



# Nature's Fury

Theme Concept: Nature is powerful,  
and people must cope with its  
challenges.

# Nature's Fury



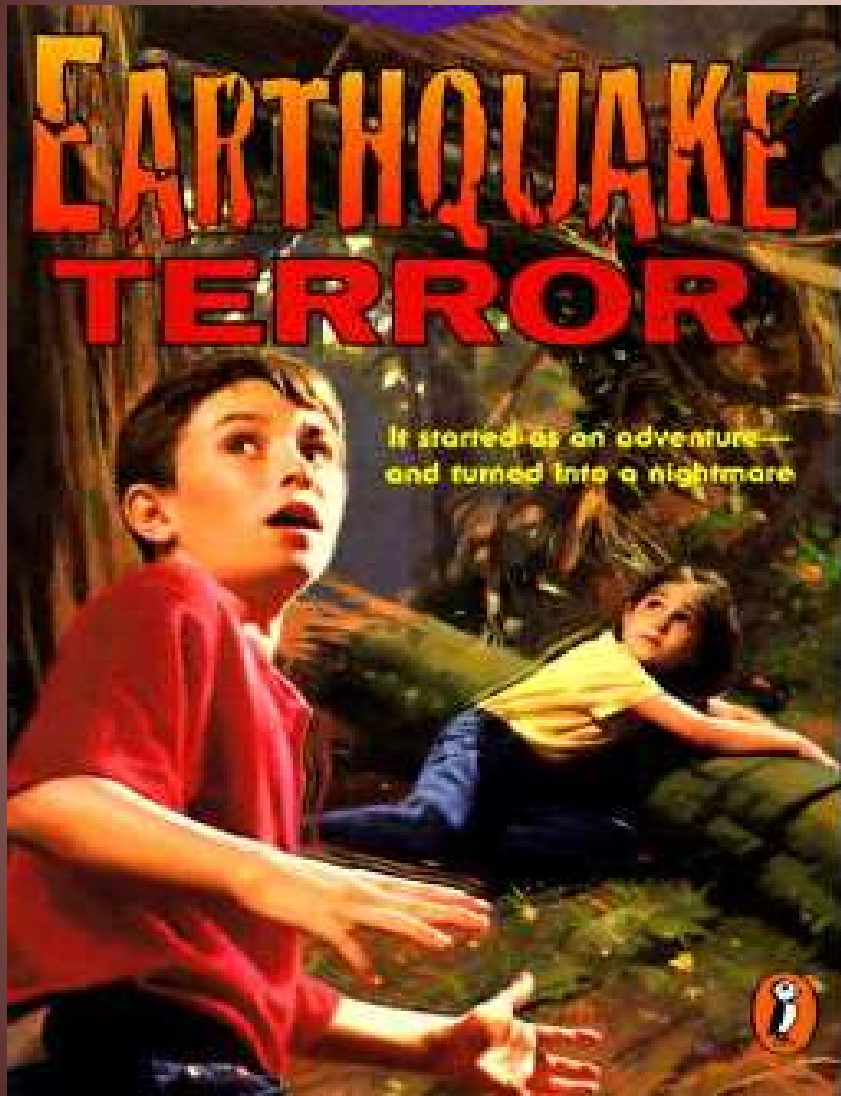
*Now the house of wind  
is thundering,  
Now the house of wind  
is thundering,  
As I go roaring over the  
land,  
The land is covered in  
thunder.*

*~from "Wind  
Song"*

# Nature's Fury



- What do you think is the meaning of the theme title *Nature's Fury*?
- In what ways does the passage from “Wind Song” express nature’s fury?
- Can you think of some examples of nature’s fury that have happened in this region? Elsewhere?
- What are some things people can do to cope with nature’s fury?



- Author: Peg Kehret
- Illustrator: Phil Boatwright
- Genre: realistic characters and events come to life in a fictional plot.
- Day 1
- Day 2
- Day 3
- Day 4
- Day 5

