Eye of the Storm: Chasing Storms with Warren Faidley

Common Core Standards

Reading Standards for Informational Text

- RI.5.1: Key Ideas and Details
  - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- RI.5.2: Key Ideas and Details
  - Determine two or more main ideas of a text and explain how they are supported by key details; summarize text.
### Common Core Standards

**Reading Standards for Informational Text**

- **RI.5.5: Craft and Structure**
  - Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more text.

- **RI.5.7: Integration of Knowledge and Ideas**
  - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

- **RI.5.8: Integration of Knowledge and Ideas**
  - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
Common Core Standards

Writing Standards

- **W.5.2: Presentation of Knowledge and Ideas**
  - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (headings), illustrations, and multimedia when useful to aiding comprehension.

- **W.5.2: Presentation of Knowledge and Ideas**
  - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    - Develop topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
    - Link ideas within and across categories of information using words, phrases, and clauses (in contrast, especially).

- **W.5.2: Presentation of Knowledge and Ideas**
  - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    - Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - Provide a concluding statement or section related to the information or explanation presented.
Common Core Standards

Speaking and Listening Standards

• SL.5.6: Presentation of Knowledge and Ideas
  – Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Common Core Standards

Language Standards

• L.5.4: Vocabulary Acquisition and Use
  – Determine or clarify the meaning of unknown and multiple meaning words and phrases.
    a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
    b. Use common, grade appropriate Greek/Latin affixes and roots as clues to the meaning of a word.

Common Core Standards

Language Standards

• L.5.4: Vocabulary Acquisition and Use
  – Determine or clarify the meaning of unknown and multiple meaning words and phrases.
    c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Connecting to the Theme
“Eye of the Storm:…”

• This theme is about the power of nature.
• You have just read about two children who survive a powerful earthquake.
• Now you will read about a person who photographs lightning storms and tornadoes.

Connecting to the Theme
“Eye of the Storm:…”

• Volunteer to read aloud “Photographing Wild Weather.”
• The “storm route” Warren Faidley follows is shown on the map on page 55.
• Point out where along the route he might be found in spring and in summer.

Connecting to the Theme
“Eye of the Storm:…”

Explain the meanings of the Key Vocabulary and use these words as you share what you know about lightning and tornadoes.
Key Vocabulary

• collide
• funnel cloud
• jagged
• lightning
• prairies
• rotate
• severe
• sizzling
• tornadoes

collide

• The race cars were going to collide, but managed to swerve away.
• To collide is to bump into another mass with force.

funnel cloud

• The funnel cloud touched down away from homes in the trees.
• A funnel cloud is a tornado cloud that is wide at the top and narrow where it touches the ground.
jagged

- The clock’s glass had **jagged**, broken edges after it fell off the wall.
- **Jagged** is having sharp, pointed edges or outline.

lightning

- The **lightning** struck down in the town many times during the storm.
- **Lightning** is the flash of light in the sky when electricity passes between clouds or between a cloud and the ground.

prairies

- **Prairies** provide grass for grazing cattle.
- **Prairies** are flat, open grasslands.
rotate

- Jenny loves to rotate the globe around and write about a country it lands on.
- To rotate is to swirl in a circular motion.

severe

- The doctors rushed Ann Marie to the emergency room to see how severe her injuries were.
- Severe is serious or extreme in nature.

sizzling

- The bacon and eggs were sizzling in the pan.
- Sizzling is crackling with intense heat.
tornadoes

- Tornadoes are common in prairie land areas.
- Tornadoes are rotating columns of air accompanied by whirling funnel-shaped downspouts that can cause great destruction.
- The Spanish cognate of tornadoes is tornados.

Strategy Focus: Question
“Eye of the Storm:…”

- Turn to page 57 and read the title of the selection and the author’s name.
- Read the Strategy Focus.
- Page through the selection, read the headings, and look at the photographs.

Strategy Focus: Question
“Eye of the Storm:…”

- Notice the storm-calendar diagram on page 65.
- Write down a question about storm chasers and share.
Text Organization
“Eye of the Storm:…”

• As you read “Eye of the Storm”, you will focus on the way the author has organized the information.
• To help you understand the organization of the text, you will fill in a chart from your Practice Book as you read.

