

Key Question

What effect does flooding have worldwide?

Vocabulary

Academic vocabulary: *annual (adj.), area (n.), capacity (n.), caused (v.) effects (n.) impact (n.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

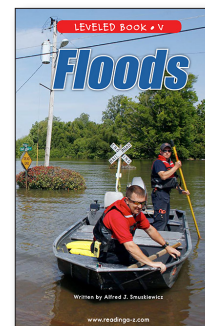
Story words

- *destructive (adj.), drainage (n.), ecosystems (n.), floodplain (n.), hurricane (n.), precipitation (n.)*

Enrichment words

- *absorb (v.), dikes (n.), levees (n.), nutrients (n.), recedes (v.), sediment (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Floods*.



Ask and answer questions KWLS/Ask and Answer Questions

Before they read, have students write what they know about the topic and what they would like to know about the topic on the graphic organizer. While they are reading, have students write what they learn. After reading, students can complete the graphic organizer, to include what else they learned about the topic and what they still want to know.

Text features: Diagrams

Explain to the students that diagrams can assist us with understanding information from the text. Have students locate the diagram on page 8. Draw students' attention to the title and labels of the diagram. Ask students what information is being provided in the diagram. Ask students how the diagram is helpful for them to understand the text.

Graphic organizer: Cause and Effect

After reading, students can complete the [graphic organizer](#). Model and discuss how to complete the organizer by locating the evidence from the text.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *When does overbank flooding occur? (level 1)*
- *How do sandless sandbags work? (level 2)*
- *Why are flash floods so dangerous? (level 2)*
- *What is the difference between a seiche and a storm surge? (level 3)*
- *How was the Black Sea created? (level 2)*
- *What are some of the benefits of floods? (level 2)*
- *How do beaver dams help with flood control? (level 1)*
- *In what ways can you stay safe during a storm? (level 3)*

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: Write cause-and-effect relationships in the correct boxes below.

Cause	Effect
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Floods • Level V

Cause	Effect
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Cause	Effect
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Common Core Supplement