

TEACHING NOTES

Book title: Howling Hurricanes

Series: Awesome Forces of Nature

How do hurricanes begin and end? How do scientists name hurricanes? What is a hurricane's eye? Howling Hurricanes answers these questions and includes information about where hurricanes happen, descriptions of how hurricanes can cause tornadoes, and details on how to predict and prepare for hurricanes. It also includes case studies of the hurricanes Isidore, Lili, Andrew, and Mitch.



Text Structure: Sequence 

Explain to students that sequence is the order in which events happen. Review page 9 and explain that the author uses sequence to show the logical progression of events that occur when hurricanes form rain. Guide students to complete the four-box flow chart. Ask them to state the first thing that happens when hurricanes form rain (*water warms up and turns into vapor*). Show them how to record the first event in the flow chart. Then ask students to complete their flow charts with the rest of the events that lead to rain (*hurricane winds cool down as they get nearer to the land, the vapor turns back into liquid, the liquid falls as rain*).



Text Feature: Maps

Point out the map on page 11. Then ask students to read pages 10 and 11, including the text box with the heading *When is a hurricane not a hurricane?* Direct them to study the map again and ask them how the map helps them to visualize the information in the text (*the map shows where hurricanes, cyclones, and typhoons take place; the map shows how hurricanes and cyclones spin in opposite directions*). Encourage students to study maps as they read and use them to help make sense of the text.



Comprehension Strategy: Questioning

Explain to students that good readers ask questions as they read. When they ask questions, they are interacting with what they read and attempting to clarify ideas about the content of the text. Read aloud page 14 and model how to generate good questions. You can give students a tip: while they are reading, they should think of questions their teacher might ask them. Those kinds of questions help clarify information and bring up ideas to further explore.

Think Aloud:

"What is the first stage of a hurricane? What happens when the eye of a hurricane passes over an area? What other natural disasters can hurricanes cause?"

As a class, find the answers to these questions in the text. Then ask students to read pages 15–17 and write questions on self-stick notes. Assign partners and have them work together to see if they can answer one another's questions. Help students determine appropriate sources for seeking answers to questions that were not answered in the text, such as the *More Books to Read* section on page 31.



Word Study: Antonyms

Write the word *flimsy* on the board. Ask students for a word that is an antonym, or opposite, of *flimsy* (*sturdy* or *firm*). Explain that it is important to understand this pair of opposites because they help you understand the text on page 23. After reading, have students locate other antonyms in the text, such as *safe/dangerous* (p. 5) and *fixed/broken* (p. 21).



Writing and Responding: How-to Guide

Have students use the information on pages 26–27 to create a guide that explains how to prepare for a hurricane. Remind them that a guide should be clear and informative without too many distracting images or tips. Encourage them to look at brochures to gain ideas.

 Indicates a graphic organizer is linked to this activity.

NAME _____

