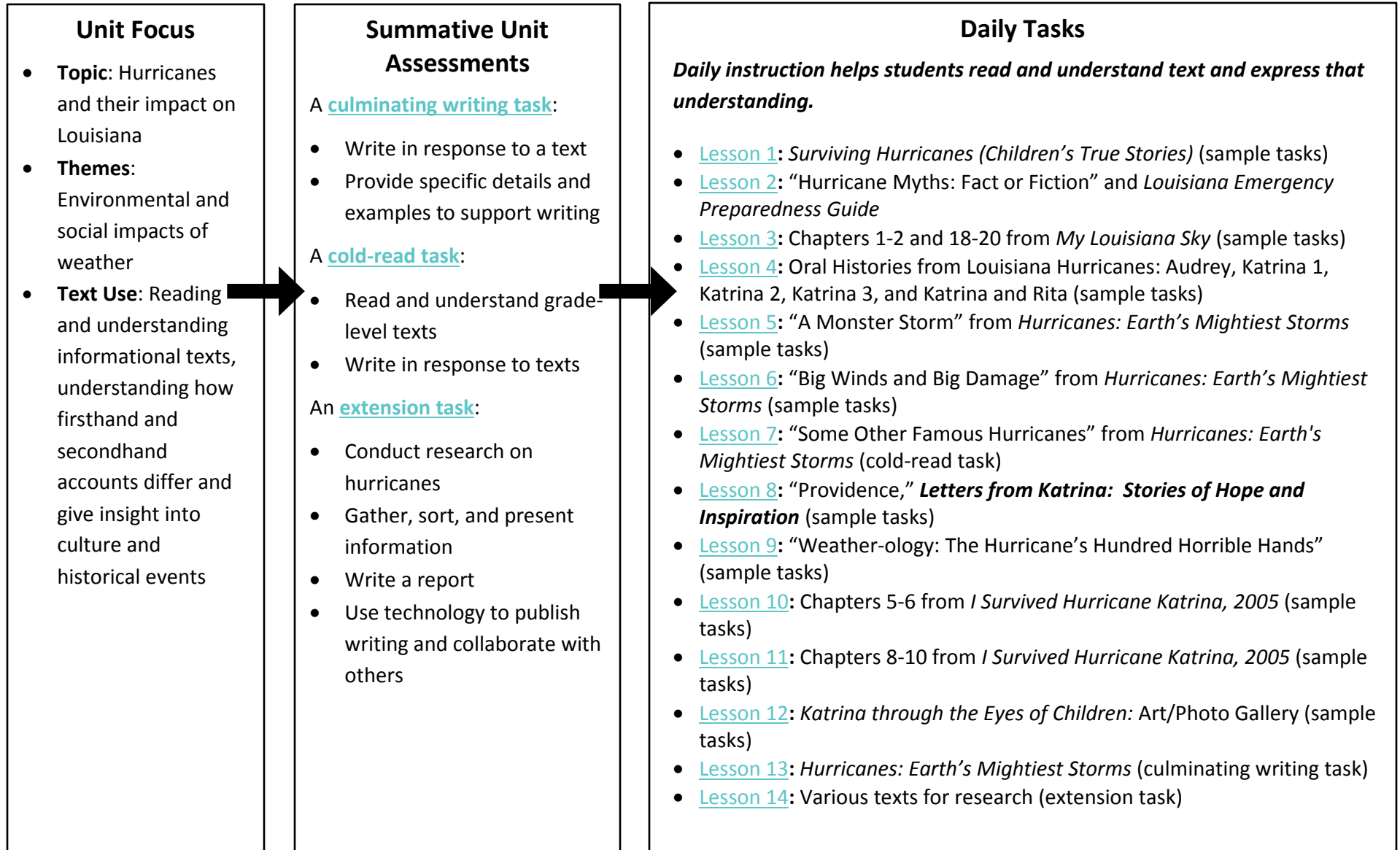


## UNIT: HURRICANES

<p><b>ANCHOR TEXT</b></p> <p><i>Hurricanes: Earth’s Mightiest Storms</i>, Patricia Lauber (Informational)</p> <p><b>RELATED TEXTS</b></p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> <li>• Chapters 1-2 and 18-20 from <i>My Louisiana Sky</i>, Kimberly Willis Holt</li> <li>• “<a href="#">Providence</a>,” Natasha Trethewey</li> <li>• <i>I Survived Hurricane Katrina, 2005</i>, Lauren Tarshis</li> </ul> <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> <li>• <i>Surviving Hurricanes (Children’s True Stories)</i>, Elizabeth Raum</li> <li>• “<a href="#">Hurricane Myths: Fact or Fiction</a>” from <i>Fox News Insider</i></li> <li>• <a href="#">Louisiana Emergency Preparedness Guide</a>, GOHSEP</li> <li>• Oral Histories from Louisiana Hurricanes: <a href="#">Audrey</a>, <a href="#">Katrina 1</a>, <a href="#">Katrina 2</a>, <a href="#">Katrina 3</a>, and <a href="#">Katrina and Rita</a></li> <li>• <i>Letters from Katrina: Stories of Hope and Inspiration</i>, Mark Hogg and Kim Lemaire</li> <li>• “<a href="#">Weather-ology: The Hurricane’s Hundred Horrible Hands</a>,” Jamie McLeod</li> </ul> <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> <li>• <i>Katrina through the Eyes of Children: <a href="#">Art/Photo Gallery</a></i></li> </ul>	<p><b>UNIT FOCUS</b></p> <p>Students learn about hurricanes and their impact on Louisiana as well as how historical accounts reflect the culture of Louisiana and give insight into historical events. This set builds on storytelling as a way to transmit knowledge. Students learn that history involves the sharing of memories and will understand the value and difference of firsthand and secondhand accounts. Students will also discover the environmental and social impacts of weather. This can connect to social studies and science.</p> <p><b>Text Use:</b> Reading and understanding informational texts, understanding how firsthand and secondhand accounts differ and give insight into culture and historical events</p> <p><b>Reading:</b> <b>RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.9, RL.4.10, RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10</b></p> <p><b>Reading Foundational Standards:</b> <b>RF.4.4a-c</b></p> <p><b>Writing:</b> <b>W.4.1a-d, W.4.2a-e, W.4.3a-e, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9a-b, W.4.10</b></p> <p><b>Speaking and Listening:</b> <b>SL.4.1a-d, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6</b></p> <p><b>Language:</b> <b>L.4.1a-g, L.4.2a-d, L.4.3a-c, L.4.4a-c, L.4.5a-c, L.4.6</b></p> <p><b>CONTENTS</b></p> <p><b>Page 294:</b> Text Set and Unit Focus</p> <p><b>Page 295:</b> <i>Hurricanes: Earth’s Mightiest Storms</i> Unit Overview</p> <p><b>Pages 296-301:</b> Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p><b>Page 302:</b> Instructional Framework</p> <p><b>Pages 303-310:</b> Text Sequence and Sample Whole-Class Tasks</p>
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## Hurricanes Unit Overview



## SUMMATIVE UNIT ASSESSMENTS

### CULMINATING WRITING TASK<sup>1</sup>

After reading *Hurricanes: Earth’s Mightiest Storms* by Patricia Lauber, write a narrative about a character who experiences a hurricane firsthand. **(W.4.3a-e)** To prepare to write the narrative, take notes about the various elements of a hurricane to understand what weather elements might be experienced during such a storm. **(RI.4.2, RI.4.3, RI.4.7, W.4.8, W.4.9b)** Then write a narrative that includes elements from your notes. Use dialogue and descriptions of the thoughts, feelings, and actions of the characters to show their experiences and how they respond to different events. The narrative should be realistic and reflect experiences that could be encountered during a hurricane, as suggested by details in the book. If you need help getting started, model your writing after *My Louisiana Sky* and *I Survived Hurricane Katrina, 2005*. **(RL.4.2, RL.4.3)**

Publish your story using technology. **(W.4.6)** Then present the story and add appropriate visual displays or pictures. **(SL.4.4, SL.4.5, SL.4.6)**

