Unit 1/Week 2

Title: Eye of the Storm

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.8, RI.5.10; W.4.2, W.4.4; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.4, L.5.5, L.5.6

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Nature is powerful and unpredictable. Storm chasing is a dangerous and exciting adventure that requires careful planning.

Synopsis

The first reading segment is about storm chaser Warren Faidley. It describes how he finds storms and photographs them. It also tells about how he became a storm chaser and how he makes a living off his photography. The second segment is an excerpt from his diary showing what a day of chasing storms is like for him and his crew.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Before reading each section, students should use all the text features to determine what the text will be about. They should complete question 1 below. Students read the entire main selection text independently. (Since the text is long, it may be split into two segments or sections)
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Before reading segment one, survey all the text features- title, subtitle, headings, photographs, etc… Write a short statement explaining what this section is about. |  |
| Reread the first two paragraphs on p.59. What was Warren looking for? What was he hoping for? | Clouds. Storms. |
| p. 59 “Tomorrow, when the film is developed, Warren will know whether he had a successful night.” How will he know whether he has had a successful night? | When he develops the film he’ll know if the photos came out well or not. (Students may be used to digital photography and the concept of developing film may need to be explained) |
| In the first column of page 59, Warren is excited and things are happening quickly. What words does the author use to describe Warren and the storm? | The author creates a sense of urgency and excitement with these words: suddenly, speeds, jumps out, fingers fly, before the road dust has settled, moves back and forth, and lightning erupts. |
| When did people first start watching the sky? What were some of the reasons they did? | From earliest times people have watched the sky- to predict the future, to weave tales, to explain the weather |
| What are three reasons people chase storms? (pp.59-60) | Scientists- to learn; photographers- to capture beauty; storm chasers-to see the awesome power of nature. Teachers may also want to teach “awesome” and how it denotes “power” often with “beauty”. |
| What did Warren Faidley experience as a boy that helped create his interest in storm chasing? (p.60) | Remembers tremendous thunderstorms and putting on goggles and a raincoat to ride into the center of a dust storm. |
| Reread the quote that begins with “The inside was still and almost dust free…” Describe Warren’s experience in the eye of the windstorm?  (p.60) | Teachers may need to help students understand that he was in the “eye of the storm” that is why he could see the blue sky. Spinning columns of wind, mini tornadoes. He was standing in the center of the spinning column of wind- the eye |
| Reread the description of “the storm that started Warren’s career.” (beginning at the end of p. 60 through p.62 when the storm had passed).  With a partner, identify the chain of events that describe the storm and Warren’s actions. | See p. 61 (chart) in teacher guide for a sample list of events |
| Look at the photograph on p.63. How does the author describe the photograph? | Description is on p. 62- incredible image of a lightning bolt hitting a light pole in front of some metal storage tanks |
| Warren was “astonished” when he saw the film developed. What does that mean? Why was he astonished? | Surprised. He didn’t realize he had taken such an amazing photo. |
| (P. 62) “The lightning picture changed Warren’s life.” Reread to the end of this section and explain why this statement is true. | Life Magazine printed picture; he started making money by selling his pictures; got to be on Japanese game show |
| p.64-65 How does Warren make money from taking photographs? | Business is a stock photo agency- people pay him for the use of the photos; people pay him a fee to use the photos |
| Why did Warren begin taking photos of tornadoes and hurricanes? (p.65) | People began asking for pictures of tornadoes and hurricanes |
| Look at the chart on page 65. What information does it give the reader about tornadoes, thunderstorms, and hurricanes? | The chart tells what time of year these storms occur. |
| What does the author mean when he says “Because Warren is a storm chaser, his life also follows these weather patterns”? (p.67) | Warren travels the United States, following storms- the chart helps readers determine which storms he follows at a particular time of year. |
| Why is photographing tornadoes such hard work? Give three reasons. (p.67) | Tornadoes are unpredictable and dangerous; they head off into areas where there are no roads; may be hidden by falling rain; can only be see during the day |
| Describe how Warren prepares for tornado chasing. (p.68) | Buys film, checks cameras, gets up to date road maps, gets a cat sitter, stows equipment; he also designed Shadow Chaser with electronic equipment for safety and efficiency. |
| **New Section: Tornado Chase Diary** |  |
| Before reading segment two, survey the text features and determine the structure/organization of this section, along with the timeframe and setting. Why do you think the author employed this structure at this point in the text? | It’s laid out like a diary. Each section shows the time of day and location. Takes place in five states- all in one day. Teacher could have students draw a timeline or locate places on map.  A diary gives you a more personal perspective on the life of this storm chaser. |
| (p. 69) How does stopping at the National Weather Service office help Warren and Tom prepare for their day? | They get an update on local weather conditions and a satellite picture of the area |
| (p. 69) Why do they have time to get the oil changed? | Since the storms aren’t expected to develop until later in the afternoon- they have time. |
| P.71- Warren states, “Following a storm is a little like playing a huge game of chess.” What does that mean? | You have to have a strategy, be patient, and a little lucky |
| p.72 Read the paragraph that begins with “We’ve got a great tornado here.” What does the word *while* tell us about what is happening? | They are driving down a bumpy dirt road and *at the same time* the tornado is swirling along beside them |
| p.75 Read the last diary entry, why are Tom and Warren shaking their heads about what they’ve seen? | They had an awesome day where they have seen seven tornadoes. Even better, no one was injured.  Teachers may also have students compare the use of the word “awesome” on top of p. 60 (awesome power of nature refers to awe-inspiring greatness. Here, awesome is “really cool”). |

Vocabulary

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| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | fee  whether (p.59- whether he had a successful night)  weather vs. whether  conditions  develop/developed | spectacular  natural forces  occupation  segment  funnel  severe  while  confirm  collide  forecast  awe (awesome) |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | weather patterns  from earliest times  eye of the storm  producing/produce  unpredictable | “keeps an eye on”  sequencing words- then, now, etc..  “energy of a bomb blast”  snatching  leaped scrambled  glanced  scooted  flashing  likely |

Culminating Task

* Re-Read, Think, Discuss, Write

*After reading Eye of the Storm, describe the characteristics of a storm chaser. How does Warren exhibit these characteristics in the text?*

Answer: adventuresome, thrill seeker, risk taker, patient, organized, thoughtful, careful when necessary

Warren is a thrill seeker because he chases dangerous storms (see diary entries). He thoughtfully plans his trips, making sure he has all equipment organized and ready, etc (give examples from text). He is patient because he waits a long time in order to get the perfect picture.

* Alternately, the task could be worded in this way:

Storm chasers are adventuresome risk takers who must be organized, patient and thoughtful. Go back into the text and find evidence of these characteristics in Warren Faidley.

Additional Tasks

* What language does the author use to create a sense of excitement and danger throughout the text?

Answer: p.61- suddenly Warren stuck his hand into a tangle of thick cobwebs; p. 62 it had the energy of a bomb blast, and it lifted Warren’s body right off the ground

* Provide students with a graphic organizer such as the following, and complete whole class or in partners. Compare the two sections of Eye of the Storm, paying attention to purpose, organization/structure, and point of view.

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| --- | --- | --- |
|  | Text 1 | Text 2 |
| Purpose |  |  |
| Organization/structure |  |  |
| Point of view |  |  |

Independently: How do these two structures provide a more complete picture of storm chasing? (Answer- the first section gives us background information about a storm chaser (Warren) and storms. The second section gives an example of a personal experience so that we can better understand storm chasers and what they do, as well as storms and their behavior.

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.