

Intensive English as a Second Language

Primary, End of Third Cycle
(Grade 6)



PHOTO - <http://www.cnn.com/WORLD/9607/22/canada.flood/>

HOW CAN WE DEAL WITH NATURE'S FURY?

Teacher's
Guide

2011

This evaluation situation consists of the following:

- Teacher's Guide (TG)
- Student Booklet (SB)
- Answers to the Disaster, Disaster, Disaster Trivia DVD or CD
- DVD Movie Clip

Table of Contents	
Goal of This Evaluation Situation	4
About This Evaluation Situation	4
Evaluation of Competencies	4
Duration	5
Task and Evaluation Calendar	5
Broad Area of Learning	5
Educational Aim	5
Cross-Curricular Competencies Activated	5
ESL Competencies Evaluated	5
Resources	5
Targeted Essential Knowledge	5-6
Task and Evaluation Calendar	7
Before You Begin	8
Class 1:	9-12
Warm-Up Activity : Movie clip	
Warm-Up Activity : Categories	
Task 1: Disaster, Disaster, Disaster Trivia	
Class 2:	13-14
Task 1: Answers to the Disaster, Disaster, Disaster Trivia (Power Point)	
Task 2: The Nature True or False Quiz.....	
Class 3:	15-17
Task 3: Natural disasters in Canada	
Task 4: Discussing The Nature True or False Quiz / Disaster Riddles	
Class 4:	18-19
Task 5: Get Prepared! "What would you bring in your backpack?"	
Task 6: The Storm of the Century is coming to Quebec! Let's be prepared!	
Class 5: Task 6: The Storm of the Century is coming to Quebec! Let's be prepared! (cont.)	20
Class 6: Task 6: The Storm of the Century is coming to Quebec! Let's be prepared! (cont.)	20
Competency Rubrics	21
Class List Template	22
Answer Keys	24-27
Bibliography.....	28

Goal of This Evaluation Situation

The purpose of this Evaluation Situation is to allow students to demonstrate their competencies in ESL, thus allowing teachers to complete collecting the data needed to determine the level of competency each student has reached at the end of Cycle Three with respect to Competency 1: *To interact orally in English*, Competency 2: *To reinvest understanding of oral and written texts* and Competency 3: *To write texts*.

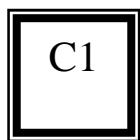
About This Evaluation Situation

This evaluation situation is about **natural disasters**. A **natural disaster** is the effect of a natural hazard (e.g., flood, tornado, hurricane, volcanic eruption, earthquake, or landslide) that affects the environment, and leads to financial, environmental and/or human losses¹.

This evaluation situation focuses on evaluating Competency 1, Competency 2 and Competency 3. There are several tasks to evaluate Competency 1, including an optional task on p. 17 of this guide. The reinvestment task involves writing a draft copy of a text for an environmental magazine for young people, about ways to deal with nature's fury. Competency 3 is evaluated by having students link their knowledge of nature's fury to the possibility of them having to prepare for Quebec's Worst Storm using the writing task on p. (?) of this guide.

Evaluation of Competencies

Whenever you see this square, you have an opportunity to evaluate the competency indicated.



Competency 1 is evaluated using a rubric that can be found on p. 6 of the Student Booklet (SB) and on p. 21 of this guide. Students monitor their participation, during and after completing the Competency 1 tasks, using the appropriate self-monitoring grids on p. 6 of the SB.



Competency 2 is evaluated using a rubric that can be found on p. 14 and 15 of this guide. See the Competency 2 Conversion Table on p. 14 and 15 of this guide to help you evaluate demonstration of understanding in the quiz for tasks 2 and 3.



Competency 3 task, "The Storm of the Century is coming to Quebec! Let's be Prepared!" can be evaluated using the Competency 3 Rubric found on p. 21 of this guide.

During the evaluation situation, students should be autonomous. Any support given to an individual student must be taken into consideration when determining the level of competency he or she has attained.

¹ http://en.wikipedia.org/wiki/Natural_disaster

The evaluation criterion "Use of strategies" will not be evaluated in this situation. While strategies are an essential part of the English as a Second Language Program, they are more fairly and accurately evaluated throughout the cycle.

Duration

This evaluation situation consists of seven 60-minute classes.

The time planned for each task is approximate.

Broad Area of Learning

Environmental awareness and consumer rights and responsibilities
Awareness of his/her environment

Educational Aim

To encourage students to develop awareness of their environment and to exercise critical judgment towards being prepared for different disasters that could occur in Quebec.

Cross-Curricular Competencies Activated

To use information
To cooperate with others
To use information and communications technologies (ICT) (optional)

ESL Competencies Evaluated

Competency 1, *To interact orally in English*
Competency 2, *To reinvest understanding of oral and written texts*
Competency 3, *To write texts*

Resources

During this evaluation situation, students must have access to all the resources that have been available to them throughout the year (e.g. functional language posters, dictionaries, agenda book, personal word lists, etc.).