Focus Questions
“Eye of the Storm:…”

• Turn to Responding on page 76.
• Read the questions.
• Keep these questions in mind as you read “Eye of the Storm.”

Purpose Setting
“Eye of the Storm:…”

• Make predictions about what will happen in the segment.
• Read to confirm or change your predictions as the selection unfolds.
Supporting Comprehension
“Eye of the Storm:…”

• Based on the details in the section titled “Storm Chasing,” what do you think it would be like to photograph a lightning storm up close?

• Why do you think the author included information about how ancient peoples viewed the sky?

Cross-Curricular Connection
“Eye of the Storm:…”

Although the pitch of a train whistle seems to get higher as the train approaches and lower as it gets further away, the frequency of the sound waves remains the same.

• This effect was first described by Austrian physicist Christian Doppler in 1842.

• Measuring this apparent change in frequency helps astronomers study the movement of stars, meteorologists study storms using the Doppler radar, and police officers catch speeding motorists.
Supporting Comprehension

“Eye of the Storm:...”

• Why do you think the author included the story about Warren riding into the middle of a dust whirlwind?

• What made Warren want to become a weather photographer?

Supporting Comprehension

“Eye of the Storm:...”

Why do you think Warren set up his camera near an underpass to photograph the lightning?

Suspense

“Eye of the Storm:...”

• Writers often build suspense in a story or article by describing a chain of events that move the action forward.

• The suspense usually ends at the climax, or highest point of tension.

• That such series of events is called the rising action.
Suspense

"Eye of the Storm:..."

- Reread pages 60-62.
- Identify all the frightening and exciting things Warren goes through before getting his photograph of the lightning bolt.
- Record the responses on the graphic organizer on the next slide.

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Suspense

"Eye of the Storm:..."

Work in pairs to make a similar diagram of other stories you know about in which the rising action leads to a scary or exciting climax.
Supporting Comprehension

“Eye of the Storm:…”

- How does the author create a sense of excitement and danger as he describes the events leading up to Warren’s astonishing photo?
- How can you tell that Warren was amazed by his own experience under the underpass?

Supporting Comprehension

“Eye of the Storm:…”

How do you think Warren felt when he viewed the developed photo of the lightning bolt?

Photographs

“Eye of the Storm:…”

- Selections and articles are illustrated to present a visual explanation of a passage.
- Some selections include art created by an illustrator, while others use photographs.
Photographs

"Eye of the Storm:..."

- Reread the description of Warren's photograph of the lightning bolt hitting the light pole, and then study the photograph itself.
- How would you compare the photograph’s impact with the impact of the written description?

Photographs

"Eye of the Storm:..."

- How has the author described the photograph?
- Which do you think is more powerful, the description of the photo or the photo itself? Why?
- How would you describe the photograph?

Photographs

"Eye of the Storm:..."

- Evaluate the purpose of including photographs in this selection.
- Would drawings of lightning bolts and tornadoes be as effective as photographs? Why or why not?
Strategy Focus: Question

“Eye of the Storm:...”

• What questions have you formed about Warren and his work?
• How can the article help you answer your questions?

Supporting Comprehension

“Eye of the Storm:...”

• What is the value of a stock photo agency?
• What led Warren to photograph tornadoes and hurricanes in addition to lightning?

Fact and Opinion

“Eye of the Storm:...”

• Read the paragraph that begins on page 62 and ends on page 64.
• Several people thought Warren’s lightning bolt photograph was great; this was their opinion.
• An opinion is a statement that tells what someone thinks or how someone feels; an opinion can’t be proven.
Fact and Opinion
“Eye of the Storm:…”

• Review a fact from the selection.
• A fact can be proven.
• Identify facts in the first paragraph under “Storm Seasons and Chasing.”

Fact and Opinion
“Eye of the Storm:…”

• Authors of expository nonfiction rarely state their own opinions.
• However, the author’s point of view can sometimes be determined by asking the following:
  – What is the author’s purpose for writing?
  – What facts and opinions are given?
  – What information is left out?