**Teacher Note:** *Writing should use appropriate transitions, precise language, and domain-specific vocabulary, and should provide a relevant conclusion. (W.4.3a-e; L.4.3a-b) Students should use grade-appropriate words and phrases and a variety of sentence patterns for meaning and interest while maintaining a consistent style. (W.4.4, L.4.6) The essay should also demonstrate command of proper grammar and usage, punctuation, and spelling. (L.4.1a-g, L.4.2a-d) Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. (W.4.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Hurricanes and their impact on Louisiana</li> <li>• <b>Themes:</b> Environmental and social impacts of weather</li> <li>• <b>Text Use:</b> Reading and understanding informational texts, understanding how firsthand and secondhand accounts differ and give insight into culture and historical events</li> </ul>	This task assesses: <ul style="list-style-type: none"> <li>• Writing in response to a text</li> <li>• Providing specific details and examples to support writing</li> </ul>	<b>Read and understand text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 3</a> (sample tasks included)</li> <li>• <a href="#">Lesson 5</a> (sample tasks included)</li> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> <li>• <a href="#">Lesson 8</a> (sample tasks included)</li> <li>• <a href="#">Lesson 10</a> (sample tasks included)</li> <li>• <a href="#">Lesson 11</a> (sample tasks included)</li> </ul> <b>Express understanding of text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 4</a> (sample tasks included)</li> <li>• <a href="#">Lesson 13</a> (use this task)</li> </ul>

<sup>1</sup> Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

## **COLD-READ TASK<sup>2</sup>**

Independently read “Some Other Famous Hurricanes” (pages 50-54) from *Hurricanes: Earth’s Mightiest Storms* by Patricia Lauber. Then **answer** a combination of multiple-choice and constructed-response questions<sup>3</sup> about the text, using evidence for all answers. Sample questions:

1. Part A: Hurricane Audrey struck the coast in July 1957. Which of these statements correctly describes Hurricane Audrey? **(RI.4.2)**
  - a. Hurricane Audrey did little damage.
  - b. Hurricane Audrey hit only low-lying areas.
  - c. Hurricane Audrey was a very large storm.
  - d. Hurricane Audrey moved faster than expected.

Part B: Which statement from the text gives a fact about Hurricane Audrey? **(RI.4.1)**

- a. “...people were not ready and 400 died.”
  - b. “...did not have high winds and terrible storm surges...”
  - c. “...strong storm in the Gulf of Mexico.”
  - d. “...dropping seven inches of rain on Toronto...”
2. Part A: How does Hurricane Hazel compare to Hurricane Camille? **(RI.4.2)**
  - a. Hurricane Hazel was a very large storm while Hurricane Camille was a small storm.
  - b. Hurricane Hazel did little damage while Hurricane Camille did great damage.
  - c. People were not prepared for Hurricane Hazel to hit the United States but were prepared for Hurricane Camille.
  - d. Hurricane Hazel hit one location while Hurricane Camille hit multiple locations.

Part B: Which statement from the text supplies evidence for your answer to Part A? **(RI.4.1)**

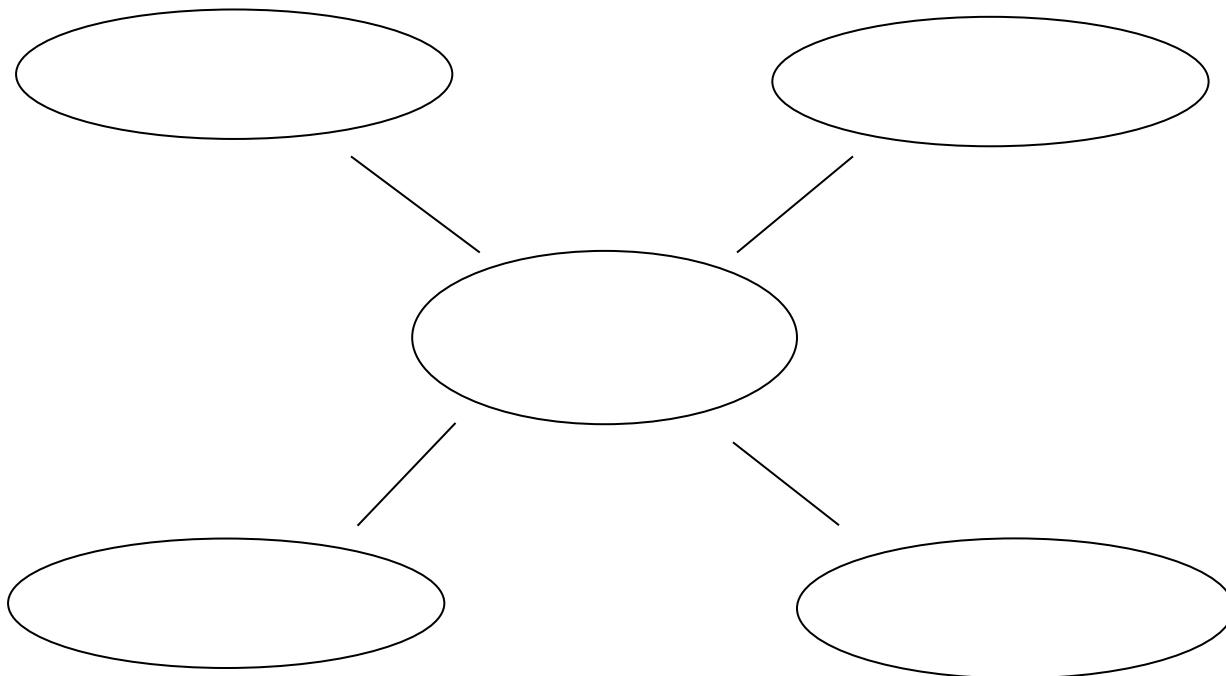
- a. “Most people had taken the warning seriously and left the coast.”
  - b. “...Hurricane Hazel slammed into Haiti...”
  - c. “The storm was so big that 12 inches of rain drenched Puerto Rico, 500 miles from Haiti.”
  - d. “...one of the most powerful hurricanes ever to pound North America...”
3. Why is it necessary for people to know where a hurricane is going before it hits land? Answer in complete sentences and provide evidence from the text to support your answer. **(RI.4.1, RI.4.2, W.4.9b, W.4.10)**

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<sup>2</sup> **Cold-Read Task:** Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

<sup>3</sup> Ensure that students have access to the complete texts as they are testing.

4. Complete the graphic by writing a main idea in the center circle and a statement from the text that provides evidence for the main idea in each of the connected circles. (RI.4.1, RI.4.2)



5. Complete the following chart using details from the text. (RI.4.1, RI.4.8)

Hurricane name	People killed	Evidence of destruction caused by the storm
Edna		
Hazel		
Carol		
Audrey		
Camille		

6. Which of the storms do you think was the worst for people? To make your decision, you may consider the number of people killed, the amount of physical damage caused, or other evidence that shows how the hurricane impacted people. Write two paragraphs stating which hurricane you believe was the worst and providing reasons for your opinion. Use evidence from the text to support your answer. (RI.4.1, RI.4.2, RI.4.8, RI.4.9, W.4.1a-d, W.4.4, W.4.9b, W.4.10)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p><b>What should students learn from the texts?</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> Hurricanes and their impact on Louisiana</li> <li>• <b>Themes:</b> Environmental and social impacts of weather</li> <li>• <b>Text Use:</b> Reading and understanding informational texts, understanding how firsthand and secondhand accounts differ and give insight into culture and historical events</li> </ul>	<p><b>What shows students have learned it?</b></p> <p>This task focuses on:</p> <ul style="list-style-type: none"> <li>• Reading and understanding grade-level texts</li> <li>• Writing in response to texts</li> </ul>	<p><b>Which tasks help students learn it?</b></p> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 5</a> (sample tasks included)</li> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 4</a> (sample tasks included)</li> <li>• <a href="#">Lesson 7</a> (use this task)</li> </ul>

