

Eye of the Storm: Chasing Storms with Warren Faidley

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Photographer: Warren Faidley

Genre: nonfiction

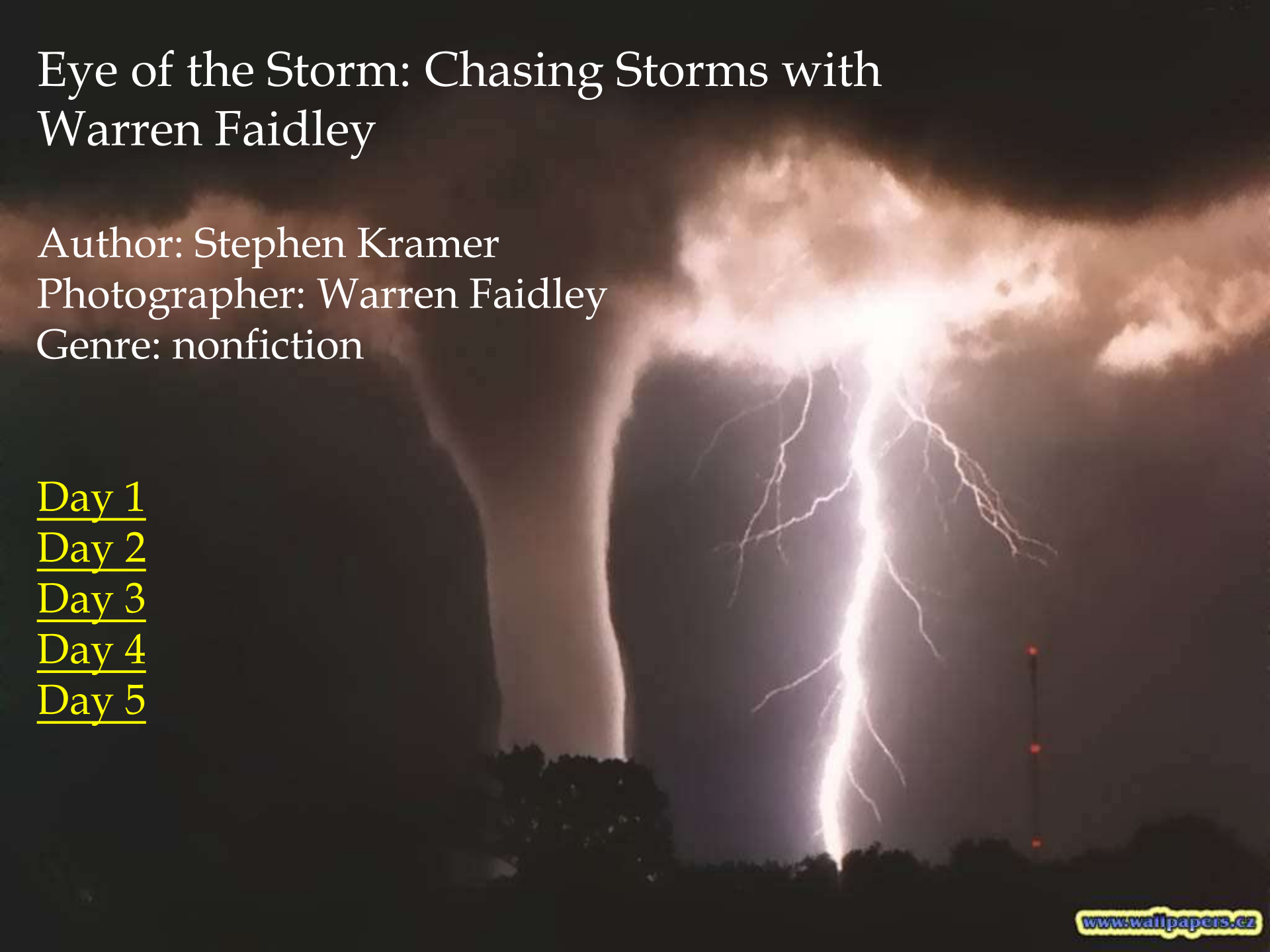
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Day 1

▣ Reading

- Teacher Read Aloud
- Vocabulary
- Text Organization (81a)
- Read Segment 1 (57-68)

▣ Word Work

- Pretest (81g)

▣ Writing and Language

- Daily Language
- Conjunctions (81k)

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Vocabulary

- ▣ Collide: to bump into another mass with force
- ▣ Funnel cloud: tornado cloud that is wide at the top and narrow where it touches the ground
- ▣ Jagged: having a sharp, pointed edge or outline
- ▣ Lightning: the flash of light in the sky when electricity passes between clouds or between a cloud and the ground
- ▣ Prairies: flat, open grasslands
- ▣ Rotate: to swirl in a circular motion
- ▣ Severe: serious or extreme in nature
- ▣ Sizzling: crackling with intense heat
- ▣ Tornadoes: rotating columns of air accompanied by whirling funnel-shaped downspouts that can cause great destruction

Vocabulary activity

We will choose the correct vocabulary word based on the context clues.

