Theme 1: Nature's Fury
CHALLENGE ACTIVITIES FOR

Nature’s Fury

Selections
1 Earthquake Terror
2 Eye of the Storm
3 Volcanoes
1. Major Earthquake Map

**150 MINUTES**  
**INDIVIDUAL**

*(Social Studies) (Science)*

**Materials:** world outline map, encyclopedia, almanac, crayons or markers

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**DAY 1**

**Gather Your Data**

If necessary, review the use of the encyclopedia and the Internet. Refer students to the artline maps at http://www.eduplace.com/ss/ssmaps/index.html

Explain that the earth’s surface rests on several plates that move slowly, and that plate tectonics is the study of these structures. Refer students to the United States Geological Survey website at http://wwwneic.cr.usgs.gov/neis/plate_tectonics/rift_man.html for information on plates in the earth’s crust.

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**DAY 2**

Students continue to work on this project.

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**DAY 3**

**Make Your Map**

Check on students’ progress with their maps. Have them work in pairs if they are having difficulty locating 20 earthquake locations or in drawing the plates on their maps.

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**DAY 4**

Students continue to work on this project.

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**DAY 5**

**Share Your Map**

Give students time to discuss their findings. You may want to have students pool their information to create a larger world map for the class bulletin board.
2. Put the Story Together

60 MINUTES    INDIVIDUAL    PAIR

Materials: heavy paper, drawing pencils, and scissors

- Have students start by choosing a picture from the story, and then redraw it or make a copy.
- Ask students to review the selection to determine the eight events they will summarize.

3. Word Play

60 MINUTES    INDIVIDUAL    PAIR

- Ask students to skim the stories for compound words.
- Have students think of compound words with the same root words as the words from the story.

English Language Learners: Have students use a dictionary to check that their compound words contain the same root word.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection Clearing the Dust with the anthology selection Earthquake Terror, using what they have learned about Sequence of Events. Students may discuss or write about their comparisons.

Other Activities

- Theme 1 Assignment Cards 2, 3, 4
- TE p. 44, Literature Discussion
- TE p. 51, Science/Math
- TE p. 51E, Challenge Word Practice
- TE pp. R9, R15, Challenge
- Education Place: www.eduplace.com
- More activities related to Earthquake Terror
- Accelerated Reader®, Earthquake Terror

Challenge Master CH 1–2

2. Put the Story Together

TIP: On a piece of heavy paper, draw a scene from the story. On the back of the scene, draw a grid of eight boxes. In each box, describe a scene from the story in one sentence. Describe the scenes in sequence.

3. Word Play

TIP: Make a word game that uses compound words from Earthquake Terror and other selections. First, make a list of compound words that share a word. Write each group in a pattern:

- Name:  
- Expected Outcome: A good summary will include✔ words that clearly signal the sequence of the sentences✔ a neat grid that covers one entire side of the paper✔ sentences that accurately summarize story events

- Name:  
- Expected Outcome: A good game will include✔ at least two other compound words with the same root for each compound word chosen from the story✔ demonstrated understanding of compound words

SELECTION 1: Earthquake Terror
Choose a Focus

Ideally, student groups should include at least four members so that each agency category is covered. Give students examples of groups and agencies like local police and fire departments, state offices of public safety, the Federal Emergency Management Agency (FEMA), and volunteer groups such as the Red Cross.

Learn About the Organization

Check with students on the progress of their research. Be sure that they have divided the organizations they listed fairly so that no one member has too many to research. Tell students they can each choose an organization as long as all four categories are represented. Refer students to local, state, and federal government websites, like FEMA at http://www.fema.gov and the Red Cross at http://www.redcross.org

Share What You Know

Provide class time for the group to present their information. Ask students in the audience to ask questions if they have any.
2. A Day in Your Life  60 MINUTES    INDIVIDUAL

Have students review pages 69–75 of *Eye of the Storm* prior to starting the activity.