## **EXTENSION TASK**<sup>4</sup>

Divide the class into groups. Have students work collaboratively to research a hurricane that affected the coast of Louisiana. **(RI.4.9, W.4.7, W.4.8)**

Then ask students to write a report in which they introduce the hurricane; group the related information in paragraphs, providing formatting such as headings or illustrations where appropriate; develop the topic with evidence from their research; and provide a concluding statement that is related to the information presented. **(W.4.2 a-e, W.4.9b, W.4.10, L.4.6)** Then have groups publish their report using technology. **(W.4.6)**

Some possible sources for research include:

- [Get a Game Plan](#)<sup>5</sup>
- [Hurricanes in History](#)<sup>6</sup>
- [Louisiana's Hurricanes](#)<sup>7</sup>
- [Hurricane Betsy](#)<sup>8</sup>
- [Hurricane Audrey](#)<sup>9</sup>
- [Hurricane Andrew](#)<sup>10</sup>
- [Hurricane Rita](#)<sup>11</sup>
- [Hurricane Katrina](#)<sup>12</sup>
- [Hurricane Gustav](#)<sup>13</sup>
- [Hurricane Isaac](#)<sup>14</sup>

After groups write and publish their report, have them present their findings to the class. Create a multimedia presentation with visual displays to enhance the content. Each group should develop a set of questions about their hurricane to ask the audience. The audience should also have the opportunity to ask each group questions about the various decisions they made in their research and writing. **(SL.4.1a-d, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.3c)**

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<sup>4</sup> **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

<sup>5</sup> <http://www.getagameplan.org/>

<sup>6</sup> <http://www.nhc.noaa.gov/outreach/history/>

<sup>7</sup> <http://www.louisiana101.com/Louisiana-hurricanes.doc>

<sup>8</sup> [http://www.nola.com/175years/index.ssf/2011/12/1965\\_hurricane\\_betsy\\_smashes\\_a.html](http://www.nola.com/175years/index.ssf/2011/12/1965_hurricane_betsy_smashes_a.html)

<sup>9</sup> <http://www.history.com/this-day-in-history/hurricane-audrey-hits-gulf-coast>

<sup>10</sup> <http://www.nytimes.com/1992/08/27/us/hurricane-andrew-hurricane-rips-louisiana-coast-before-dying-out.html>

<sup>11</sup> <http://www.foxnews.com/story/2005/09/24/hurricane-rita-pummels-texas-louisiana-coast/>

<sup>12</sup> <http://www.history.com/topics/hurricane-katrina>

<sup>13</sup> [http://useconomy.about.com/od/grossdomesticproduct/f/hurricane\\_gustav.htm](http://useconomy.about.com/od/grossdomesticproduct/f/hurricane_gustav.htm)

<sup>14</sup> [http://www.nytimes.com/2012/09/02/us/isaac-is-latest-blow-to-swampy-south-louisiana.html?\\_r=0](http://www.nytimes.com/2012/09/02/us/isaac-is-latest-blow-to-swampy-south-louisiana.html?_r=0)

**Teacher Note:** The completed writing should demonstrate command of proper grammar and usage, punctuation and capitalization, and spelling. (L.4.1a, c, e, f, g; L.4.2a, c, d; L.4.3a-b) Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. Establish criteria before and during the writing process using rubrics, anchor charts, word displays, etc. (W.4.4, W.4.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p><b>What should students learn from the texts?</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> Hurricanes and their impact on Louisiana</li> <li>• <b>Themes:</b> Environmental and social impacts of weather</li> <li>• <b>Text Use:</b> Reading and understanding informational texts, understanding how firsthand and secondhand accounts differ and give insight into culture and historical events</li> </ul>	<p><b>What shows students have learned it?</b></p> <p>This task focuses on:</p> <ul style="list-style-type: none"> <li>• Conducting research on hurricanes</li> <li>• Gathering, sorting, and presenting information</li> <li>• Writing a report</li> <li>• Using technology to publish writing and collaborate with others</li> </ul>	<p><b>Which tasks help students learn it?</b></p> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 2</a></li> <li>• <a href="#">Lesson 4</a> (sample tasks included)</li> <li>• <a href="#">Lesson 9</a> (sample tasks included)</li> <li>• <a href="#">Lesson 12</a> (sample tasks included)</li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 5</a> (sample tasks included)</li> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> <li>• <a href="#">Lesson 14</a> (use this task)</li> </ul>



## INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)<sup>15</sup> to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. *This plan presents sample whole-class tasks to represent how standards might be met at this grade level.*

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

### Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



<sup>15</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 1:</b><sup>16</sup></p> <p><i>Surviving Hurricanes</i> (<i>Children’s True Stories</i>), Elizabeth Raum</p>	<p><b><u>TEXT DESCRIPTION:</u></b> This text presents accounts of children affected by hurricanes around the world.</p> <p><b><u>TEXT FOCUS:</u></b> The text provides an opportunity to show that Louisiana is not the only place where hurricanes have created destruction. It supports the narrative writing that students will do at the end of the unit.</p> <p><b><u>MODEL TASKS</u></b></p> <p><b>LESSON OVERVIEW:</b> Students read the text in pairs and examine the text features. Then they create a graphic representation of the global destruction of hurricanes and conduct a group discussion in preparation for the Culminating Writing Task.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read this text independently or in pairs.</li> <li>• As students are reading, direct them to mark the text when they find examples of emotions and feelings about the experiences.</li> <li>• Ask students to read the text a second time. This time, have them mark evidence of the text as a first-person account. Have students write on sticky notes the ways in which a first-person account differs from a third-person account for each of the places they’ve marked. <b>(RI.4.1, RI.4.6, RI.4.10)</b></li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Use the large number of text features to demonstrate how authors add detail to text by including maps, pictures, graphs, and other text features. Identify places in the text where the text features enhance or provide additional information not included in the written account. <b>(RI.4.1, RI.4.3, RI.4.7)</b> Ask students to consider the following as they look at the text features:             <ul style="list-style-type: none"> <li>○ Why did the author include this feature in the text?</li> <li>○ Does it make the text more powerful?</li> <li>○ Does it add information?</li> <li>○ Does it help the reader better understand the text? <b>(RI.4.1, RI.4.7, RI.4.10, SL.4.1a-d)</b></li> </ul> </li> </ul>

<sup>16</sup> **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• Create a class two-column chart. List the text features in the left column and how the text features add to the text in the right column. Discuss how the use of pictures creates an emotional impact that is often not gained through words alone.</li> <li>• Divide the class into pairs or small groups. Have each group create a visual representation (e.g., map, graphic organizer, chart) showing how hurricanes around the world have created great destruction. Instruct students to be as specific as possible, such as referring to hurricanes by their name or the city and year when they occurred. Include specific details, such as deaths caused by the hurricane, amount of physical damage, etc. <b>(RI.4.1, RI.4.2, RI.4.9, RI.4.10)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Prompt students to conduct a group discussion that engages students in discussing the accounts of children who survived hurricanes. <b>(RI.4.2, RI.4.8)</b> Ensure that students use <b>accountable talk</b><sup>17</sup> throughout the discussion to pose questions and respond to the questions of others and refer to examples from the text. <b>(RI.4.1, SL.4.1a-d, SL.4.4, SL.4.6, L.4.3c)</b> Ask groups to keep track of their answers and be prepared to share them with the whole class. <b>(SL.4.3)</b> <i>(Teacher Note: This activity helps to build ideas and thoughts for the Culminating Writing Task.)</i> Possible questions: <ul style="list-style-type: none"> <li>○ How do you think you would feel if you were to experience a hurricane firsthand?</li> <li>○ What would you want people to know about your experiences?</li> <li>○ How would you tell a reader what you are feeling without just listing the emotions?</li> <li>○ How could you use the actions and events around you in a hurricane to show emotions?</li> <li>○ Would you add pictures?</li> </ul> </li> </ul>
<p><b>LESSON 2:</b></p> <p>“<a href="#">Hurricane Myths: Fact or Fiction</a>,” <i>Fox News Insider</i></p> <p><a href="#">Louisiana Emergency Preparedness Guide</a>, GOHSEP</p>	<p><b>TEXT DESCRIPTION:</b> “Hurricane Myths: Fact or Fiction” is an informational text that examines the facts of 10 well-known myths about hurricanes. The <i>Louisiana Emergency Preparedness Guide</i> is a resource that provides information on what to do before, during, and after a hurricane.</p> <p><b>TEXT FOCUS:</b> These texts both support background knowledge in understanding the dangers associated with hurricanes. Additionally, the <i>Louisiana Emergency Preparedness Guide</i> also provides opportunities for students to engage with various text features to support their understanding of the text. As students read, instruct them to pay special attention to distinguishing between similar terms (e.g., <i>contraflow</i> and <i>evacuation</i>, <i>eye</i> and <i>eye wall</i>, or <i>watch</i> and <i>warning</i>) using context clues or text features (e.g., footnotes, glossary) to begin a <b>vocabulary display</b><sup>18</sup> that students can add to throughout the unit. <b>(RI.4.1, RI.4.2, RI.4.4, RI.4.9, L.4.4, L.4.6)</b></p>

