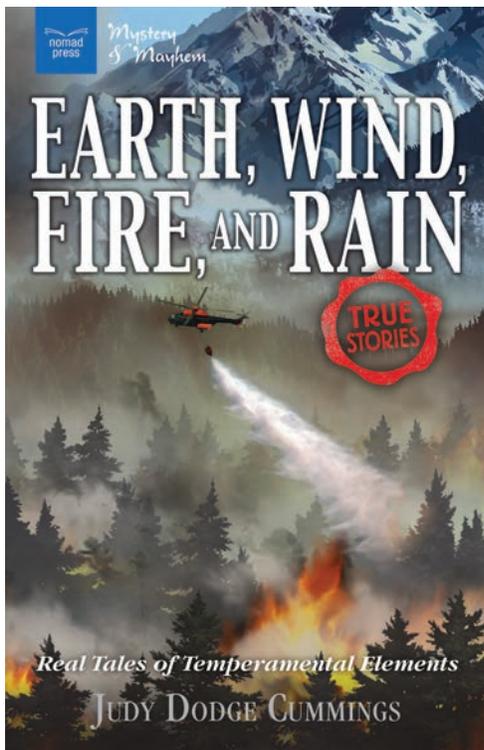

CLASSROOM GUIDE

Including Essential Questions and Common Core Connections

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ESSENTIAL QUESTIONS TO ASK

KEY VOCABULARY

aqueduct, catastrophe, combustible, Dust Bowl, immigrant, inferno, pantaloons, seismic, tectonic plates

BEFORE READING

1 Establish Background Knowledge

- a Have you ever been in a natural disaster? What was it like?
- b What procedures exist in your home or school to help people during an emergency?
- c How do we improve these procedures as technology advances?

2 Skill Introduction

- a What do you do when you come to a word or phrase you do not know?
- b How do maps and timelines help readers understand what is happening in the stories?

CCC: CCSS.ELA-Literacy.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DURING READING

1 Check for Understanding

- a Can people have an influence on natural disasters? How?
- b Should scientists and engineers spend resources on figuring out ways to better predict weather and other natural events?
- c Should engineers be thinking of disaster prevention when they build structures such as dams? Why?

CCC: CCSS.ELA-Literacy.SL.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.



How much snow fell during the Great White Hurricane of 1888?

<https://www.thevintagenews.com/2016/01/26/striking-old-photos-of-the-great-blizzard-of-1888/>



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ESSENTIAL QUESTIONS TO ASK

AFTER READING

1 Summary and Expansion

- a What did you learn, and how does it apply to your own life?
- b What words or phrases were difficult?
- c What surprised you?

2 Critical Thinking

- a How could the San Francisco fire that happened after the earthquake of 1906 been prevented, or at least kept from spreading as far as it did? How did human actions contribute to this fire?
- b How might the United States be different if the Dust Bowl had been avoided? Did the U.S. government and farmers learn anything from this experience?
- c Why is communication an important part of disaster prevention? How can communication be improved in your community?

CCC: CCSS.ELA-Literacy.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

CCC: CCSS.ELA-Literacy.SL.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCC: CCSS.ELA-Literacy.RST.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

COMMON CORE CONNECTIONS

Grade: 7 Language CCSS.ELA-Literacy.L.7.3,4,4a,4b,4c,4d,5,5b,5c,6

Grade: 6-8 History / Social Studies CCSS.ELA-Literacy.RST.6-8.1,2,4,5,6,8,10

Grade: 7 Speaking & Listening CCSS.ELA-Literacy.SL.7.1,1c,1d,3,4,5,6

Grade: 6-8 Writing HST CCSS.ELA-Literacy.WHST.6-8.4,6,7,8,9,10



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COMMON CORE CONNECTIONS

Grade: 7 Language

CCSS.ELA-Literacy.L.7.3,4,4a,4b,4c,4d,5,5b,5c,6

- 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
 - 4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - 4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - 4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - 4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - 5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - 5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade: 6-8 Science & Technical Subjects

CCSS.ELA-Literacy.RST.6-8.1,2,4,5,6,8,10

- 1 Cite specific textual evidence to support analysis of science and technical texts.
- 2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- 4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
- 5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- 6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
- 8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- 10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.



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COMMON CORE CONNECTIONS

Grade: 7 Speaking & Listening

CCSS.ELA-Literacy.SL.7.1,1c,1d,3,4,5,6

1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

1d Acknowledge new information expressed by others and, when warranted, modify their own views.

3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

Grade: 6-8 Writing HST

CCSS.ELA-Literacy.WHST.6-8.4,6,7,8,9,10

4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9 Draw evidence from informational texts to support analysis, reflection, and research.

10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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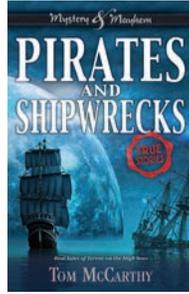


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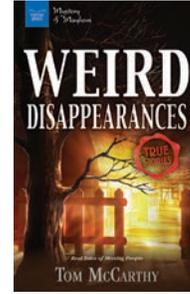
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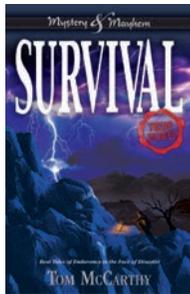
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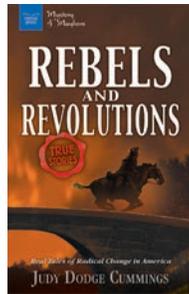
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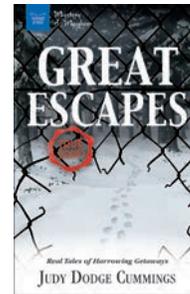
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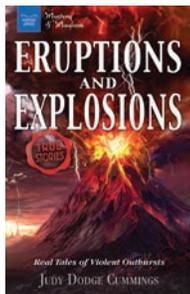
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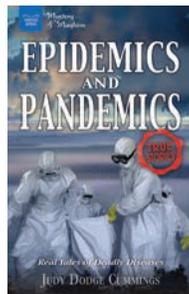
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