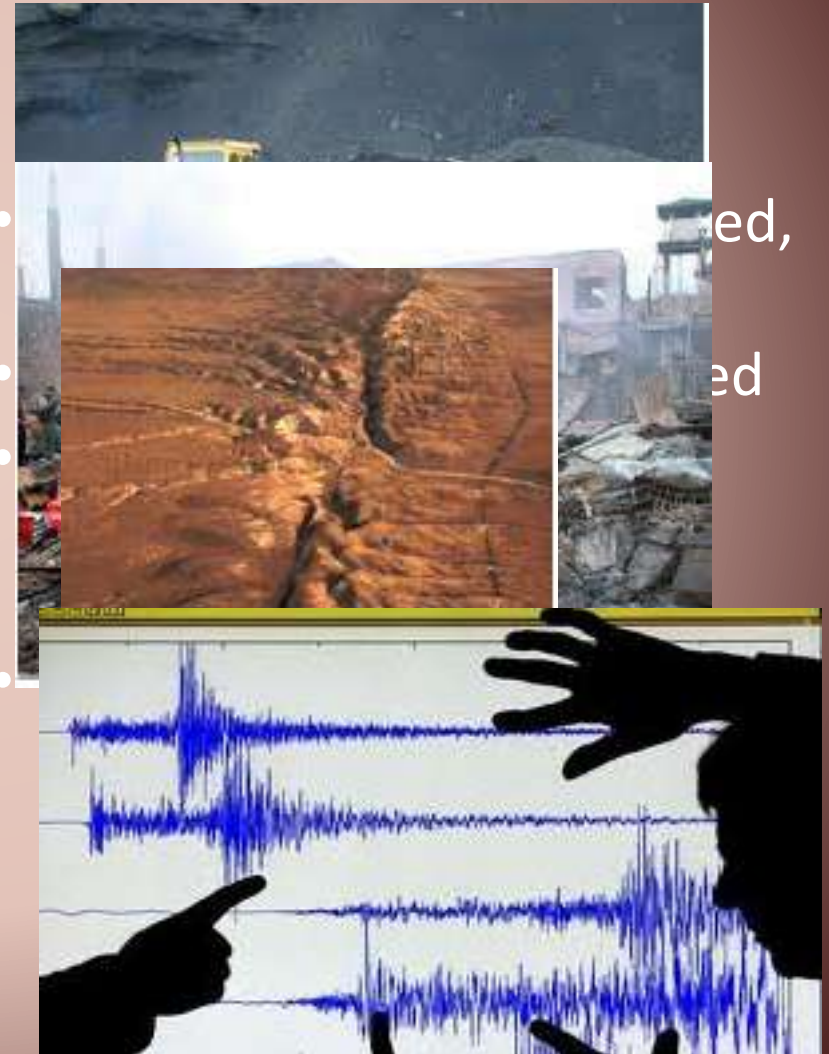
# Day 1 Schedule

- Reading
  - Vocabulary
  - Read segment 1 (28-35)
  - Sequence of Events
- Word Work
  - Spelling pre-test (51H)
- Writing and Language
  - Daily Language Practice
  - Grammar: kinds of sentences



# Vocabulary

We will define new vocabulary words.



[Back to Day 1](#)

# Sequence of Events

## Objective:

- We will identify the order of story events by using sequence signal words.

## Prior Knowledge

- Tell your partner what you did this morning to get ready for school.
- Did you start with the first thing you did, or the last?
- Did you tell the events in the order in which they occurred?

# Sequence of Events

## Concept:

- Sequential order: the order in which story events occur
- Signal words: words which give clues about the order of events
  - Sequential order: *at first, then, next, finally*
  - Happening at the same time: *as, while, at the same time*

## Example

- At age 10, Lance Armstrong first began training as a cyclist. In high school he joined the U.S. Olympic team. Then in 1999, he won the Tour de France.

**R:** What are signal words?

**A:** Which of the following is in sequential order?

- a) I went to the store looking for cookies.
- b) After I went to the store, I met my sister for lunch.

**J:** How do you know?



# Sequence of Events

- Importance
  - Analyzing text that is written in chronological order will help you understand what the author is trying to say.
  - It will improve your writing.
  - Why do you think this is important?

# Sequence of Events

## Skill

- As you read, think of the events which have occurred.
- Look for signal words, they will tell you the order in which things are happening.
- Pay special attention to events which are happening at the same time.

## I do

“Jonathan noticed again how quiet it was. No magpies cawed, no leaves rustled overhead. The air was stifling, with no hint of a breeze. Then, Moose barked.” (pg. 32)

1. What happened before Moose barked?

# Sequence of Events

## Skill

- As you read, think of the events which have occurred.
- Look for signal words, they will tell you the order in which things are happening.
- Pay special attention to events which are happening at the same time.

## We do

- Let's read the first paragraph on page 32.
- What events are happening at the same time?
- How do you know?