<sup>17</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>18</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 3:</b></p> <p>Chapters 1-2 and 18-20 from <i>My Louisiana Sky</i></p>	<p><b>TEXT DESCRIPTION:</b> <i>My Louisiana Sky</i>, a novel set in Louisiana during the late 1950s, tells the story of a 12-year-old girl’s struggle to accept the changing world around her. One of the events she experiences in these excerpts is living through a hurricane.</p> <p><b>TEXT FOCUS:</b> As students trace Tiger’s experiences, they should pay close attention to the figurative language used throughout the novel.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students will read and annotate the text in order to deepen their understanding. Using their annotations, students will participate in a discussion to deepen understanding of the central message and how it is conveyed through the text and use of illustrations.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read this text independently or in pairs. Students who are interested in reading the full text may read it for independent reading.</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• As students read the text, direct them to locate examples of words and phrases that develop the characters in the text. <b>(RL.4.1, RL.4.3, RL.4.4)</b> Have students circle words and phrases that have an effect on the reader, such as sensory words, figurative language, and the use of specific adjectives and verbs for effect. <b>(L.4.3a, L.4.5a)</b></li> <li>• Provide students with a graphic organizer to complete as they read the selected chapters from <i>My Louisiana Sky</i>. The graphic organizer should have the following columns: (1) Similes, (2) What is being compared in the simile, (3) Page on which the simile was found (4) Purpose or effect of simile. <b>(RL.4.1, RL.4.4, L.4.5a)</b></li> <li>• Conduct a whole-class discussion in which pairs share their insights about these chapters using <b>accountable talk</b>.<sup>19</sup> Consider using a format similar to “<b>Text Talk Time</b>.”<sup>20</sup> Provide students with <b>question frames or conversation starters</b><sup>21</sup> and <b>develop a routine to ensure that all students are participating in the question asking and answering.</b> <b>(SL.4.1a-d, SL.4.3, SL.4.4, SL.4.6)</b> <ul style="list-style-type: none"> <li>○ In Chapter 1, what is the big box delivered to the house? Why is this significant? How did the characters react? Why were their reactions so varied? <b>(RL.4.2, RL.4.3)</b></li> </ul> </li> </ul>

<sup>19</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>20</sup> <https://www.teachingchannel.org/videos/analyzing-text-as-a-group>

<sup>21</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ How does Tiger feel about Saitter, Louisiana? What details from the story support your answer? (RL.4.2, RL.4.3)</li> <li>○ Have students discuss the role of figurative language in the text. How does figurative language (e.g., similes) affect the meaning, theme, and interest level of the text? How does figurative language provide insight about the main characters and their traits? (RL.4.3, L.4.3a, L.4.5a)</li> <li>○ Have students discuss the main characters in depth, using specific details from the text that reveal their different points of view. What personality traits can be viewed as positive in the text? How do those traits help the characters with their challenges? (RL.4.2, RL.4.3)</li> <li>○ What is the significance of the hurricane in Chapter 19? What changes does this event bring to Tiger’s life? How does this mark a turning point in Tiger’s life? (RL.4.1, RL.4.2, RL.4.3)</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>● Conclude the discussion by having each student write a response to the following prompt: How does figurative language contribute to the meaning of <i>My Louisiana Sky</i>? Consider the effect of figurative language on the development of characters and the theme of the story. (RL.4.1, RL.4.2, W.4.1a-d, W.4.9a, W.4.10, L.4.3a, L.4.5a, L.4.6)</li> </ul>
<p><b>LESSON 4:</b></p> <p>Oral Histories from Louisiana Hurricanes: <a href="#">Audrey</a>, <a href="#">Katrina 1</a>, <a href="#">Katrina 2</a>, <a href="#">Katrina 3</a>, and <a href="#">Katrina and Rita</a></p>	<p><b>TEXT DESCRIPTION:</b> These are firsthand accounts told by survivors of Hurricane Katrina.</p> <p><b>TEXT FOCUS:</b> These oral accounts can be played for students, providing an opportunity for students to hear a firsthand account of someone who lived through a hurricane.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students will continue their study of narrative accounts of experiencing a hurricane. Special attention will be paid to the difference in a first-person account rather than a third-person account.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>● Divide students into groups and assign each group one oral history.</li> <li>● Direct them to listen to the oral account assigned to their group. <b>Instruct students to listen for details that the speaker uses to support his/her statements regarding the difficulties faced after the hurricane.</b> This may require students to listen to the audio recording several times. <b>After listening to the account, direct students to write down specific details that they recall.</b> (SL.4.2, SL.4.3, SL.4.4)</li> <li>● Teacher Note: <b>Taking notes while listening to an audio account may prove very challenging for students. Allow students to write what they recall individually first, then conduct a class discussion on what details were recalled. Record the details recalled by the class on a chart, which students then use to add to their own notes.</b></li> </ul>

TEXT SEQUENCE	TEXT USE
	<p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>Conduct a class discussion in which students compare and contrast the various oral histories heard by the different groups. Have each group present their notes to the class, and then begin the discussion. <b>(SL.4.4)</b> Ensure that students use <b>accountable talk</b><sup>22</sup> throughout the discussion to pose questions and respond to the questions of others and refer to examples from the oral histories. <b>(RI.4.1, SL.4.1a-d, SL.4.6, L.4.3c)</b> Have students take notes throughout the discussion and record their ideas on a class chart. <b>(SL.4.3)</b> As part of the discussion, ask students the differences between first- and third-person accounts of hurricanes.</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>Have students write a response to the following prompt: What are the differences between first- and third-person accounts? What are the strengths and weaknesses of each type of account? Which is more “powerful” in portraying the emotions felt by survivors of the hurricane? Why? Provide examples from the texts read in the unit so far. <b>(RL.4.1, RL.4.6, RI.4.1, RI.4.6, RI.4.9, W.4.2a-e, W.4.9a-b, W.4.10, L.4.6)</b></li> <li>Conduct another brief discussion in which students share their written responses. <b>(SL.4.4, SL.4.6)</b> Explain to students that they will be writing a narrative at the end of the unit about an experience with a hurricane. Ask them to reflect on how the information about first- and third-person accounts will be useful in their own writing about hurricanes. Record student ideas on a chart or whiteboard for students to record and use in their writings at a later time. <b>(RI.4.1, SL.4.1a-d, L.4.3c)</b> Have students take notes throughout the discussion and record their ideas on a class chart. <b>(SL.4.3)</b></li> </ul>
<p><b>LESSON 5:</b></p> <p>“A Monster Storm” (pages 7-18) from <i>Hurricanes: Earth’s Mightiest Storms</i>, Patricia Lauber</p>	<p><b>TEXT DESCRIPTION:</b> Although it is an informational text, the first section of the text is written in a narrative format that is engaging to the reader.</p> <p><b>TEXT FOCUS:</b> The text is readable for fourth-grade students independently and includes a large number of text features that provide additional information.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> This text provides an overview of hurricanes and how they affect an area. This is an introduction to the unit, but the notes taken can also begin the process of building information for the extension task research.</p>

