radio, a flash light, and batteries.

Then listen to reports if a tornado is predicted and watch for signs of it coming. A tornado looks like a funnel. Sometimes you can hear it coming. A tornado sounds like a waterfall.

Finally, if a tornado is on its way, go into the basement. Stay away from windows. Lie down and cover your head with your hands.

Tornadoes move fast. You need to be prepared in order to stay safe.

---

Revised to make the meaning clearer.

Revised to correct spelling errors.

Revised to make the meaning clearer.

Revised to choose a more effective transition word.

Revised to combine sentences.
4 Edit
Check your work for errors. Trade papers with a partner. Use the Peer Review Checklist to give each other feedback. Edit your final draft in response to feedback from your partner and your teacher.

5 Publish
Make a clean copy of your final draft. Share your essay with the class.

Peer Review Checklist
- The steps are clear.
- The steps in the correct order.
- All the information is related to the topic.

Spellling TIp
The letters gh are sometimes silent as in sign, high, and light. Notice words with silent gh and learn their spelling patterns.
Listen to the sentences. Pay attention to the groups of words. Read aloud.

1. A volcano erupted almost 2,000 years ago in Pompeii.
2. We can follow tips to stay safe during thunder and lightning storms.
3. A family vacationing at the beach must find shelter when a hurricane hits.

Work in pairs. Take turns reading the passage below aloud for one minute. Count the number of words you read.

Boom! Suddenly, the top of Mount Vesuvius blew off! Now the mountain had a crater. The volcano was erupting. Fire and huge black clouds rose into the sky. The ground was shaking. People ran from their homes. Ash and smoke covered the sun. Daytime turned into darkness. Lava poured down the mountain. Hot ash and rocks fell from the sky. The ash covered people’s heads, faces, and bodies. It burned their eyes. It filled their mouths as they called for help. The air became very thick with ash and gases. It was hard to breathe. The ash piled higher and higher. Soon, it buried the city.

With your partner, find the words that slowed you down.

- Practice saying each word and then say the sentence each word is in.
- Then take turns reading the text again. Count the number of words you read.
Taking Tests

You will often take tests that help show what you know. Follow these tips to improve your test-taking skills.

Coaching Corner

Answering Test Items for Revising and Editing

- Revising and Editing Tests often ask you to look for corrections and improvements that a writer should make.
- Before you read the written selection, preview the questions and answer choices.
- After reading the whole selection, go back and carefully reread the sentence mentioned in the question. Do you notice any mistakes in grammar or punctuation?
- Read each of the answer choices to yourself to see if one of them sounds better than the sentence in the selection. Choose the answer that does the most to improve the whole sentence.
- Remember that sometimes the sentence will not need any corrections or improvements.

Practice

Read the following test sample. Study the tips in the box.
Read the selection. Then answer the questions.

(1) It stopped raining in Texas in the summer of 1931. (2) Crops died. (3) There was nothing left to hold the dirt on the ground. (4) Then the dust storms begin. (5) This event was called the Dust Bowl, and it lasted for 10 years. (6) There was dust everywhere. (7) There was dust in the food and in the water. (8) It is hard for animals and people to breathe. (9) Sometimes there was so much dust in the air, people couldn’t see the sun. (10) The sky become so dark, it looked like night during the day.

1 What is the BEST way to revise sentence 4?
   A Then the dust storms end.
   B Then the dust storms begun.
   C Then the dust storms began.
   D No revision is needed.

2 What revision, if any, is necessary in sentence 8?
   F It was hard for animals and people to breathe.
   G It were hard for animals and people to breathe.
   H It are hard for animals and people to breathe.
   J No revision is needed.

3 What change, if any, should be made in sentence 10?
   A Change looked to look.
   B Change become to became.
   C Change become to were.
   D Make no change.

Tips
✔ Read sentence 4 in the selection again. What action is described?
✔ Read each answer choice to yourself. Think about how to form past tense verbs.
✔ Sentence 10 contains an irregular verb. Is it used correctly?