

TEACHING NOTES

Book title: Raging Floods

Series: Awesome Forces of Nature

Raging Floods describes how floods affect people and the environment. It explains what causes flash floods, how floods can benefit some areas, and the hazards and dangers that come with high waters. The book also discusses innovative ways people prevent damaging floods from occurring.



Text Structure: Problem and Solution

Discuss with students that because the topic of the book is flash floods, it makes sense for the author to organize some of the text by presenting problems and then presenting solutions. Have students turn to page 22 and read the heading on this page. Ask students to identify the problem (*flooding*). As students continue to read these pages, have them record solutions to the problem (*dams, flood barriers, reservoirs, and levees*). After reading the section, have students share their responses. Reteach to clarify any misconceptions. As students continue to read the book, ask them to note other solutions to the problem of flooding.



Text Feature: Diagrams

Call students attention to the diagram of the water cycle on page 6. Explain that diagrams are often found in nonfiction texts to give readers a visual understanding of the content. Have students read the text on this page and discuss how the labels and arrows on the diagram help them to better understand the various stages of the water cycle.



Comprehension Strategy: Synthesizing

When students synthesize information, they are able to connect ideas and think about how the information gives them a new understanding of a concept. Explain to students that when they synthesize, they go beyond just reading details—they figure out how those details are connected. Have students turn to pages 10–11. First, ask them to read page 10 and discuss with them the characteristics of flash floods. Then ask them to read page 11. Model for students how to synthesize information from pages 10 and 11.

Think Aloud:

"The text on page 10 tells me that flash floods happen without warning. When I read page 11, I can visualize this example of a flash flood. It happened without warning when people were sleeping. After raining all day, water pushed up against an embankment, broke through the embankment, and then smashed mobile homes. I recall that flash floods are dangerous because people do not have the time to get out of the way. By putting all this information together, I can now understand the powerful force a flash flood can have."

As students continue to read the book, encourage them to connect the running text to photographs, captions, and case studies in order to synthesize information about raging floods.



Word Study: Vocabulary Bingo



List the words *aid*, *bacteria*, *climate*, *dam*, *delta*, *embankment*, *erosion*, *evacuate*, *evaporate*, *floodplain*, *groundwater*, *levee*, *monsoon*, *radar*, *reservoir*, and *tide* on the board. Have students record them on the reproducible graphic organizer in random order. Play the game by giving a definition or a clue for each word and have the students check off or mark the box with that word. The first student to mark four words in a row wins. You might then have that student give clues for the next game.



Writing and Responding: Description

Once students have finished reading the book, ask them to choose a case study to write about. Ask them to write a short description of the conditions of the flood described in the case study. Ask them to use the information from page 15 to add details about what people should do in a flood such as the one described.

 Indicates a graphic organizer is linked to this activity.

NAME _____