<sup>22</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read the pages in pairs or small groups. <b>(RI.4.10)</b></li> <li>• Have students continue to add to the <b>vocabulary display</b><sup>23</sup> that they can rely on in their writing. <b>(RI.4.4)</b> This text includes a lot of terminology specific to the study of hurricanes, including <i>tropical</i>, <i>barrier beaches</i>, <i>storm surge</i>, and <i>boarding</i>. These words will be useful when students write for the Culminating Writing Task. <ul style="list-style-type: none"> <li>○ Have students define the words and phrases in context. <b>(L.4.4a)</b></li> <li>○ Then provide students with a list of Greek and Latin affixes and roots. Have them verify the preliminary definitions using understanding of the roots and affixes or a dictionary. <b>(L.4.4b, L.4.4c)</b></li> <li>○ Reinforce understanding by having students illustrate the various relationships of the words (synonyms, antonyms, etc.) using <a href="#">semantic maps</a>.<sup>24</sup> <b>(L.4.5c)</b></li> <li>○ As words are continually added throughout the unit, encourage students to use them in discussion and writing, focusing on selecting words for precision of meaning and effect. <b>(L.4.3a, L.4.6)</b></li> </ul> </li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• This text provides an opportunity to teach students note-taking techniques. Model note-taking techniques, such as annotating the text for factual information, for students. Display the text for students either with a document camera or having it written on chart paper. Use a highlighter or underline facts about hurricanes. Using a <b>think-aloud strategy</b>, demonstrate for students how to select only major details. <b>(RI.4.1, RI.4.2, RI.4.10)</b> Have students practice identifying the factual evidence in text and eliminating nonfactual statements or less important facts by taking notes on a specific event.</li> <li>• After they read the text for the first time, provide each student with an index card with an event from the chapter. Instruct the students to reread the text to provide an explanation of how the event unfolded or occurred, including what happened and the causes. Students should note the page where they found the information. Explain to students that this is preparation note-taking for when they will be writing a bibliography. <b>(RI.4.3)</b></li> <li>• Divide the class into groups of two or three students. Using the map on page 10, have students discuss the path that the 1938 hurricane took when traveling through New England. Direct students to combine information from the written text with information obtained from the map. After students share in small groups, ask each small group to join with another</li> </ul>

<sup>23</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>24</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>group to determine if their explanations match. <b>(RI.4.7, SL.4.1a-d, L.4.3c)</b></p> <ul style="list-style-type: none"> <li>• Have the newly formed groups of four or six use the text to create a timeline of the events that occurred during the landfall of the hurricane. Instruct students to identify each major event and write it on a separate index card. Then have groups put the events in chronological order. After the events are arranged, create a timeline on a poster or other large piece of paper. Post the group timelines. Conduct a <a href="#">gallery walk</a><sup>25</sup> <b>in which the groups compare the various timelines. As they walk around the room, have groups identify events that other groups included that they did not. Then conduct a discussion in which the various groups provide their reasoning for including an event another group did not include. (RI.4.1, RI.4.3)</b></li> <li>• After they read the chapter multiple times, direct students to write a main idea sentence that tells what the author’s main focus was in writing this text. The students should also provide a list of details that support the main idea. Direct students to refer to the notes taken by their groups earlier in the study of the chapter in writing their main idea sentence and details. <b>(RI.4.1, RI.4.2)</b></li> <li>• Conduct a class discussion about the questions below. Ensure that students use <a href="#">accountable talk</a><sup>26</sup> throughout the discussion to pose questions and respond to the questions of others and refer to examples from the oral histories. <b>(RI.4.1, SL.4.1a-d, SL.4.4, SL.4.6, L.4.3c)</b> Have students take notes throughout the discussion and record their ideas on a class chart. <b>(SL.4.3)</b> <ul style="list-style-type: none"> <li>○ What text features are used in this text? <b>(RI.4.5)</b></li> <li>○ From what point of view was this written? <b>(RI.4.6)</b></li> <li>○ How does the author support the central idea with ideas and details? <b>(RI.4.1, RI.4.2)</b></li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Ask students to choose one segment of the author’s discussion of the hurricane’s landfall. Have students write a summary of what happened, including any events that may have led to an increased amount of destruction or death from the hurricane. Prompt students to use their notes and previously written main idea and detail statements to support their summary writing. <b>(RI.4.1, RI.4.2, RI.4.3, W.4.2a-e, W.4.8, W.4.9b, W.4.10)</b></li> </ul>

<sup>25</sup> <http://www.theteachertoolkit.com/index.php/tool/gallery-walk>

<sup>26</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>



TEXT SEQUENCE	TEXT USE
<p><b>LESSON 6:</b></p> <p>“Big Winds and Big Damage” (pages 37-48) from <i>Hurricanes: Earth’s Mightiest Storms</i>, Patricia Lauber</p>	<p><b>TEXT DESCRIPTION:</b> This is an informational account of Hurricane Andrew told in third person. The account includes specific information on damages caused by Hurricane Andrew in Florida.</p> <p><b>TEXT FOCUS:</b> The text is rich in text features, especially photographs. This text is written in third person and will provide a means of comparison with the text in the next lesson, which is written in first person. This lesson continues the building of an understanding of hurricanes and introduces a third-person account of experiencing a hurricane. Both of these will be essential sources of information for culminating unit activities. The note-taking begun here will be necessary for students when researching hurricanes, so particular attention should be given to teaching appropriate note-taking skills. Additionally, as students will later be writing a first-person narrative involving experiencing a hurricane, attention should be drawn to how the author creates emotion and the feeling of being there even when the story is told in the third person.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students take notes on the informational text and continue to add words to the vocabulary display. Then they participate in a class discussion and write an opinion response.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Show students how to take notes using a format such as <a href="#">Cornell Notes</a>.<sup>27</sup> Model how to complete a notes page from the text (as needed). Direct students to take informational notes on the damages caused by Hurricane Andrew as they read the text. After students have taken a few notes independently, meet with them in small groups or individually to verify accuracy of their notes and that they are not writing information that is unnecessary or trivial in their notes. These notes will be useful when students complete the end-of-unit research and writing tasks. <b>(W.4.8)</b></li> <li>• Have students continue to add to the <a href="#">vocabulary display</a><sup>28</sup> so they can rely on it in their writing. <b>(RI.4.4)</b> This text includes a lot of terminology specific to the study of hurricanes, including <i>altitude</i>, <i>civilian</i>, and <i>Everglades</i>. These words will be useful when students write for the Culminating Writing Task. <b>(RI.4.4, L.4.4, L.4.6)</b> <ul style="list-style-type: none"> <li>○ Have students define the words and phrases in context. <b>(L.4.4a)</b></li> <li>○ Then provide students with a list of Greek and Latin affixes and roots. Have them verify the preliminary definitions using understanding of the roots and affixes or a dictionary. <b>(L.4.4b, L.4.4c)</b></li> <li>○ Reinforce understanding by having students illustrate the various relationships of the words (synonyms, antonyms,</li> </ul> </li> </ul>

