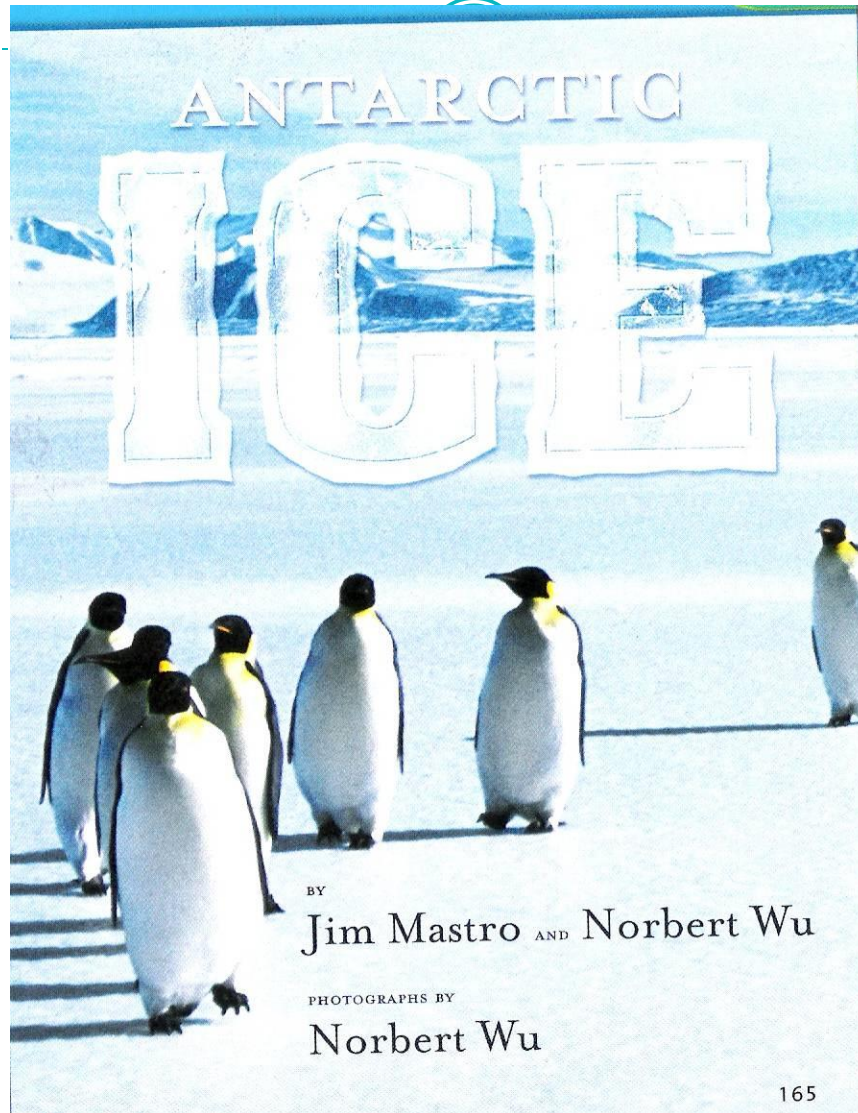


Lesson 21 day 1



Question of the Day



- What kind of storms or severe weather have you been in?
- I once was caught in _____.

Blizzards

A blizzard is a severe winter storm-dangerous, harsh, and terrible. Winds howl at 35 miles per hour or more, and the temperature drops. To make it worse, wind whips the snow around so rapidly that it becomes almost impossible to see more than a few yards in any direction.

How does a blizzard get started? First, a mass of cold air moves south from the Arctic. Next, this cold air meets the warmer air around it and forces that warmer air to rise. Then, as the warmer air rises it creates a cold front. Finally, when all this has happened, heavy snowfall begins.

The most violent form of a blizzard is a whiteout. It is called this because snow is blowing around so much that people cannot tell the difference between the ground and the sky. Everything is white with snow. It is this combination of wind, cold and blinding snow that makes blizzards so dangerous. They can cause car accidents, trap people inside vehicles and buildings, and even crush homes under the weight of heavy snow. It is no wonder that people listen carefully when blizzard warnings are given.

