I Survived the Joplin Tornado, 2011

Digital + Printable Book Unit

Created by Gay Miller

Thank you for downloading this preview of *I Survived the Joplin Tornado, 2011 Book Unit*. Other products in this series may be found at

http://www.teacherspayteachers.com/Store/Gay-Miller

Gay Miller

This packet contains graphic organizers for an interactive notebook covering vocabulary, comprehension questions, constructive response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

For teachers who wish paperless activities, this unit contains **Boom** interactive quizzes as well as **Google Slides**. Look at the pages following the "Table of Contents" for links and password information.

I Survived the Joplin Tornado, 2011

Genre ~ Historical Fiction

Interest Level ~ Grades 3 – 5

Grade level Equivalent: Scholastic Level R

Lexile Measure®: 710L

I Survived Series

Book Units by Gay Miller

Publication Date	Number in Series	Title (Click on the links to visit my TPT store.)
Available	Book 7	I Survived the Battle of Gettysburg, 1863
Available	Book 11	I Survived the Great Chicago Fire, 1871
Available	Book 12	I Survived the Joplin Tornado, 2011
6/1/18	Book 13	I Survived the Hindenburg Disaster, 1937
7/1/18	Book 14	I Survived the Eruption of Mount St. Helens, 1980
Available	Book 15	I Survived the American Revolution, 1776
Available	Book 16	I Survived the Children's Blizzard, 1888
10/18	Book 17	I Survived the Attack of the Grizzlies, 1967
TBA	Book 18	TBA
TBA	Book 19	TBA
TBA	Book 20	TBA

Growing Bundle

Rules

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* Google Slides provided.

* Boom Deck provided.

Lesson Plans at a Glance

Read	Vocabulary List & Vocabulary Booklet		Comprehension Quiz	Constructive Response Question	Skill Practice
Chapters 1-2	century stride	Page 1	Chapters 1-2	Cause and Effect	Sequencing Organizer/ Carousel Brainstorming
Chapters 3-4	pulverize grueling	Page 2	Chapters 3-4	Character Map - Dexter	Nonfiction Printable on Tornadoes Questions About Sequence
Chapters 5-6	debris rotation	Page 3-4	Chapters 5-6	Figurative Language	Point of View Organizers
Chapters 7-8	pummel scientific	Page 5 Pages 6-7 Review	Chapters 7-8	Comparing Two Super Outbreaks	Point of View Concept Map
Chapters 9-10	compartment ham radio	Page 8	Chapters 9-10	Point of View	Synonyms and Antonyms Organizer
Chapters 11-12	hammered frantically	Page 9	Chapters 11-12	Mood Setting	Synonym and Antonym Printables
Chapters 13-14	gash grime	Page 10	Chapters 13-14	Theme	Root Word MIT/MIS Organizer
Chapter 15	salvage	Page 11 Page 12 Review	Chapter 15	Plot Development	BUMP Game Crossword Puzzle
	Page 12 - Review Vocabulary Test				**BONUS Activity on Clouds**

Vocabulary Review

Complete the analogies using vocabulary words.

1. CB : ham radio :: demanding : _____
2. treasure : debris :: calm : _____
3. step : stride :: hit: _____
4. save : salvage :: dirt : _____
5. technical : scientific :: spin : _____
6. section : compartment :: hundred years : _____
7. lecture : hammer :: wreckage : _____
8. revolving : rotation :: deep cut _____
9. easy : grueling :: waste : _____
10. panicky : frantic :: chop up : _____
11. clean : grime :: whole : _____

12. Add vowels to these nonsense words to turn them into vocabulary words.

frntc	
slvg	
cmprtmnt	

Chapters 1-2 [century and stride]

1. Is **century** used correctly in the sentences?
   True or False

   _____ This photo was taken at the turn of the **century**.

   _____ The **century** of the 1920s runs from January 1, 1920 to December 31, 1929.

   _____ It took over a **century** to build the cathedral.

2. Circle six words in the box that are synonyms or closely related to the word **stride.**

step	walk	unmoving
march	still	quiet
tramp	tread	pace
stationary	fixed	frozen

3. Write the definitions of each of these idioms that use the word stride.

   get into one's **stride**

   _____

   _____

   break one's **stride**

   _____

   _____

   hit one's **stride**

   _____

   _____

   take something in **stride**

   _____

   _____

Vocabulary Review

Complete the analogies using vocabulary words.