<sup>27</sup> <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<sup>28</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>etc.) using <a href="#">semantic maps</a>.<sup>29</sup> (L.4.5c)</p> <ul style="list-style-type: none"> <li>○ As words are continually added throughout the unit, encourage students to use them in discussion and writing, focusing on selecting words for precision of meaning and effect. (L.4.3a, L.4.6)</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Conduct a class discussion on the text structure. Ask students to describe the structure of the text. Once students have responded with “chronological,” ask them to identify what words signaled the chronology. Then ask students why the author uses chronology when writing about Hurricane Andrew. What other structures might have worked? (RI.4.1, RI.4.5)</li> <li>• Ask students to discuss in pairs how this chapter relates to the earlier chapter on the hurricane of 1938? After students have had an opportunity to fully discuss the question and formulate an answer, in a whole-class setting, using information provided by the students, create a graphic organizer that compares and contrasts the two storms. (RI.4.1, RI.4.2, RI.4.3)</li> <li>• Have students reread the text in pairs. (RI.4.10)</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Instruct students to write a paragraph to answer these questions: How would this account have been different if told in the first person? What details might have been added or left out? (RI.4.1, RI.4.2, RI.4.6, RI.4.8)</li> <li>• Provide students with this quote from page 48: “Human activities may have changed the ways in which nature can heal itself.” Using evidence from the text, direct students to write an opinion essay either agreeing or disagreeing with the author’s statement. (RI.4.1, RI.4.8, RI.4.10, W.4.1a-d)</li> </ul>
<p><b>LESSON 7:</b></p> <p>“Some Other Famous Hurricanes” (pages 50-54) from <i>Hurricanes: Earth’s Mightiest Storms</i>, Patricia Lauber</p>	<p><b>TEXT DESCRIPTION:</b> This excerpt provides an overview for multiple hurricanes and explains why some names are no longer used in the hurricane naming system.</p> <p><b>TEXT FOCUS:</b> This excerpt provides students with an opportunity to demonstrate their ability to read and comprehend complex texts by responding to text-dependent questions and prompts.</p> <p><b>MODEL TASKS</b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Cold-Read Task</a></p>

<sup>29</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 8:</b></p> <p>“<b>Providence</b>,” Natasha Trethewey</p> <p><i>Letters from Katrina: Stories of Hope and Inspiration</i>, Mark Hogg and Kim Lemaire</p>	<p><b>TEXT DESCRIPTION:</b> “Providence” is a poem written about the poet’s experience during a hurricane. <i>Letters from Katrina: Stories of Hope and Inspiration</i> is a collection of remembrances from grade-school children. They can be read to students while displaying the artwork created by the students as pictured in the book.</p> <p><b>TEXT FOCUS:</b> These texts provide students with firsthand accounts of people who experienced hurricanes. Students can then conduct a comparative analysis of these texts compared to <i>Hurricanes: Earth’s Mightiest Storms</i> in Lessons 5 and 6.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read and discuss the texts in collaborative groups. Then they compare firsthand and secondhand accounts in writing.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• The text <i>Letters from Katrina</i> is simple to read. These letters are told from the point of view of elementary school children. Students should be allowed to interact with the text in collaborative groups. Each group should choose a section to focus on and discuss how the authors relayed their messages of devastation, hope, encouragement, and friendship. (RI.4.1, RI.4.10)</li> <li>• After students work in groups to identify the details told by individual children who survived Hurricane Katrina, conduct a class discussion on small-group findings. (RI.4.1, RI.4.10, SL.4.1) Some sample questions include: <ul style="list-style-type: none"> <li>○ What details in the messages helped to support the authors’ messages?</li> <li>○ How do the authors show their emotions?</li> <li>○ What specific things did some survivors talk about that others didn’t?</li> <li>○ How would this information help us if we were going to write about living through a hurricane?</li> <li>○ How are the messages provided in <i>Letters from Katrina: Stories of Hope and Inspiration</i> similar to or different from what the poet describes in “Providence”? (RL.4.2, RL.4.6, RL.4.9, RI.4.2, RI.4.9)</li> <li>○ Conduct a discussion of the structure the authors use to write <i>Letters from Katrina</i>. Instruct students to discuss why they think the authors chose this structure. Does the type of information being discussed affect how an author chooses to write his or her text? (RI.4.1, RI.4.5)</li> </ul> </li> <li>• Engage students in repeated oral readings of “Providence” to build oral reading fluency.</li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Model the reading of the poem. Read aloud the full text with minimal interruption, using fluent expression.</li> <li>○ Then have students read the passage <a href="#">chorally</a>.<sup>30</sup></li> <li>○ Then have student pairs practice reading the poem using <a href="#">paired reading</a>.<sup>31</sup> Circulate around the room to monitor student oral reading accuracy and fluency.</li> <li>○ Finally, have students individually read aloud the poem. <b>(RF.4.4b)</b> After this lesson is complete, place the poem in a classroom library for independent reading. <b>(RF.4.4a, RF.4.4c)</b></li> </ul> <ul style="list-style-type: none"> <li>● <b>Note for Small-Group Reading:</b> Teachers may choose to engage struggling readers with additional readings of whole-class texts either before or after the texts are read as a whole class. This will provide extra time for students to process the information and receive additional support. This can help students be more prepared to participate in the whole-class discussion. As this is a poem, it can be useful for working with struggling readers on fluency and reading with expression. <b>(RF.4.4b)</b> A rubric for assessing reading fluency is available <a href="#">here</a>.<sup>32</sup> Students can also break into small groups and practice <a href="#">reciting the poetry</a><sup>33</sup> for fluency practice. Additional techniques for how to address fluency can be found with the <a href="#">ELA Instructional Framework</a>.<sup>34</sup></li> <li>● Have students work in pairs to analyze the language and meaning of “Providence” to determine a theme. <b>(SL.4.1a-d, SL.4.2)</b> <b>(Teacher Note:</b> The following process is based on the <a href="#">TP-CASTT</a><sup>35</sup> strategy. If this is the first time for students to analyze poetry, model how to conduct this process using another poem or a portion of this poem.) <ul style="list-style-type: none"> <li>1. Analyze the title: What is the meaning of <i>providence</i>? Use a dictionary to look up the meaning if necessary. <b>(RL.4.4, L.4.4c)</b></li> <li>2. Rewrite each stanza into your own words beside the original stanza. <b>(RL.4.2, RL.4.5)</b></li> <li>3. Identify the figurative language, imagery, and interesting words or phrases in the poem. <b>(RL.4.4, L.4.5a)</b> Discuss the effect of the language: Does the language make the poem more interesting? Does it help you better understand the characters or setting? Does it help you create images in your mind as you read? <b>(L.4.3a, L.4.6)</b></li> </ul> </li> </ul>

<sup>30</sup> [http://www.readingrockets.org/strategies/choral\\_reading](http://www.readingrockets.org/strategies/choral_reading)

<sup>31</sup> [http://www.fcrr.org/studentactivities/F\\_021c.pdf](http://www.fcrr.org/studentactivities/F_021c.pdf)

<sup>32</sup> [http://www.timrasinski.com/presentations/multidimensional\\_fluency\\_rubric\\_4\\_factors.pdf](http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf)

<sup>33</sup> <http://www.poetry4kids.com/blog/lessons/how-to-recite-a-poem-like-an-expert/>