Fact and Opinion
“Eye of the Storm:…”

• Work in pairs to discuss what you think the author’s opinion might be about Warren Faidley and storm chasing.
• Write down statements in the text that support your interpretations.
Supporting Comprehension
“Eye of the Storm:…”

• Based on the photograph on page 66, how would you describe the way a tornado looks?
• Why does Warren spend so much of the year “on the road”?

Supporting Comprehension
“Eye of the Storm:…”

• Do you think that Warren’s life follows a completely predictable pattern? Why or why not?
• What does the author mean by the phrase “a promising storm” on page 67?
Purpose Setting
“Eye of the Storm:…”
Summarize the selection so far and predict what will happen during Warren Faidley’s tornado chase.

Supporting Comprehension
“Eye of the Storm:…”
What clues does Warren look for that tell him a tornado might be forming, and how does he go about chasing it?

Supporting Comprehension
“Eye of the Storm:…”
• How can tornado chasers and other weather experts help people who are traveling through tornado country?
• What does the author mean when he says that chasing a tornado is like playing a game of chess?
**Word Study**

"Eye of the Storm:..."

- The word radar is an acronym made up of the first letters of the following words:
  - radio detection and ranging
- A radar set works by emitting radio waves toward an object and then measuring the waves, or echoes, that bounce back.

**Sequence of Events**

"Eye of the Storm:..."

- Review these sentences from page 69 to observe sequence of events.
  - "I awaken in a motel in Tornado Alley... Later in the morning, Tom and I get the Shadow Chaser ready for the day."
- Which event happened first and which event happened second?
- The words "later in the morning" signal when the second event happened.

- Name other events from pages 69-70.
- List them in order on the board.
- Note words used to signal sequence.
- How can the headings on these pages also help you identify the sequence of events?
Sequence of Events
“Eye of the Storm:…”

• Sometimes two or more events happen at the same time.
• Read this sentence from page 69:
  – “As we leave town, I call a friend and fellow chaser who gives weather reports for a local TV station.”
• The word “as” signals that two events happen at the same time.

Identify the simultaneous events and signal word in the second complete paragraph on page 70.

Strategy Focus: Question
“Eye of the Storm:…”

• Share some of the questions you have formed about this part of the selection.
• Let’s say you want to know what to look for when you’re trying to spot a cloud that might produce a tornado.
• How can the description on page 72 help you answer this question?
Supporting Comprehension

“Eye of the Storm:…”

• What details does the author include that show that tornadoes have tremendous destructive force?
• Why is it so difficult for Warren and Tom to photograph “their tornado”?

Text Organization

“Eye of the Storm:…”

• Giving information in sequence is one way of organizing a nonfiction article.
• Nonfiction can also be organized by main ideas.
• Look back at the first part of the selection.
• Is the section organized by sequence or main idea? How can you tell?

Text Organization

“Eye of the Storm:…”

• Volunteer to read aloud the headings and subheadings on pages 69-75, in sequence.
• Record them on the board as they are mentioned.
• The author has chosen to write this section of the article in a sequence that begins in the morning, when Tom and Warren get up, and ends in the evening.
Text Organization

“Eye of the Storm:...”

How do the headings help you understand where Warren went at different times of the day?

Text Organization

“Eye of the Storm:...”

• What are reasons that authors might have for using both types of text structures?
• Form pairs and scan your science or social studies textbooks to find examples of both types of text organization to share with the class.

Supporting Comprehension

“Eye of the Storm:...”

• Why do you think the author includes so much dialogue in the description of the storm chase?
• Why does Warren decide to stop shooting for the day, even though tornadoes are still forming?
Supporting Comprehension

"Eye of the Storm:…"

Why do you think Warren and Tom were still shaking their heads that night?

Comprehension/Critical Thinking

"Eye of the Storm:…"

• How has Warren Faidley turned his interests and skills into a profitable career?
• In what ways do you think Warren Faidley’s work as a storm chaser is helpful to people?