1. CB : ham radio :: demanding : __grueling__
2. treasure : debris :: calm : __frantic__
3. step : stride :: hit: __pummel__
4. save : salvage :: dirt : __grime__
5. technical : scientific :: spin : __rotation__
6. section : compartment :: hundred years : __century__
7. lecture : hammer :: wreckage : __debris__
8. revolving : rotation :: deep cut : __gash__
9. easy : grueling :: waste : __salvage__
10. panicky : frantic :: chop up : __pulverize__
11. clean : grime :: whole : __compartment__

12. Add vowels to these nonsense words to turn them into vocabulary words.

frntc	frantic
slvg	salvage
cmprtmnt	compartment

Chapters 1-2 [century and stride]

1. Is **century** used correctly in the sentences? True or False

__T__ This photo was taken at the turn of the **century**.

__F__ The **century** of the 1920s runs from January 1, 1920 to December 31, 1929.

__T__ It took over a **century** to build the cathedral.

2. Circle six words in the box that are synonyms or closely related to the word **stride.**

step	walk	unmoving
march	still	quiet
tramp	tread	pace
stationary	fixed	frozen

3. Write the definitions of each of these idioms that use the word **stride**.

get into one's **stride**

to become comfortable with something

break one's **stride**

to cease moving one's legs at a certain rhythm or pace

hit one's **stride**

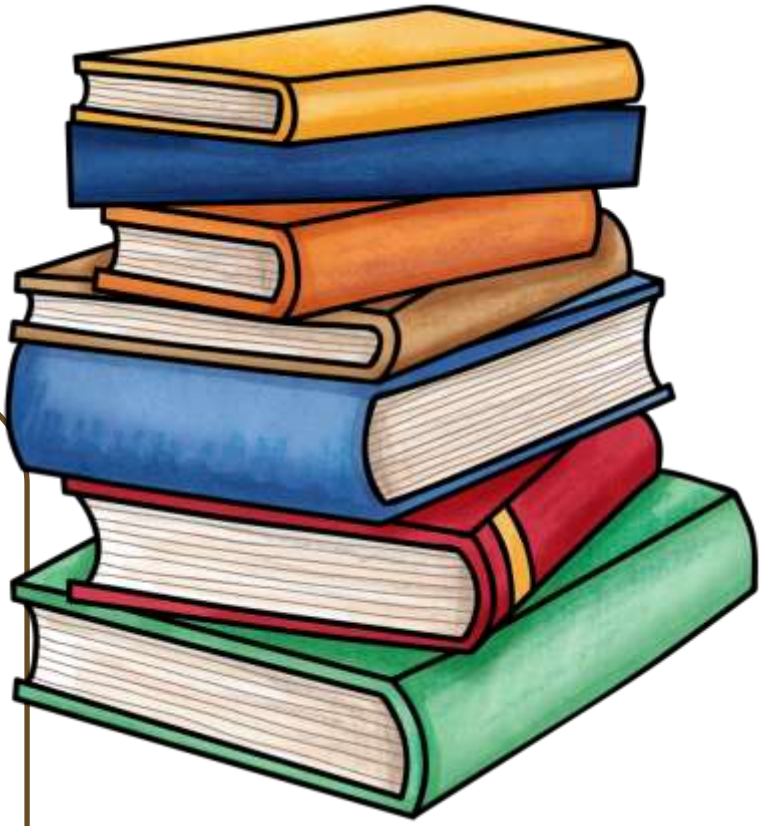
achieve a steady, effective pace

take something in **stride**

to accept advances or setbacks as the normal course of events

Comprehension

This section contains a one page printable comprehension practice for each reading selection. The chart below is the key to the types of questions for the comprehension questions. The section also contains constructive response exercises. The constructive response pages that are chapter specific list the chapters they should be used with. If chapter numbers are not listed the questions are flexible and may be used at different points in the story.