<sup>34</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading>

<sup>35</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>4. How does the speaker of the poem feel about hurricanes and what is left after the hurricane? Is the poem positive or negative? What words, phrases, or lines most clearly show how the speaker feels? <b>(RL.4.3, RL.4.5, RL.4.6)</b></p> <p>5. Review the title again: What do you think <i>providence</i> means now that you’ve read the poem more completely? Does the title make you think of something new? Does it still mean the same thing? <b>(RL.4.4, L.4.5a)</b>.</p> <p>6. What can be learned about hurricanes from reading this poem? What does the speaker want us to know about how hurricanes affect people? Write a one-sentence statement of a theme or message of this poem. <b>(RL.4.2, L.4.1f)</b></p> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students develop a well-written paragraph that addresses the following prompt: How does either first-person account of experiencing a hurricane (<i>Letters from Katrina</i> or “Providence”) differ from the third-person account of Hurricane Andrew in <i>Hurricanes: Earth’s Mightiest Storms</i>? <b>(RI.4.1, RI.4.6, W.4.9a-b, W.4.10)</b></li> <li>• Ask students to reflect on how knowing these differences will help them write their account of living through a natural disaster. Would a first-person or a third-person account be more effective in getting emotions and feelings across to the reader? <b>(RI.4.6)</b></li> </ul>
<p><b>LESSON 9:</b></p> <p>“<a href="#">Weather-ology: The Hurricane’s Hundred Horrible Hands</a>,” Jamie McLeod</p>	<p><b>TEXT DESCRIPTION:</b> This is an informational article that includes information on ancient Greek beliefs about hurricanes.</p> <p><b>TEXT FOCUS:</b> The text provides a link to the mystery and fear that have surrounded hurricanes throughout history. Some support may be needed in reading the article, especially with regard to the mythological references included.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students listen to the text being read aloud. Then they work in groups to compare the historical understanding of hurricanes with the current understanding of hurricanes.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Read the text aloud while students follow along with either individual copies or a projected copy.</li> <li>• Add words to a <a href="#">vocabulary display</a>. <b>(RI.4.4)</b> For this text, include <i>explanations, fantastic, benevolent, controlling, elements, destructive, phenomenon, divine, horrified, enlisted, impersonal, and memorable</i>. <ul style="list-style-type: none"> <li>○ First, have students define the words and phrases in context. <b>(L.4.4a)</b></li> <li>○ Then provide students with a list of Greek and Latin affixes and roots. Have them verify the preliminary definitions using understanding of the roots and affixes or a dictionary. <b>(L.4.4b, L.4.4c)</b></li> </ul> </li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Reinforce understanding by having students illustrate the various relationships of the words (synonyms, antonyms, etc.) using <a href="#">semantic maps</a>.<sup>36</sup> (L.4.5c)</li> <li>○ As words are continually added throughout the unit, encourage students to use them in discussion and writing, focusing on selecting words for precision of meaning and effect. (L.4.3a, L.4.6)</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>● Divide the class into pairs. Direct the pairs to create a graphic organizer (e.g., Venn diagram or T-chart) comparing and contrasting the ancient view of hurricanes presented in the article with current knowledge and beliefs about hurricanes. Students should use previous readings and notes taken earlier in the unit to complete their comparisons. (RI.4.2, RI.4.3, RI.4.7, SL.4.1)</li> <li>● Conduct a class discussion focused on why the ancient Greeks may have believed that hurricanes were the force of a mythological creature. Present each question to the whole class and allow students to discuss their thoughts in pairs or small groups before opening the discussion to the entire class. In this way, all students are provided with an opportunity to formulate and share their ideas before the whole class discusses each question. (RI.4.1, SL.4.1a-d, SL.4.3) Possible questions: <ul style="list-style-type: none"> <li>○ Why would this explanation be considered logical in ancient Greece but not today?</li> <li>○ What does the way that the Greeks portrayed hurricanes and their destructive forces tell us about their understanding of nature?</li> <li>○ <b>Why would the Greeks have believed that a hurricane was the result of an argument between brothers?</b></li> <li>○ <b>What is there about a hurricane that would be comparable to an argument or fight between brothers?</b></li> </ul> </li> <li>● <b>Direct students to imagine that they are in ancient Greece experiencing a tremendous storm. If they have experienced a hurricane, then this reference can be used. If students have not specifically experienced a hurricane, allow them to discuss major storms they have experienced and what may have been similar between that experience and a hurricane. Place students in small groups to discuss:</b> <ul style="list-style-type: none"> <li>○ <b>If they were students in an ancient Greek school, how would they have described the weather conditions? What comparisons could be made that would help someone to understand what it is like to be in an intense storm? What might be difficult about existing in a terrible storm? Students should share their ideas in their groups. Monitor group discussions to ensure all students are grasping the idea of writing a narrative as if they were</b></li> </ul> </li> </ul>

<sup>36</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p style="text-align: center;"><b>experiencing a terrible storm.</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce as a topic of class discussion: Since people in modern times know that these beliefs of the ancient Greeks are not based in fact, why would they still be read?</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Write a letter to a classmate defending the author’s statement that “it’s easy to see why the ancient Greeks imagined a monster would need a hundred hands to do so much damage.” <b>(RI.4.1, RI.4.8, RI.4.10, W.4.2, W.4.9b)</b> In the letter, students should consider these questions: <ul style="list-style-type: none"> <li>○ What makes this statement accurate?</li> <li>○ What evidence does the author provide to support the statement?</li> </ul> </li> </ul>
<p><b>LESSON 10:</b></p> <p>Chapters 5-6 (pages 21-33) from <i>I Survived Hurricane Katrina, 2005</i>, Lauren Tarshis</p>	<p><b><u>TEXT DESCRIPTION:</u></b> This is a literary account of a family that experiences Hurricane Katrina.</p> <p><b><u>TEXT FOCUS:</u></b> This text provides students with an opportunity to view a hurricane from the viewpoint of a New Orleans family and enables students to consider what it would be like to have friends and neighbors split apart by a natural event such as a hurricane. This text focuses on a fictional narrative telling of experiences during a hurricane. It is very closely related to the culminating writing task. Draw specific attention to the author’s use of emotion in reading the text.</p> <p><b><u>MODEL TASKS</u></b></p> <p><b>LESSON OVERVIEW:</b> Students read Chapters 5-6 from <i>I Survived Hurricane Katrina, 2005</i> independently. Students will deepen their understanding of the text by answering text-dependent questions and engaging in a class discussion. The lesson concludes with students writing a summary about the main characters’ feelings through the hurricane experience.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Lead a class discussion focused on the fact that history can be learned from informational texts as well as historical fiction and poetry. After establishing the idea that a literary text can provide a means of learning historical facts and the feelings and emotions of people of the time, direct students to read the text.</li> <li>• Have students read the text with a peer. <b>(RL.4.10)</b> While reading, have students stop and discuss the following questions with their partner: <ul style="list-style-type: none"> <li>○ Mom says that she isn’t nervous. How does Barry know that she is “fibbing”? <b>(RL.4.1, RL.4.4)</b></li> <li>○ Why does Barry tell Cleo a story about Akivo? <b>(RL.4.1, RL.4.3)</b></li> <li>○ What is the meaning of the phrase <i>one day</i> in the text? <b>(RL.4.1, RL.4.4)</b></li> </ul> </li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• <b>Note for Small-Group Reading:</b> Teachers may choose to engage struggling readers with additional readings of whole-class texts either before or after the texts are read as a whole class. This will provide extra time for students to process the information and be more prepared to participate in the whole-class discussion. For example, have students listen to recorded versions of the texts (read and record the versions using Voice Memos or another recording device) and have them <a href="#">read along</a><sup>37</sup> with the recorded version. Do this in advance of reading the texts in class to support student reading fluency. (RF.4.4a-c)</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Introduce a class discussion in which students take responsibility for questions and answers to discuss the reading. Use an approach such as a <a href="#">peer facilitation circle</a>.<sup>38</sup></li> <li>• Inform students that their focus in the discussion is the author’s portrayal of the characters and their emotions. As needed, write a limited number of “starter” questions on index cards to start the discussion (e.g., How are the fictional account of a family in Hurricane Katrina from this text and the fact-based first-person account different and alike? How does the author use the first-person accounts and the facts from informational texts to create a fictional story? (RL.4.6, RI.4.6) How does the author show us how the characters feel during the hurricane? What details could be added that would further help the reader appreciate what the characters are feeling?)</li> <li>• Ensure that students use <a href="#">accountable talk</a><sup>39</sup> throughout the discussion to pose questions and respond to the questions of others and refer to examples from the text. (RI.4.1, SL.4.1a-d, SL.4.4, SL.4.6, L.4.3c)</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Ask students: How does the meaning of <i>one day</i> relate to the theme of the story? Have students work with a partner. Instruct the pairs to write a paragraph explaining the relationship between the phrase and the story. Answers should include evidence from the text. (RL.4.1, RL.4.2, RL.4.4, RL.4.10, W.4.1a-d, W.4.9a, W.4.10)</li> <li>• Have students write a summary of how a character from the book feels during the experience of Hurricane Katrina. Instruct students to pay particular attention to the how the emotions of experiencing a hurricane affect the characters’ actions and how the author shows these feelings in her writing. Students should consider the actions, words, and thoughts of the character when writing the paragraph. Students should include evidence from the text to support their argument. This will</li> </ul>

<sup>37</sup> [http://www.fcrr.org/studentactivities/F\\_023c.pdf](http://www.fcrr.org/studentactivities/F_023c.pdf)

