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. |  |
| What was Warren looking for? What was he hoping for? | Clouds. Storms. |
| “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) |
| 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?  | 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?  | 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?  | 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.” With a partner, identify the chain of events that describe the storm and Warren’s actions.  | (chart) in teacher guide for a sample list of events |
| How does the author describe the photograph?  | Description, 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. |
| “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 |
| 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?  | People began asking for pictures of tornadoes and hurricanes |
| 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”?  | 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. | 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.  | 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. |
| 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 |
| 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.  |
| 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 |
| 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  |
| Why are Tom and Warren shaking their heads about what they’ve seen in the last diary entry?  | 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 (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 | feewhether (whether he had a successful night)weather vs. whetherconditions develop/developed | spectacularnatural forcesoccupationsegmentfunnelseverewhileconfirmcollideforecastawe (awesome) |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | weather patternsfrom earliest timeseye of the stormproducing/produceunpredictable | “keeps an eye on”sequencing words- then, now, etc..“energy of a bomb blast”snatchingleaped scrambledglancedscootedflashinglikely  |

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: suddenly Warren stuck his hand into a tangle of thick cobwebs; 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.