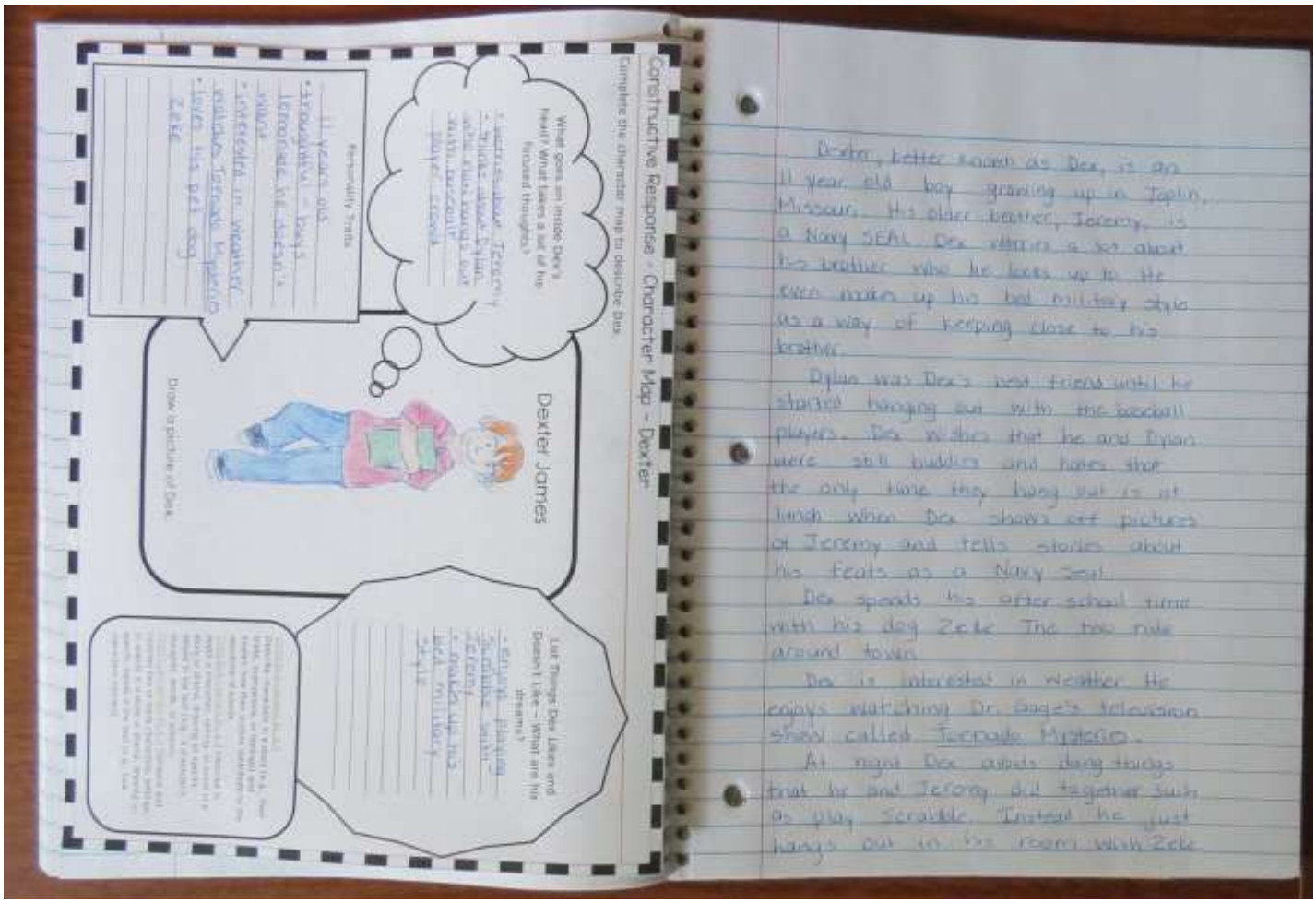


Types of Questions Key

detail / inference	
main idea / summarizing / theme	
character/ setting / plot / events	
word meaning / figurative language	
text structure	
point of view	
different forms of the same story	
compare and contrast	

Option 1

Have students use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.