# Sequence of Events

## Closure

- What do we call the order in which events occur?
- Which of the following shows the correct order of events on page 33?
  - a) There was a jolt, Abby screamed, Jonathan dropped the leash.
  - b) He dropped the leash, Abby screamed, he thought there was a bomb
- What is one thing you learned about sequential order?

## Independent Practice

- Practice book pg. 4

# Daily Language Practice

- Did you tie the boat to the doct
- take a deep breeth before you begin.
- The mayor will set up a fuhnd for the flood victims!



# Grammar: Kinds of Sentences

## Objective

- We will identify the four kinds of sentences.

## Prior Knowledge

- How might I sound if I was very excited about something?
- How about if I was confused and needed to get information?

## Concept

- Declarative sentence: tells something. It ends with a period.
- Interrogative sentence: asks a question. It ends with a question mark.
- Imperative sentence: gives a request or an order. It usually ends with a period.
- Exclamatory sentence: expresses strong feeling. It ends with an exclamation point.

## Examples

- An earthquake can be very dangerous.
- Have you ever felt the ground move?
- Stay calm during an earthquake.
- What a scary feeling that must be!

R: What does an interrogative sentence do?

A: Which is the imperative sentence?

a) He struggled to his feet.

b) Put your hands over your head.

J: How do you know?

# Guided Practice

## Skill

- Determine what the sentence does.
- Add the appropriate punctuation.
- Identify the type of sentence.

## I do

- Do you know what to do during an earthquake
  - The sentence is asking a question, so I need to add a question mark.
  - A question is called an interrogative sentence.

# Guided Practice

## Skill

- Determine what the sentence does.
- Add the appropriate punctuation.
- Identify the type of sentence.

## We do

- Try to find shelter as quickly as possible
  - What should we do first?
  - What type of punctuation should we use?
  - What type of sentence is this?

## Closure

- What do we call a sentence that expresses a strong feeling?
- Which of the following is a declarative sentence?
  - a) How silent it is right after an earthquake!
  - b) An earthquake can stop as suddenly as it can start.
- What is one thing you learned today?

## Independent Practice

- Practice book pg. 13



# Day 2 Schedule

- Reading
  - Segment 2 (36-44)
  - Sequence of Events
    - Complete practice book pg. 4
  - Comprehension Questions (pg. 46)
  - Vocabulary practice
    - Practice book pg. 3
- Word Work
  - Base words (51e)
  - Spelling
    - Practice book pg. 9
- Writing and Language
  - Daily Language Practice

# Base Words

## Objective:

- We will identify base words, prefixes, and suffixes.

**R:** What is a base word?

**A:** Which of the words has a suffix?

a) connecting

b) disconnect

**J:** How do you know?

## Concept:

- Base word: a word which can stand alone or to which endings, prefixes, and suffixes can be added
- Prefix: a word part added to the beginning of a base word
- Suffix: a word part added to the end of a base word.

# Base Words

## Importance

- Recognizing base words can help us figure out unfamiliar words.

## I do

Time seemed to go faster while Jonathan was cataloging his baseball cards.

## Skill

- Remove any prefixes and suffixes.
- Change the spelling of the base word if necessary (sometimes the spelling changes when an ending is added).

# Base Words

## Skill

- Remove any prefixes and suffixes.
- Change the spelling of the base word if necessary (sometimes the spelling changes when an ending is added).

## We do

- Air whizzed across Jonathan as the tree trunk dropped past, and branches brushed his shoulder.
  - Whizzed:
  - Dropped:
  - Branches:
  - Brushed:

# Base words

## Closure

- What do we call words that can stand alone, or have prefixes and suffixes added?
- What is the base word of sobbing?
  - a) sobb
  - b) sob
- What is one thing you learned?

## Independent Practice

- Practice book pg. 8



# Daily Language Practice

- watch out for that dich!
- The two boys slept until noon?

# Day 3 Schedule

- Reading
  - Mood (39)
  - Sequence of events
    - Practice book pg. 6-7
- Word Work
  - Spelling
    - Practice book pg. 10
- Writing and Language
  - Daily Language Practice
  - Subjects and Predicates

# Daily Language Practice

- Who swepped the leaves under the fence.
- Be careful not to cresh your fingers in the car door?
- Justin and amanda shared a buhch of bananas.

# Subject and Predicates (51k)

## Objective

- We will identify complete and simple subjects and predicates.

