

Focus Question:

What are some causes and effects of violent weather?

Book Summary

Text Type: Fiction/Informational

Sometimes the weather can become more than dramatic and develop into something downright dangerous and destructive. *Violent Weather* details the science behind thunderstorms, tornadoes, and hurricanes and documents their tremendous impact on people and on the land. This book can be used to teach students how to identify cause-and-effect relationships as well as to identify and use closed compound words.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Determine cause and effect
- ☐ Describe information provided by photographs
- ☐ Recognize and use dashes
- ☐ Identify and use closed compound words

Materials

- ☐ Book: *Violent Weather* (copy for each student)
- ☐ KWLS / ask and answer questions, cause and effect, dashes, closed compound words worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *air pressure* (n.), *cold front* (n.), *cumulonimbus clouds* (n.), *Doppler radar* (n.), *supercell* *thunderstorm* (n.)

- **Academic vocabulary:** *area* (n.), *cause* (v.), *generate* (v.), *important* (adj.), *major* (adj.), *protect* (v.)

Guiding the Reading

Before Reading

Build Background

Write the words *violent weather* on the board to create an idea web. Ask students to share examples of violent weather, such as a hurricane, a blizzard, and so on. Add these examples to the idea web. Have students work in small groups and assign each group one example of violent weather to discuss. Invite each group to share their discussions with the class and add this information to the idea web. Have volunteers share personal experiences they have had with violent weather.

Introduce the Book

- Give students their copy of *Violent Weather*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

KWLS / ask and answer questions

Explain to students that engaged readers ask and answer questions while they are reading and that one way to organize this information is to use a KWLS chart. Give students the [KWLS / ask-and-answer-questions worksheet](#). Have students look at the cover of the book and the idea web created on the board to help them complete the *K* section with information they know about violent weather. Invite students to preview the illustrations and graphics in the book with a partner to create questions about violent weather. Have students record this information in the *W* section of the KWLS chart. Invite volunteers to share their questions with the class. Point out that, as they read,

Guiding the Reading (cont.)

they should look for the answers to these questions as well as create new questions to add to the chart.

Introduce the Comprehension Skill:

Cause and effect

- Discuss cause-and-effect relationships. Explain that a *cause* is an action or event that makes something happen and the *effect* is what happens because of, or as a result of, the action or event.
- Explain to students that there can be more than one effect from a cause. Create a cause-and-effect chart on the board, and write *I watered my garden every day* in the *Cause* column and *I harvested many vegetables* in the *Effect* column. Ask students what other effects might come from taking good care of a garden. Record students' responses on the board.
- Explain to students that they will be looking for cause-and-effect relationships as they read the book.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary 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. Have them 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.

Set the Purpose

- Have students read to find out more about violent weather. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How are thunderstorm produced?* (level 2) pages 5 and 6
- *How are ordinary and severe thunderstorms the same? How are they different?* (level 1) page 7
- *How is lightning formed, and why is it so dangerous?* (level 1) page 8

- *Why are tornadoes so destructive?* (level 2) pages 9–11
- *How is a hurricane formed?* (level 1) page 13
- *What can be the effect of violent weather on people and on the land?* (level 3) multiple pages
- *Why do you think the author wants readers to know about violent weather?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs, or pictures taken with a camera, in a book give additional information about the subject matter. Point out that photographs are often found in nonfiction books and help the reader gain greater knowledge or more background information about what he or she is reading. Have students turn to page 11 and to view the photograph and read the caption. Ask students the following questions: *Why did the author include this photograph of the aftermath of the Oklahoma City tornado in 1999? How does this photograph convey information about the destructiveness of tornadoes that was not communicated in the text?* Have students work with a partner to review other photographs in the book and discuss as a class why the author chose to include each one.

Skill Review

- Have students refer back to the KWLS / ask-and-answer-questions worksheet. Ask students to review their questions recorded prior to reading the book. Have them circle any questions that were answered and record this information in the *L* section of the chart. Ask students to share what they learned with the class. Have students record new questions in the *W* section of the chart. Point out that effective readers continually create new questions as they are reading in order to stay engaged with the text.
- Have students work in groups to periodically review the cause-and-effect relationships they find in the book.
- Model evaluating details to determine cause-and-effect relationships.
Think-aloud: *This book is providing me with information about the cause-and-effect relationships related to thunderstorms, hurricanes, and tornadoes. For example, I read on page 11 that the effect of the 318-mile-per-hour winds during the Oklahoma City tornado killed 36 people and destroyed more than 10,000 homes and other buildings. This is one of many cause-and-effect relationships I read about in the book.*
- Model how to complete the **cause-and-effect worksheet**. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the cause-and-effect relationships in the book.

Guiding the Reading (cont.)

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Cause and effect

Review the cause-and-effect worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the examples they chose. Discuss with students how the cause-and-effect relationships helped them better understand violent weather.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary but should include various examples of cause-and-effect relationships such as: *Tornadoes can cause people to lose their homes; lightning can cause wildfires and kill.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: Dashes

- Explain to students that a dash (—) is a punctuation mark that is used for different purposes: to show an afterthought or summary at the end of a sentence, or to “set off” or clarify information within a sentence.
- Write the following sentence on the board: *Some cumulus clouds expand into cumulonimbus clouds—huge clouds with a large, spreading area at the top that produce thunderstorms.* Explain to students that in this sentence the dash is being used to clarify the words *cumulonimbus clouds*.
- Review or explain the difference between a dash and a hyphen. Explain that hyphens are used in compound adjectives, adverbs, and nouns. Point out that hyphens are shorter in length and are used to connect two or more words.
- **Check for understanding:** Have students reread pages 9 and 10 and highlight the sentences containing a dash. Ask a volunteer to explain how each dash is used.

- **Independent practice:** Introduce, explain, and have students complete the **dashes worksheet**. If time allows, discuss their answers aloud after students finish.

Word Work: Closed compound words

- Write the word *thunderstorm* on the board. Ask students which two words were joined together in the word *thunderstorm*. Explain that this word is called a *compound word* and that a compound word contains two words that together create one meaning. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word.
- Have students work with a partner to create a list of common compound words. Invite students to share their lists and record their findings on the board.
- Have students reread pages 5 through 7 and highlight the compound words. Write the compound words on the board. Then invite volunteers to identify each word within a compound word and to provide a definition. Invite another volunteer to use the compound word in a complete sentence.
- **Check for understanding:** Ask students to locate all the compound words in the section “Tornadoes.” Have them list the compound words on a separate piece of paper and identify the two words that make the compound word. Invite students to work with a partner to share their findings. Then have them use each compound word in a complete sentence.
- **Independent practice:** Introduce, explain, and have students complete the **closed-compound-words worksheet**. If time allows, have students share their responses.

Connections

- See the back of the book for cross-curricular extension ideas.