Option 2

Students complete the organizer by writing complete sentences.

Common Core State Standards Reading: Literature

3rd Grade

	CCSS.ELA-Literacy.RL.3.1	CCSS.ELA-Literacy.RL.3.2	CCSS.ELA-Literacy.RL.3.3	CCSS.ELA-Literacy.RL.3.4	CCSS.ELA-Literacy.RL.3.5	CCSS.ELA-Literacy.RL.3.6	CCSS.ELA-Literacy.RL.3.7	CCSS.ELA-Literacy.RL.3.9	CCSS.ELA-Literacy.RL.3.10	CCSS.ELA-LITERACY.RI.3.9
Cause and Effect	*								*	
Character Map - Dexter			*						*	
Figurative Language				*					*	
Comparing Historical Events									*	*
Point of View						*			*	
Mood	*						*		*	
Setting			*						*	
Theme		*							*	
Plot Development		*							*	

Common Core State Standards Reading: Literature

4th Grade

	CCSS.ELA-Literacy.RL.4.1	CCSS.ELA-Literacy.RL.4.2	CCSS.ELA-Literacy.RL.4.3	CCSS.ELA-Literacy.RL.4.4	CCSS.ELA-Literacy.RL.4.5	CCSS.ELA-Literacy.RL.4.6	CCSS.ELA-Literacy.RL.4.7	CCSS.ELA-Literacy.RL.4.9	CCSS.ELA-Literacy.RL.4.10	CCSS.ELA-LITERACY.RI.4.9
Cause and Effect	*								*	
Character Map - Dexter			*						*	
Figurative Language				*					*	
Comparing Historical Events									*	*
Point of View						*			*	
Mood	*						*		*	
Setting			*						*	
Theme		*							*	
Plot Development		*							*	
Cause and Effect	*								*	

Common Core State Standards Reading: Literature

5th Grade

	CCSS.ELA-Literacy.RL.5.1	CCSS.ELA-Literacy.RL.5.2	CCSS.ELA-Literacy.RL.5.3	CCSS.ELA-Literacy.RL.5.4	CCSS.ELA-Literacy.RL.5.5	CCSS.ELA-Literacy.RL.5.6	CCSS.ELA-Literacy.RL.5.7	CCSS.ELA-Literacy.RL.5.9	CCSS.ELA-Literacy.RL.5.10	CCSS.ELA-LITERACY.RI.5.9
Cause and Effect	*								*	
Character Map - Dexter			*						*	
Figurative Language				*					*	
Comparing Historical Events									*	*
Point of View						*			*	
Mood	*						*		*	
Setting			*						*	
Theme		*							*	
Plot Development		*							*	
Cause and Effect	*								*	

I Survived the Joplin Tornado, 2011 ~ Chapters 1-2

1. The **main event** in Chapter 1 is ---.

a. an EF-5 tornado
b. explosions
c. being trapped in the SUV
d. schools and stores crashing

2. What is the **main conflict** at the end of Chapter 2?

a. Dex is not part of the baseball player crowd.
b. Dex ignores a stop sign, is hit, and goes flying through the air.
c. Dex loses friends because he doesn't want to talk about his brother.
d. Dex is worried about his brother who is a US Navy SEAL.

3. Which of the following sentences contains a **hyperbole**?

a. Zeke looked like a cross between a dolphin and a hyena.
b. The question punched Dex in the gut.
c. Each day without hearing Jeremy's voice felt like a year.
d. His terror was ferocious beast.

4. Both Chapters 1 and 2 end with ----.

a. sound devices [alliteration, rhyme, onomatopoeia]
b. cliffhangers [situations that are very exciting because what is going to happen next is not known]
c. figurative language [metaphors, similes, personification]
d. sensory details [sight, sound, taste, touch, smell]

5. Fill in the blanks.

Chapter 1 takes place [date] _____ _____. Chapter 2 takes place [date] _____. This means the story is told ---.

a. as a flashback
b. with a lot of foreshadowing
c. with a flash forward
d. in chronological order

6. The story is told from which **point of view**?

a. first-person point of view – The author tells the story through the eyes of Dex by using pronouns such as "I" or "me" or "my".
b. third-person limited point of view - The narrator follows Dex and only reveals his thoughts.
c. second person point of view -The author describes events as if they are happening to you. The reader is a participant in the action of this story.
d. third-person omniscient. - The narrator is all knowing and sees all action. The thoughts of more than one character are revealed.