## Prior Knowledge

- The earthquake caused a great deal of damage.
- What caused a great deal of damage?
- What is the verb in this sentence?

## Concept

- Subject: tells whom or what the sentence is about.
- Complete subject: includes all the words in the subject.
- Predicate: tells what the subject is or does.
- Complete predicate: includes all the words in the predicate.

## Example

- The earthquake caused a great deal of damage.
  - Subject: earthquake
  - Complete subject: The earthquake
  - Predicate: caused
  - Complete predicate: caused a great deal of damage.

**R:** What is a complete predicate?

**A:** What is the complete subject of the following sentence: Many tornadoes happen during the month of April.

a) Many tornadoes

b) tornadoes

**J:** How do you know?



# Guided Practice

## Skill

- Who or what is the sentence about?
  - The one word the sentence is about is the simple subject.
  - The complete subject includes any descriptive words
- What is the action of the sentence?
  - The verb by itself is the simple predicate.
  - The complete predicate contains all words in the predicate.

## I do

- Thunderstorms do not always produce tornadoes.

# Guided Practice

## Skill

- Who or what is the sentence about?
  - The one word the sentence is about is the simple subject.
  - The complete subject includes any descriptive words
- What is the action of the sentence?
  - The verb by itself is the simple predicate.
  - The complete predicate contains all words in the predicate.

## We do

- Certain weather conditions cause these storms.
  - Simple subject:
  - Complete subject:
  - Simple predicate:
  - Complete predicate:

# Subjects and Predicates

## Closure

- What do we call the action part of a sentence?
- What is the simple predicate? The complete predicate?
  - Tornadoes can destroy very heavy objects in their path.
- What is the most important thing you learned in this lesson?

## Independent Practice

- Practice book pg. 14

# Day 4 Schedule

- Reading
  - “El Nino” (48-51)
  - Print and Electronic Reference Sources (51d)
- Word Work
  - Spelling
    - Practice book pg. 11
  - Using a Thesaurus (51i)
- Writing and Language
  - Daily Language Practice

# Print and Electronic Reference Sources

## Objective:

- We will identify the appropriate reference source to answer a specific question.

## Prior Knowledge

- If you have a question about your math homework, what book could you use to find the answer?
- What about if you need to look up the phone number for the local library?

# Print and Electronic Reference Sources

## Concept:

- Atlas: a reference containing maps
- Encyclopedia: a reference book containing in depth information on all subjects
- Thesaurus: a reference containing synonyms
- Dictionary: a reference containing pronunciation guides and definitions of words

## Importance

- Knowing which reference material to use will help you in all of your future classes.
- Many careers require use of print and electronic reference sources.



# Print and Electronic Reference Sources

## Skill:

- Determine what type of information needs to be found.
- Identify what each reference source is used for.
- Use the source that best fits your needs.

## I do:

- You need to find a climate map of Australia. Which reference would best meet your needs?

# Print and Electronic Reference Sources

## Skill:

- Determine what type of information needs to be found.
- Identify what each reference source is used for.
- Use the source that best fits your needs.

## We do:

- Your need to do research on the state of California. What reference source would you use?

# Closure

- What reference do we use to find synonyms?
- Which reference would you use to find the pronunciation of a word?
  - a) Thesaurus
  - b) Dictionary
  - c) Atlas
  - d) Encyclopedia

# Using a Thesaurus

## Objective:

- We will use a thesaurus to find synonyms for specific words

## Prior Knowledge

- Record a synonym for each word:
  - Cold
  - Good

## Concept:

- Thesaurus: a reference tool which is used to find a synonym to replace an overused word.

## Importance:

- Using a thesaurus will help us make our writing clearer and more interesting.

## Skill:

- Look up the word you would like to replace (words are listed alphabetically).
- Choose the synonym that best fits your need.

## I do:

- Find a synonym for the word *terrible*.

## We do:

Find synonyms for the underlined words:

- Time had a way of evaporating instantly when he was engrossed in an interesting project.



# Using a Thesaurus

## Closure:

- What reference tool do we use to find synonyms?
- What is a synonym for *devastating*?
  - a) creation
  - b) destruction
- What is one important thing you learned in this lesson?

## Independent practice

- Practice book pg. 12

# Daily Language Practice

- Did the staf tell you when your puppy could come home.
- is she fonde of chocolate chip cookies?

# Day 5 Schedule

- Reading
  - Comprehension test
  - Vocabulary test
- Word Work
  - Spelling test