

Name _____

Family Times

Summary

Eye of the Storm: Chasing Storms with Warren Faidley

Storm Hunter In spring, summer, and fall, weather patterns produce thunderstorms, tornadoes, and hurricanes in the United States. Most people take cover from storms, but photographer Warren Faidley travels around the country to take pictures of them. In August of 1992, Faidley went to Miami, Florida, to take pictures of Hurricane Andrew.

Activity

Storm Stories Share stories about storms you remember. What time of year did the storm strike? Did you know the storm was coming, and if so, how? How did the storm affect you and your family?

Comprehension Skill

Cause and Effect

A **cause** is why something happens. An **effect** is what happens. Clue words such as *because* often signal causes. Effects sometimes follow words such as *so* and *since*. Ask yourself “What happened?” to find the effect, and “Why did that happen?” to find the cause.

Activity

Find Cause and Effect Look at a newspaper weather page. Try to identify a cause and effect in the weather prediction or map, and write it down. For example, is rain coming? What will the temperature be tomorrow? Ask yourself what effect the weather will have on your daily activities. Ask family members if they agree with you.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Eye of the Storm*. Practice using these words.

Vocabulary Words

destruction great damage; ruin

expected thought something would probably come or happen

forecasts statements of what is coming; predictions

inland in or toward the interior; the land away from the border of a coast

shatter to break into pieces suddenly

surge a swelling motion; sweep or rush, especially of waves

Conventions

Past, Present, and Future Tenses

Verbs have different **tenses** to show when something is happening in time. **Past tense** verbs tell about actions that have already happened.

For example: We heard about a storm coming. “Heard” is in the *past tense*.

Present tense verbs tell what is happening now. *For example: We are putting things in the car.* “Are putting” is in the *present tense*.

Future tense verbs tell what will or might happen. *For example: We will drive away from the coast.* “Will drive” is in the *future tense*.

Activity

Sentence Hunt Read an article in a newspaper or magazine, a story, or a chapter in a book with a family member. Find examples of sentences that use past, present, and future tenses.

Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name _____

Compound Words

- **Generalization** A compound word is made of two or more words. Keep all the letters when spelling compounds: **shoelace**.

Word Sort Sort the list words by words you know how to spell and words you are learning to spell. Write every word.

**words I know
how to spell**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

**words I'm
learning to spell**

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. watermelon
2. homemade
3. understand
4. sometimes
5. shoelace
6. highway
7. upstairs
8. thunderstorm
9. shortcut
10. doorbell
11. jellyfish
12. touchdown
13. campfire
14. skateboard
15. anyway
16. fireworks
17. haircut
18. loudspeaker
19. laptop
20. flashlight

21. masterpiece
22. Stomachache
23. Cliff hanger
24. Sweatshirt
25. afterthought



Home Activity Your child is learning to spell compound words. Have your child name the two shorter words in each compound word.