

## The Colors and Shapes of Language 2

### Unit 4

#### Hurricane Unit

##### Activity 1 – Naming

- The teacher says, **“Let’s name kinds of weather.”** [Students name kinds of weather.]
- b. The teacher says, **“Let’s name kinds of severe weather.”** [Students name kinds of severe weather.]
- c. The teacher says, **“Let’s name facts about tornadoes.”** [Students name facts.]
- d. The teacher says, **“Let’s name facts about hurricanes.”** Students name facts.]

[The teacher needs pictures of cumulous clouds, hail, and hurricanes.]

##### Activity 2 – Describing

- a. The teacher shows a picture of rain and says, **“I want you to describe this picture. Tell me the name of what’s happening in this picture.”** [Students respond.]
- “Tell me some categories or groups that rain would fit into.”** [Students respond.]
- “Tell me the function of rain.”** [Students respond]
- “Tell me the color of rain.”** [Students respond.]
- “Tell me its shape.”** [Students respond.]
- The teacher shows a picture of a hurricane and says, **“Compare this picture to this picture. Let’s compare the colors, sizes, shapes, and functions of these two objects.”** [Students respond.]
- b. The teacher shows a picture of hail and says, **“I want you to describe this object. Tell me the name of this object.”** [Students respond.]
- “Tell me some categories or groups that hail would fit into.”** [Students respond.]
- “Tell me the function of hail.”**[Students respond]
- “Tell me the color of hail.”** [Students respond.]
- “Tell me its shape.”** [Students respond.]
- The teacher shows the picture of cumulous clouds and says, **“Compare this picture to this hurricane. Let’s compare the colors, sizes, shapes, and functions.”** [Students respond.]

##### Activity 3 – Listening to an Expository passage

The teacher reads the passage.



## Hurricanes

Hurricanes are circulating storms that form over the oceans in the Northern Hemisphere and have winds that exceed 64 knots (74 mph). The ocean water must be at least 26.5 degrees Celsius (81° F). Heat from the water is what fuels the energy of the storm. Hurricanes are the Earth's strongest tropical disturbance.

They begin as thunderstorms that develop into a tropical depression. This depression can take as little as a half day to as much as a couple of days to reach the next level of intensity. Atmospheric and oceanic conditions must be just right for development to take place. When tropical depressions reach a wind speed of 35 mph, it is considered a tropical storm.

A tropical storm becomes a hurricane when wind speeds reach 74 mph and form an eye. The most severe winds and rain occur in the eye wall of the storm. Rain bands spiral away from the eye and can extend hundreds of miles. Hurricanes can last for as long as two weeks, but rapidly dissipate when they reach cool waters. The path of a hurricane depends on the trade winds.

Before 1953 hurricanes were not named. Since that time, the Tropical Prediction Center publishes a list of hurricane names each year. The list is in alphabetical order and alternates between male and female names.

- b. The teacher asks the following questions after reading the passage:
- Where do you find hurricanes?
  - What do hurricanes start as?
  - Where do you find the strongest winds in a hurricane?
  - In what year did the Tropical Prediction Center start naming hurricanes?
  - What do hurricanes use as energy?

### Activity 4 – Card Pyramid

The teacher gives each student nine index cards.

Students decide the main idea of the passage read by the teacher.

Students write "Hurricanes" on one index card. They place this card at the top of their desks.

Students brainstorm supporting ideas – what they are, how they develop, characteristics of hurricanes, hurricane names.

Students write each supporting idea on a separate card. They place these cards in a row under the card marked "Hurricanes."

Students brainstorm details about the supporting ideas. They write the details about each supporting idea on separate cards.

Students place these cards in a row under the row of supporting ideas.

Students name the main idea. They name the supporting ideas. They name the details.

Students number the cards. Main idea – 1; Supporting idea – 2; Details about that supporting idea – 3; Supporting idea – 4; Details about that supporting idea – 5; Supporting idea – 6; Details about that supporting idea – 7; Supporting idea – 8; Details about that supporting idea – 9.

Students collect the cards in numerical order and place a rubber band around them.



**Activity 5 – Summarizing the Passage**

Students take their pack of cards.

Students work in pairs.

Using their cards, each student in a pair takes a turn summarizing the passage about hurricanes.

Students place their cards in numerical order and place a rubber band around them.

**Activity 6 – Writing**

Students lay out their cards in a pyramid.

Using the cards as an outline, students write a summary paragraph about hurricanes.

The summary paragraph should have 1/3 the number of words as the original paragraph (219 words).

**Activity 7 – Editing**

Students edit their summary paragraphs. If they have more than 60 words, they need to decide which words can be eliminated.

**Activity 8– Writing**

- a. Students write a persuasive paragraph using this prompt: You should evacuate for a hurricane.
- b. Students use the following outline to write the paragraph.
  - Sentence 1 – State an opinion.
  - Sentence 2 –Give a reason.
  - Sentence 3 –Give an example.
  - Sentence 4 –Give a reason.
  - Sentence 5 –Give an example.
  - Sentence 6 –Give a reason.
  - Sentence 7 – Give an example
  - Sentence 8 – Restate your opinion.

**Activity 9 – Editing**

- a. Students edit paragraphs using the outline.
- b. Students share their paragraphs.