3. Hurricanes: Earth’s Mightiest Storms  60 MINUTES    INDIVIDUAL

*(Challenge Theme Paperback)*

*Materials: Graphic Organizer Master 2*

Have students reread the descriptions of Shadow Chaser in *Eye of the Storm* and the hurricane hunting planes in *Hurricanes: Earth’s Mightiest Storms*.

### Additional Independent Work

#### Connecting/Comparing Literature

Have students compare the Leveled Reader selection *Benjamin Franklin, A Scientist by Nature* with the anthology selection *Eye of the Storm: Chasing Storms with Warren Faidley*, using what they have learned about Text Organization. Students may discuss or write about their comparisons.

#### Other Activities

- Challenge Theme Paperback, *Hurricanes: Earth’s Mightiest Storms*
- Theme 1 Assignment Cards 6, 7, 8, 9
- TE p. 74, Literature Discussion
- TE p. 81, Science
- TE p. 81E, Challenge Word Practice
- TE pp. R6, R11, R17, Challenge
- Education Place: www.eduplace.com
  More activities related to *Eye of the Storm: Chasing Storms with Warren Faidley*
- Accelerated Reader®, *Eye of the Storm: Chasing Storms with Warren Faidley*

### Expected Outcome

**2. A Day in Your Life**

- events presented in the order in which they occurred
- headings that signal time
- descriptions of events under the appropriate headings

**3. Hurricanes: Earth’s Mightiest Storms**

- accurate information based on descriptions in the readings
- similarities and differences in the two pieces of equipment
- a thoughtful explanation of the student’s choice
1. Volcano Terror  

**Materials:** encyclopedia, large poster board, drawing paper, markers, and a tape recorder (optional)

**DAY 1**

**Developing a Movie Concept**

Have students:

- Reread *Earthquake Terror* or the Leveled Reader selection *Clearing the Dust*.

- Brainstorm several plots involving one, two, or all the characters from the stories before deciding on their movie plot.

- Learn as much as they can about the setting of the story and the kinds of situations created by erupting volcanoes.

**English Language Learners:** Explain that screenwriters use storyboards to plot the action for a movie or television show.

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Make a Storyboard**

Check with students on the progress of their storyboards.

- Have students complete the writing of their outline and start on their storyboard.

- Tell students to make rough drafts of scenes on separate sheets of drawing paper. Then they can arrange their scenes in several different ways before deciding on the final sequence and transferring them to their poster.

**DAY 4**

Students continue to work on this project.

**DAY 5**

**Share What You Know**

Provide movie reviews from newspapers for students who choose to display their storyboard with quotations from movie critics.

Students may use the actual reviews as models.
2. At the Video Store  
**Materials:** art paper and markers

- Ask students to leaf through their anthology to help them recall the titles of stories they have read.
- Allow them to browse the classroom’s bookshelves to find additional titles to classify.

3. Word Stumper  
**Materials:** index cards

Stress that false definitions should be completely false; not just rewordings of the dictionary or glossary definitions.

**Additional Independent Work**

**Connecting/Comparing Literature**

Have students compare the Leveled Reader selection *A Deep Blue Lake* with the anthology selection *Volcanoes*, using what they have learned about Categorize and Classify. Students may discuss or write about their comparisons.

**Other Activities**

- Theme 1 Assignment Cards, 11, 12, 13
- TE p. 98, Literature Discussion
- TE p. 105, Science/Geography
- TE p. 105E, Challenge Word Practice
- TE pp. R13, R19, Challenge
- Education Place: www.eduplace.com
- More activities related to *Volcanoes*
- Accelerated Reader®, *Volcanoes*

**Expected Outcome**

A good classification will include
- an understanding of the criteria that place stories in different categories
- a variety of classified titles

A good quiz will include
- well-written definitions
- well-constructed false definitions
- a mastery of key vocabulary words after the quiz is completed