<sup>38</sup> <http://www.learner.org/workshops/tml/workshop1/teaching.html>

<sup>39</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>



TEXT SEQUENCE	TEXT USE
	help to prepare the students for the culminating writing activity. (RL.4.1, RL.4.2, RL.4.3, W.4.6, W.4.8)
<p><b>LESSON 11:</b></p> <p>Chapters 8-10 (pages 43-58) from <i>I Survived Hurricane Katrina, 2005</i>, Lauren Tarshis</p>	<p><b>TEXT DESCRIPTION:</b> This is a literary account of a family that experiences Hurricane Katrina.</p> <p><b>TEXT FOCUS:</b> This text provides students with an opportunity to view a hurricane from the viewpoint of a New Orleans family and enables students to consider what it would be like to have friends and neighbors split apart by a natural event such as a hurricane. These chapters deal with the arrival of Hurricane Katrina in New Orleans and provide a means to set up the culminating writing activity of writing a narrative that takes place during a hurricane.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read the chapters from <i>I Survived Hurricane Katrina, 2005</i>. Students summarize the family’s experience, define unknown words, and record questions they have in a graphic organizer. The lesson concludes with students writing a summary of the family’s experience during Hurricane Katrina.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read the text independently. (RL.4.10)</li> <li>• <b>Note for Small-Group Reading:</b> Teachers may choose to engage struggling readers with additional readings of whole-class texts either before or after the texts are read as a whole class. This will provide extra time for students to process the information and be more prepared to participate in the whole-class discussion. For example, have students listen to recorded versions of the texts (read and record the versions using Voice Memos or another recording device) and have them <a href="#">read along</a><sup>40</sup> with the recorded version. Do this in advance of reading the texts in class to support student reading fluency. (RF.4.4a-c)</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• As students read the texts independently, prompt them to answer the questions in the text. Provide them with a <a href="#">graphic organizer</a><sup>41</sup> requiring them to summarize the reading, define unknown words, and write down any questions they may have. (RL.4.1, RL.4.2, RL.4.4, L.4.4a, L.4.4d) This advance work ensures students are prepared for the upcoming small-group discussions. The work can also be completed digitally using programs such as <a href="#">My Big Campus</a><sup>42</sup> or <a href="#">Edmodo</a>.<sup>43</sup> (W.4.6)</li> <li>• Divide the class into groups. Within each group, have students assign roles. Ask the groups to reread the two texts, and then</li> </ul>

<sup>40</sup> [http://www.fcrr.org/studentactivities/F\\_023c.pdf](http://www.fcrr.org/studentactivities/F_023c.pdf)

<sup>41</sup> <http://www.occgate.org/conf/2010/mgriffith1.pdf>

<sup>42</sup> <http://www.mybigcampus.com/>

<sup>43</sup> <https://www.edmodo.com/>

TEXT SEQUENCE	TEXT USE
	<p>discuss the texts based on their roles. (SL.4.1a-d, SL.4.4, SL.4.6)</p> <ul style="list-style-type: none"> <li>○ <b>Summarizer:</b> Presents a summary of the text to begin the discussion. (RL.4.2)</li> <li>○ <b>Vocabulary Finder:</b> Gathers the words all group members selected, verifies the word meanings and connections, and teaches the new words to the group. (L.4.4a-c, L.4.5b-c)</li> <li>○ <b>Question Writer:</b> Gathers the questions each member wrote and selects three to five questions for the group to discuss. (RL.4.1, SL.4.1c, SL.4.3) After the discussion, have the group write a written response to two of the these questions. (W.4.4, W.4.5, W.4.10)</li> <li>○ <b>Story Mapper:</b> Leads the group in a discussion about the elements of the text, making sure to identify how the events connect and how the characters affect the events of the story, then records the group’s ideas on a <a href="#">timeline</a><sup>44</sup> or story map. (RL.4.5)</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students write a summary of the family’s experience during Hurricane Katrina. (RL.4.2) In the summary, encourage students to practice expanding sentences by using prepositional phrases and using precise, grade-appropriate words and phrases. (W.4.2a-b, W.4.10, L.4.1e-f, L.4.3a, L.4.6) Then, below the paragraph, ask students to create a graphic organizer (T-chart or Venn diagram) that compares and contrasts fictional accounts (<i>I Survived Hurricane Katrina, 2005</i> and <i>My Louisiana Sky</i>) with the historical accounts from the unit (<b>Letters from Katrina: Stories of Hope and Inspiration</b>, <i>Surviving Hurricanes</i>, and the oral histories) using specific details and examples from the texts. (RL.4.1, RL.4.3, RL.4.9, RI.4.1, RI.4.3, RI.4.9)</li> </ul>
<p><b>LESSON 12:</b></p> <p><i>Katrina through the Eyes of Children:</i> <a href="#">Art/Photo Gallery</a></p>	<p><b>TEXT DESCRIPTION:</b> This is a collection of artwork created by children who survived Hurricane Katrina.</p> <p><b>TEXT FOCUS:</b> This collection provides a visual representation of the emotions of children who experienced Hurricane Katrina firsthand.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> This lesson focuses on how art can help to express emotions and add to the literary selections.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Project or display the artwork. Allow students time to study the artwork quietly before discussion. Instruct students to focus</li> </ul>

<sup>44</sup> <http://freeology.com/wp-content/files/blanktimelineblack.pdf>

TEXT SEQUENCE	TEXT USE
	<p>on what emotions are shown by the drawings.</p> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Discuss the importance of art in understanding the emotions of a time period, not just with Hurricane Katrina. Ask students to consider how the art shows feelings and emotions of the children who experienced the hurricane. Students should focus on how this information can be added to the factual information learned from the informational texts to help readers better understand the experiences of people who survived the hurricane. What does this show readers about illustrations in a story? Ask students to consider how this information will help them write their own narrative about living through a hurricane. <b>(RI.4.1, RI.4.7, RI.4.10)</b></li> <li>• Conduct a class discussion about the artwork. <b>(RI.4.1, RI.4.7)</b> Ensure that students use <b>accountable talk</b><sup>45</sup> throughout the discussion to pose questions and respond to the questions of others and refer to examples from specific pieces of art. <b>(RI.4.1, SL.4.1a-d, SL.4.4, SL.4.6, L.4.3c)</b> Have students take notes throughout the discussion and record their ideas on a class chart. <b>(SL.4.3)</b> Possible questions: <ul style="list-style-type: none"> <li>○ How does looking at the pictures painted and drawn by children at the time of Hurricane Katrina help us to understand their feelings at the time?</li> <li>○ Why would an author use pictures to help the reader understand the feelings and emotions of hurricane victims?</li> <li>○ What does this add to your understanding of the experience?</li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Write a paragraph explaining how you could use these pictures in either a narrative about a hurricane experience or to illustrate an expository essay about hurricanes. Include reasoning that explains why the pictures would add to the story and make it a more meaningful experience for the reader to interact with the text including the pictures. How is this understanding going to help you write a narrative about living through a hurricane? <b>(RI.4.1, RI.4.7, RI.4.10, W.4.2)</b> <i>(Teacher Note: Students should be given instruction in providing bibliographic credit when using illustrations to enhance their writings. These pictures can be used by students as part of either their Culminating Writing Task or Extension Task.)</i></li> </ul>
<p><b>LESSON 13:</b></p> <p><i>Hurricanes: Earth's</i></p>	<p><b>TEXT DESCRIPTION:</b> <i>Hurricanes: Earth's Mightiest Storms</i> is a nonfiction text that explains the how a hurricane forms, the naming of hurricanes, the impact of hurricanes, and what scientists think about future storms.</p>

<sup>45</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><i>Mightiest Storms</i>, Patricia Lauber</p>	<p><b><u>MODEL TASK</u></b>  <b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Culminating Writing Task</a></p>
<p><b>LESSON 14:</b>            Various texts for            research</p>	<p><b><u>MODEL TASK</u></b>  <b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Extension Task</a></p>