Collide, funnel cloud, jagged, lightning, prairies, rotate, severe, sizzling, tornadoes

Every spring, warm air from the Gulf of Mexico and cool air from Alaska (1) _____ over the midwest. Powerful weather can brew over the flat (2) _____ when these air masses meet. Today the National Weather service issued a (3) _____ storm warning for northern Texas and Oklahoma. (4) _____ are likely to touch down in this region throughout the weekend. These signs show that a tornado may be forming:

*Air at the bottom of a dense, inky cloud begin to (5) _____

*One or more (6) _____ descend toward the ground like dragon necks.

Tornadoes are often accompanied by (7) _____ electrical storms. It is not unusual to see (8) _____ bolts of (9) _____.

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Text Organization

We will identify how the author has organized information in a nonfiction selection

Practice book pg. 24

Pages 59-68

Page 59 Storm Chasing_____

-

Page 60 Warren Faidley: Storm Chaser_____

-

Page 64 What Happens to Warren's Photos After He Takes Them_____

-

Page 65 Storm Seasons and Chasing_____

-

Page 67 Chasing Tornadoes_____

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Daily Language Practice

We will proofread and correct sentences with grammar and spelling errors

the crowd cheered when the spech was over.

The beest walked quickly but it did not run.

I will call my neice, or i will write to her.

Conjunctions

We will identify and use conjunctions

▣ Concept:

- Conjunction: a combining or connecting word (and, but, or)
 - May be used to join words in a sentence
 - May also be used to join sentences

▣ Example:

- Jill looked at the thermometer and the barometer.
 - What is a conjunction?
 - The word “and” is a conjunction, how do you know?

▣ Importance: Understanding how and when to use conjunctions will help improve your writing and editing skills.

Conjunctions

We will identify and use conjunctions

▣ Skill:

- Use *and* to add information.
 - ▣ Clouds signal a coming storm.
 - ▣ Wind signals a coming storm.
 - ▣ Clouds *and* wind signal a coming storm. (The conjunction joined words)
- Use *or* to give a choice.
 - ▣ She will go to the store.
 - ▣ She will go to a movie.
 - ▣ She will go to the store, *or* she will go to a movie. (Joined sentences)
- Use *but* to show contrast.
 - ▣ He wanted to eat a cookie.
 - ▣ He ate a carrot instead.
 - ▣ He wanted to eat a cookie, *but* he ate a carrot instead. (Joined sentences)

Conjunctions

We will identify and use conjunctions

▣ I do

- She had to hurry, _____ she would be late.
- What was combined?

▣ We do

- Jill was going to visit the museum _____ the planetarium.
- What was combined?

▣ You do

- There would be a lot to see, _____ Jill knew they could not explore the whole museum in one visit.
- What was combined?

Conjunctions

We will identify and use conjunctions

▣ Closure

- What do conjunctions do?
- What are three conjunction words?
- What do each of the conjunctions do?

▣ Independent Practice

- ▣ Practice book page 33

Day 2

▣ Reading

- Segment 2 (69-75)
- Text organization
- Comprehension questions (76)
- Vocabulary
 - Practice book pg. 23

▣ Word work

- Syllabication (81e)
- Spelling
 - Practice book pg. 29

▣ Writing and Language

- Daily language
- Response to a prompt (81m)

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Text Organization

We will identify how the author has organized text in a nonfiction selection.

- ▣ Practice book page 24
- ▣ Pages 69-75 One Day in the Life of a Storm Chaser

- Morning_____

- Afternoon_____

- Evening_____

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Syllabication

We will break words into syllables

▣ Concept:

- Syllables: a word part with just one vowel sound

▣ Importance: Breaking a long word into its syllables will help you decode the word, and will help you with spelling the word.

▣ Skill:

- Write a V under each vowel sound
- Write a C under each consonant sound
- If it is a VCCV pattern, the syllable break is between the consonants.
- Most VCV words divide after the consonant, unless the vowel is a long vowel
- If it is a CVVC word, divide between the vowels unless they make one sound

Syllabication

We will break words into syllables

▣ I do:

cactus

nature

diary

▣ We do:

camera

radio

spectacular

▣ You do:

Tornado

horizon

remarkable

Syllabication

We will break words into syllables

▣ Closure

- What is a syllable?
- Break the following word into its syllables
 - ▣ organizing

▣ Independent Practice

- Practice book page 28

Daily Language Practice

**We will proofread and correct sentences with
grammar and spelling errors**

The weather has been maild all winter

The theef jumped up but he could not climb the
fence.

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Response to a prompt

We will identify the characteristics of a written response.

We will use the characteristics to write a response.

▣ Concept:

- Writing prompt: a direction that asks for a written answer of one or more paragraphs
- Types of writing prompts:
 - ▣ Write about an experience
 - ▣ Give a personal opinion about an issue
 - ▣ Explain a process
 - ▣ Persuade readers to do or think something

▣ Importance: Writing prompts are a part of many different tests you will take. Learning how to respond to a prompt will help you throughout your school experience.