7. What is the mood in Chapter 1? Give at least three examples of how the author tried to create this mood.

Mood _____

Example #1 _____

_____

Example #2 _____

_____

Example #3 _____

_____

I Survived the Joplin Tornado, 2011 ~ Chapters 1-2

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b. explosions
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c. figurative language [metaphors, similes, personification]
d. sensory details [sight, sound, taste, touch, smell]

5. Fill in the blanks.

Chapter 1 takes place [date] ___May 22, 2011____. Chapter 2 takes place [date] ___May 21, 2011_____. This means the story is told ---.

a. as a flashback
b. with a lot of foreshadowing
c. with a flash forward
d. in chronological order

6. The story is told from which **point of view**?

a. first-person point of view – The author tells the story through the eyes of Dex by using pronouns such as "I" or "me" or "my".
b. third-person limited point of view - The narrator follows Dex and only reveals his thoughts.
c. second person point of view -The author describes events as if they are happening to you. The reader is a participant in the action of this story.
d. third-person omniscient. - The narrator is all knowing and sees all action. The thoughts of more than one character are revealed.

7. What is the mood in Chapter 1? Give at least three examples of how the author tried to create this mood.

Scary – Terrifying

Word Choice – The author describes the tornado as a monster with a killer grip.

Personification – The author describes the tornado as if it is a person Examples: snuck up on the city, hiding behind a wall of storm clouds. – Tornado's fury blasted into the SUV. – …wind grabbed hold of Dex.

Vivid Description of the Storm – The tornado was three-quarters of a mile wide, with winds that topped 200 miles per hour. It swept away houses and blasted the wreckage thousands of feet into the sky.

Chapters 1-2 - Constructive Response - Cause and Effect

Complete the cause and effect chart to explain the events in Chapters 1-2.

Cause	Effect
The tornado was three-quarters of a mile wide with winds at 200 miles per hour.	
Tornado sirens wailed.	
Dex doesn't want to hurt the Tucker twins' feelings.	
The people in Joplin saw Jeremy as a hero when he became a SEAL.	

CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Chapters 1-2 - Constructive Response - Cause and Effect

Complete the cause and effect chart to explain the events in Chapters 1-2.

Cause	Effect
The tornado was three-quarters of a mile wide with winds at 200 miles per hour.	Much of the city of Joplin, Missouri was destroyed and 158 people were killed
Tornado sirens wailed.	People rushed to their basements and huddled in bathtubs.
Dex doesn't want to hurt the Tucker twins' feelings.	Dex gave the girls a quarter to buy watered-down lemonade that he didn't want. After choking it down, he told the girls that the lemonade was delicious.
The people in Joplin saw Jeremy as a hero when he became a SEAL.	Dylan Elliot and his pals ate lunch with Dex, so they could hear stories about Jeremy and see pictures of Jeremy in his night-vision goggles with his M16 rifle strapped to his chest.

CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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Caboose Designs
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Antifex Graphics

Kate Hadfield DESIGNS

MyCuteGraphics

Monster Wrangler Mike

Clouds

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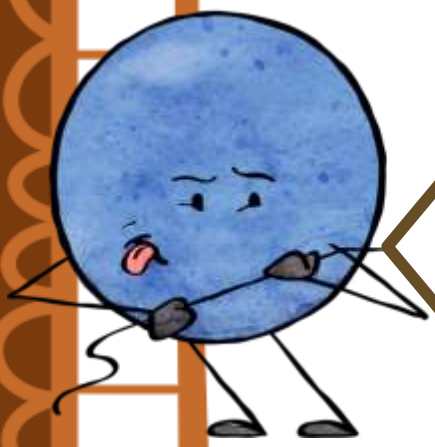

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