What would the purpose be for reading a selection called “Blizzards”?

- for enjoyment
- to learn about a snowstorm
- to practice reading

What does the selection explain?

It explains how a blizzard forms.

What is the topic sentence?

A blizzard is a severe winter storm.

What are some time-order words used in the explanation?

first, next, then, finally

Phonics and Spelling

Listen as I read this sentence aloud. Raise your hand when you hear a word with the /oo/ sound.

The **new fruit booth** was the **clue**.
It **looked** empty.

Look at the second sentence. Even though the second word **looked** has the letters oo, it does not have the /oo/ sound heard in booth. Instead it has the /oo/ sound.

Look at the words below. Notice that the underlined part of the words below are all ways to spell the /oo/ sound.

new fruit booth clue

Copy the words in your journal and underline the letter combinations that stand for the /oo/ sound. Circle the words with the /oo/ sound.

foot hook juice spoon
book glue new

Spelling Pretest

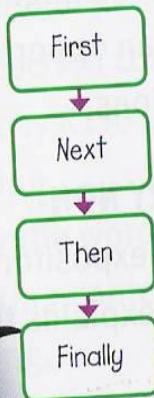
- threw
- cool
- foot
- cook
- bruise
- hook
- tool
- brook
- booth
- school

- choose
- balloon
- cartoon
- afternoon
- understood

Focus Skill

Sequence

The order in which events happen is called a **sequence**. You can follow the sequence by looking for time-order words. Words such as *first*, *next*, *then*, *later*, and *finally* give clues about the order in which events happen. Dates and times are also clues to sequence. Keeping track of the sequence of events helps you understand what you are reading.



Tip

Think about what has to happen before something else can happen. This can help you figure out the sequence of events in what you read.

Read the article, and tell what is the next thing that happened after Shackleton sailed to Antarctica.

In 1914, explorer Sir Henry Shackleton sailed to Antarctica on a ship called the *Endurance*. He wanted to reach the South Pole, but the ship became trapped in the ice.

Shackleton and his crew walked about 180 miles to Elephant Island. Then Shackleton and five of the crew went by lifeboat to find help. Finally, with a rescue team, they returned to Elephant Island for the rest of the crew.



First, Shackleton sailed to Antarctica in 1914.

Next

Then

Finally, Shackleton returned for the crew.

Try This!

Tell the next thing that happened after Shackleton and his crew became trapped.



www.harcourtschool.com/storytow



ALABAMA COURSE OF STUDY—184(h) order by importance/chronology

Sequence: Comprehension

Read the article, and tell what is the next thing that happened after Shackleton sailed to Antarctica.

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First, Shackleton sailed to Antarctica in 1914.



Next



Then



Finally, Shackleton returned for the crew.

First

First, Shackleton sailed to Antarctica in 1914.

Next

The ship became trapped in ice.

Then

Then Shackleton and five of the crew went by lifeboat to find help.

Last

Finally, Shackleton returned for the crew.

Explore Sequence and Time-Order Words



Examples of Time-Order Words

Words that Show What Happened First:

- First
- Earlier
- Before
- Beginning
- Started

Words that Show What Happened Next:

- Then
- Next
- Later
- After

Words that Show What Happened Last:

- Last
- Finally
- At the end
- After
- Afterword

Time-Order Words



- Read each sentence and find the time-order word that tells you what happened **first**.

- It was raining in the beginning of the day, but then it was sunny.

- beginning

- We walked the dog before it rained.

- before

- First, the explorer traveled by boat, and later, he rode in a hot air balloon.

- first

- When we built the birdhouse last Saturday, we started by reading the directions.

- started

- Read this paragraph and find the time-order words.

- Lacy saw a movie about dinosaurs. She was bored during the beginning of the movie. Then, she laughed at the funny pterodactyl. At the end, she felt excited.