Response to a prompt

We will identify the characteristics of a written response.

We will use the characteristics to write a response.

▣ Skill:

- Carefully read the prompt.
- Highlight key words that tell what kind of answer is needed.
 - ▣ Compare (point out similarities)
 - ▣ Contrast (point out differences)
 - ▣ Explain (give reasons)
 - ▣ Describe (give details)
 - ▣ Summarize (give main points briefly)
 - ▣ Discuss (consider all aspects of a subject)
- Plan your answer: jot down main ideas and details, arrange your ideas in order.
- Begin your answer by restating the prompt.
- Check your answer. Does your response answer the prompt?
- Edit if necessary.

Response to a prompt

We will identify the characteristics of a written response.

We will use the characteristics to write a response.

▣ I do:

What natural disaster do you think is the most dangerous, an earthquake or a tornado?
Explain why you think it is more dangerous?

▣ We do:

Think about how Warren Faidley customized Shadow Chaser for chasing tornadoes.
Describe how you would customize a vehicle for a specific task.

What job do you think is the most difficult or dangerous? Explain why you think it is difficult or dangerous?

Response to a prompt

We will identify the characteristics of a written response.

We will use the characteristics to write a response.

□ Closure:

- What are some of the key words to look for when reading a prompt?
- If you are asked to compare and contrast earthquakes and tornadoes, what are you being asked to do?

□ Independent Practice:

- Use practice book page 36 to plan a response to one of our prompts.
- Write a one paragraph response.

Day 3

▣ Reading

- Partner reading
- Suspense (61)
- Text organization
 - ▣ Practice book pg. 26, 27

▣ Word work

- Spelling

▣ Writing and Language

- Daily Language
- Compound sentences (81k)

Spelling Practice

We will correctly spell each spelling word

- ▣ Flower, stem, _____
- ▣ Reward, honor, _____
- ▣ Hit, punch, _____
- ▣ Herd, team, _____
- ▣ Step, walk, _____
- ▣ Cousin, uncle, _____
- ▣ Spot, smudge, _____
- ▣ Small, light, _____
- ▣ Monster, dragon, _____
- ▣ Length, width, _____
- ▣ Independent practice: Practice book page 30

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Daily Language Practice

**We will proofread and correct sentences with
grammar and spelling errors**

The spill on the rug left a huge stane

this backpack has a belt that fits around my wast.

Can you read the words on that sine

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Compound Sentences

We will use conjunctions to create compound sentences

□ Prior knowledge:

- Combine the following using *and*, *but*, *or*, or
- Katie went to the store. Joe went to the store
- Megan wanted spaghetti. Jenn wanted enchiladas.

□ Concept:

- Compound sentence: a sentence containing 2 independent clauses which are combined with a comma and a conjunction.
- Independent clause: a statement that can stand on its own as a sentence.

□ Example:

- The sky darkened in the west, and a chill wind whistled across the plains.
 - What 2 sentences have been combined? With what conjunction?
- Jill buttoned up her coat and walked out into the yard.
 - This is not a compound sentence, how do you know?

□ Importance:

- Using conjunctions to create compound sentences will improve your writing.

Compound Sentences

We will use conjunctions to create compound sentences

▣ Skill:

- Read the sentences.
- Ask yourself, “Are the sentences related?”
- If they are related, use a comma and the conjunction *and*, *but*, or *or* to combine the sentences.
- Remember:
 - ▣ *And* means you are adding information
 - ▣ *Or* gives a choice
 - ▣ *But* provides a contrast

Compound Sentences

We will use conjunctions to create compound sentences

▣ I do:

- The air is hazy. Another storm to the west is blocking the sunlight.

▣ We do:

- Warren tries to photograph a huge tornado. The light isn't good enough for a picture.

▣ You do:

- We've got two large thunderstorms here. They're dropping tornadoes everywhere.

Compound Sentences

We will use conjunctions to create compound sentences

▣ Closure:

- What are compound sentences?
- What connects the 2 independent ideas of a compound sentence?
- Combine the following into a compound sentence:
 - ▣ Warren Faidley takes amazing pictures. His work appears in many magazines.

▣ Independent Practice:

- ▣ Practice book page 34

Day 4

▣ Reading

- Partner read
- Storm warning (78-81)
- Communicating Information (80)

▣ Word Work

- Spelling
 - Practice book pg 31
- Alphabetical order (81I)
 - Practice book 32

▣ Writing and Language

- Daily language
- Capitalizing sentences (81n)
 - Practice book page 37

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Daily Language Practice

**We will proofread and correct sentences with
grammar and spelling errors**

do you see the large flet of boats in the harbor?

The hite of the shelf is ten feet but my cat can
reach the top.

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Day 5

▣ Reading

- Fact and opinion (65)
- Comprehension test

▣ Word Work

- Spelling test

▣ Writing and Language

- Run-ons (81L)
 - ▣ Practice book page 35