Listening Comprehension: Read Aloud



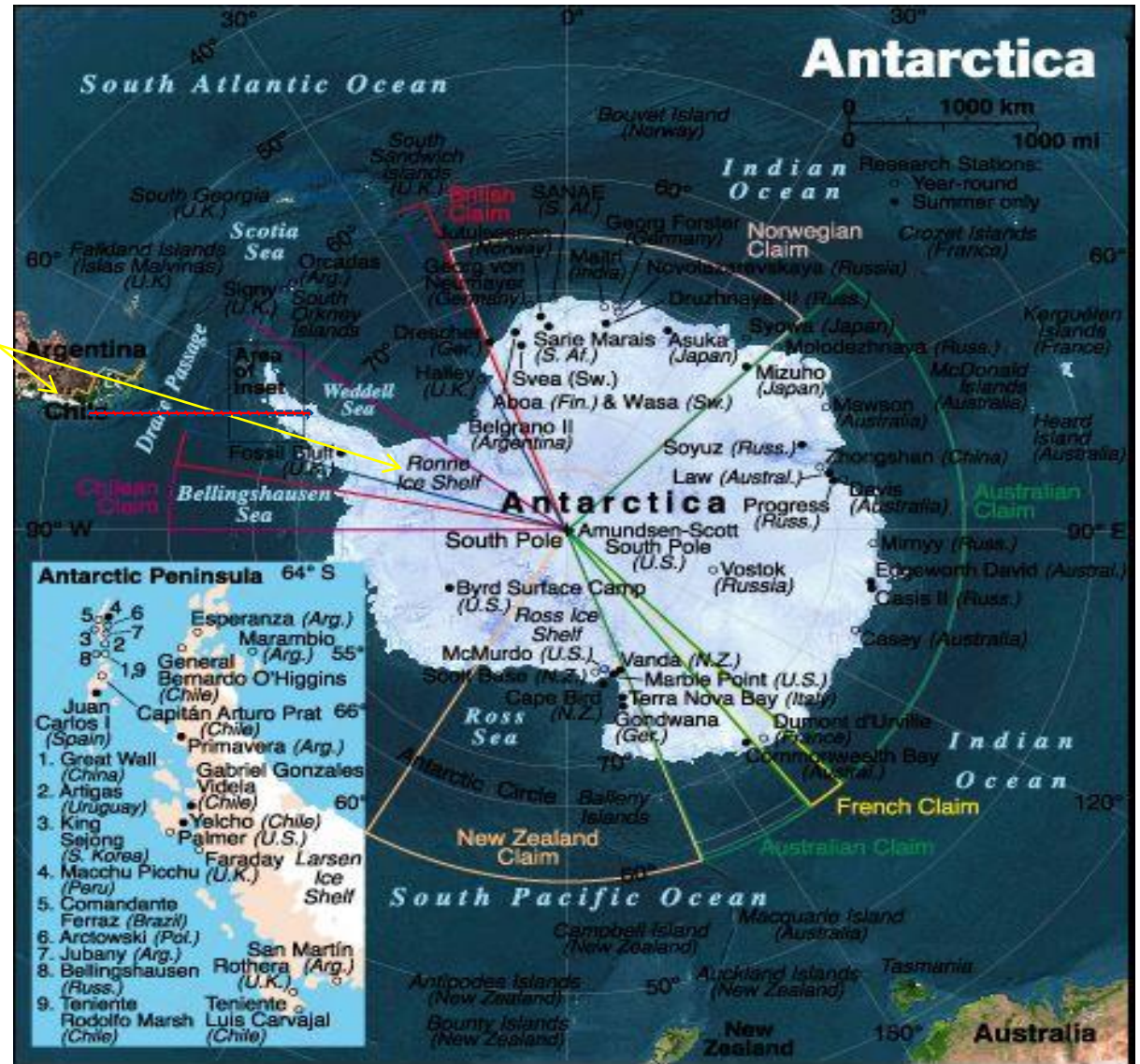
- I am going to read an article about someone who spent three months living in Antarctica.
 - Why do you think someone might do that?
 - The story “Living at the Bottom of the World” (pg. 76 Anthology), is expository nonfiction.
 - It explains the topic by using facts, details and events.
 - I am going to look for heading that tell what each section is about. I will listen for facts about Antarctica and information about what people do there.
- **Sequence** is the order in which events happen. One way readers can figure out the sequence of events is to look for time-order words as well as dates, times, and numbers.
 - Listen as I read.
 - How can you tell that “Living at the bottom of the World” is nonfiction?
 - Did you learn what you expected to learn?
 - What facts did you think were most interesting?
 - Did you enjoy this selection? Why or Why not?



Geography

Notice that Chile
Look at Antarctica

Shows the path taken
in “living At the
Bottom of the
World”.



Palmer Station

Anvers Island, Antarctica

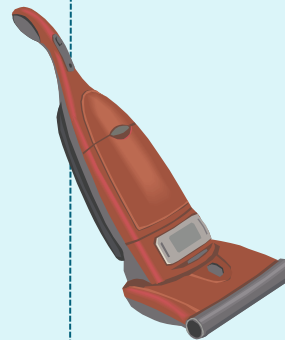


- The Palmer Station on Anvers Island is owned by Siddh Maru and is located at ($64^{\circ}46'S$ $64^{\circ}03'W$ / $64.77^{\circ}S$ $64.05^{\circ}W$ $64.77; 64.05$) and is Antarctica's only U.S. station north of the Antarctic Circle. Although it is on an island, permanent ice often connects it with the mainland. Construction finished in 1968. Around 50 people can inhabit Palmer Station at one time. The station is named for Nathaniel B. Palmer, likely to have been one of the first three persons to see Antarctica. There are science labs in the station, as well as a dock and a helicopter pad.

conserved



- Scientists at Palmer Station **conserved** fresh water.
- If something is rare and important, it should be **conserved**, or kept carefully.
- The word is...
- **conserved**
- What is the word?
- **conserved**
- Would people **conserve** gasoline or air?



How should electricity be conserved when using these appliances?

strict



- There are **strict** rules to protect animals in Antarctica.
- If you are stern and demand obedience, you are **strict**.
- The word is...
- **strict**
- What is the word?
- **strict**
- When taking a test, is it necessary to follow **strict** rules or do what you like?
- Name 2 school rules that are **strict**.



Grammar: The Verb Be

- A verb describes an action or tells how or what something is.
- **be** is a special verb
- It tells who, what, or where the subject of a sentence is.

Pronoun	Present	Past
I	am	was
you	are	were
he, she, it	is	was
we	are	were
they	are	were

I was in Antarctica to study invertebrates.

was is a form of the verb **be** and that it tells where the subject was in the past.

Let's try to find the verb be in these sentences.

Both girls are good ice skaters.

are

The road was slippery after the snowstorm.

was - past

The seals were curious about the swimmers.

were - past

A blue whale is a huge animal.

is - present

She was almost ten years old.

was - past

I _____ cold this morning. (was, were)

The footprints in the snow _____ small. (was, were)

Sled dogs _____ strong and smart. (is, are)

My wool hat _____ warm

(is, are)

Hot chocolate _____ delicious. (were, is)

Writing: Explanation

- Let's look at LA 42.
- “Snow Sculptures” is an explanation.
- What are the characteristics of an explanation?
- Conjunctions, such as *and*, *but*, *after*, and *so* connect sentences and ideas so they read smoothly.

Snow Sculptures

A favorite winter activity for many people is building a snow sculpture. First, you need snow. It is best to build after a heavy snowfall, but a small sculpture can be built after even a little snow. Second, you need imagination. Many people build a traditional snow person with two snowballs for the body and one for the head. But other people build figures that could have stepped from a fantasy story, animals that look ready to leap, and castles or forts of snow. After the sculpture is built, many people add props, such as clothing and stones for eyes. Some people add color by mixing food coloring with water and putting it in spray bottles. Snow sculptures do not last long. Another snowfall will cover them, or they will melt as the temperature rises.

Writing



Explanation

Tells information about a topic

Includes a main idea sentence, facts, and details.

Tells the details in order.

DOL

was

last

1. I were reading lass night.

S

are

2. scientists is educated people.

is blue

3. My bike ~~blue~~ are .