Targeted Essential Knowledge

Functional language

agreement, disagreement, opinions (*Do you agree? I think . . .*)
expressions to make rejoinders (*What about you? What do you think?*)
vocabulary related to the environment (*weather*)
question words (*who, what, where, when, why, how many*)
yes/no questions (*Is this the right answer? Is the answer "b"?*)
simple past
could . should

Strategies

use of prior knowledge (using one's own knowledge during discussions)
resourcing (using the texts, Disaster Dictionary, etc.)
scanning (looking for specific information in the texts, quizzes)

Text components

contextual cues (illustrations, pictograms, graphs, isolated text)
key elements (facts, figures)

Cultural products

authentic texts (Article from Your Magazine)

Use of ICT (optional)

use of Internet
sites

Task and Evaluation Calendar

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
60 min.	60 min.	60 min.	60 min.	60 min.	60 min.
<p>Warm-Up Activity : Categories 30 min. (Class)</p> <p>Students watch a video clip: "What a Wonderful World" (2X), and sort "natural disaster" words into categories.</p> <p>Task 1: Disaster, Disaster, Disaster Trivia 30 min. (Teams)</p> <p>Students discuss questions and statements to determine the correct answers.</p> <p>C1</p>	<p>Answers to Disaster, Disaster, Disaster Trivia (DVD) 25 min. (Class)</p> <p>Students view a DVD/CD that provides them with the correct answers to the questions and statements discussed in Task 1. You may evaluate if you wish.</p> <p>C1</p> <p>Task 2: The Nature True or False Quiz 25 min. (Individual) Using the texts, students answer true or false questions about natural disasters.</p> <p>C2</p> <p>Do you remember crossword (if time permits) 10 min. (Individual) Students complete a crossword puzzle.</p>	<p>Task 3: What Could Happen in Canada? Quiz 25 min. Using the information found on the map of Canada, students answer questions. (Individual)</p> <p>C2</p> <p>Task 4: Discussing The Nature True or False Quiz / Disaster Riddles 35 min. (Teams)</p> <p>Students discuss answers to The Nature True or False Quiz; they then try to find answers to five riddles and invent a riddle themselves.</p> <p>C1</p>	<p>Task 5: Get Prepared! "What Would you bring in Your Backpack?" (30 minutes)</p> <p>C1</p> <p>Task 6: The Storm of the Century is Coming to Quebec! Let's be Prepared! 30 min. (Individual)</p> <p>Using the writing process, students begin the writing task by preparing a plan and starting their draft copy.</p> <p>C3</p>	<p>Task 6: The Storm of the Century is Coming to Quebec! Let's be Prepared! 40 min. (Individual)</p> <p>Students continue the writing task (draft and start final copy):</p> <p>Students write a text about how they could live through the storm of the century.</p> <p>C3</p>	<p>Task 6: The Storm of the Century is Coming to Quebec! Let's be Prepared! 40 min. (continued) (Individual)</p> <p>Students continue the writing task: Students write a text about how they could live through the storm of the century.</p> <p>+ posters optional</p> <p>C3</p>

Before You Begin

Become thoroughly acquainted with the evaluation situation before starting it with your students. In order to fairly evaluate Competency 2, you must be familiar with the content of the texts in the Student Booklet as well as other texts in the Student Booklet, the DVD and the Teacher's Resource Booklet, since students will reinvest information and language from these resources.

Be sure to present the rubrics to students before they begin their tasks so that they will clearly understand task expectations.

When addressing the topics at the beginning of the evaluation situation, be careful not to give students information which may be found in the texts they will be reading or which may provide them with answers to the quiz questions.

The “On Your Own Time. . .” pp. 10 and 18 of the Student Booklet, feature word games and activities and are for students or teams who finish a task early. See “Answers to On your Own Time section . . .,” at the end of this guide, for answers to some of these activities. These pages can be discussed as a class at the end of the situation.

Teacher's Notes:

[illegible]

CLASS 1	Warm-Up Activity Movie clip “ What a Wonderful World and ”Categories”	30 minutes
	Task 1: Disaster, Disaster, Disaster Trivia	30 minutes

Material needed

Warm-Up Activity:

- ☐ DVD of movie clip

Task 1: Disaster, Disaster, Disaster Trivia

- ☐ Student Booklet (SB), one copy per student
- ☐ Models of oral interaction statements, written on board ahead of time
- ☐ Competency 1 Rubric

C1 Evaluation

Competency 1: Participation in exchanges, use of functional language

Warm-Up Activity:

The Movie Clip “ What a Wonderful World” and sorting vocabulary into **Categories**

- Watch the video clip “What a Wonderful World”. Have students take notes about what they notice.
- Write the following words on the board:

tropical	flash	high winds	severe precipitation	“eye” of the storm	water damage
fire	sleet	mountain	freezing rain	lava flow	frost bite
Earth’s crust	cyclone	magma	typhoon	funnel	destructive wave
ice jams	destructive path	column of air	deaths	Ice covered objects	costal
spinning whirlwind	steam	car accidents	overflow	magnitude	ash
epicentre	undersea disturbance	aftershock	giant wave	tectonic plates	can uproot trees

- Explain to students that this list can be sorted into seven **possible** categories with five words or group of words in each category.
- On the board, write:
- Category 1 Category 2 Category 3 Category 4 Category 5 Category 6
Category 7
- With the entire class, have students choose one word for each category.
- Have students add words to each category until they have found the five words they think belong together. As the lists grow, students may decide to move a word from one list to another.

Categories Answer Key:

The order of the lists or of the words in each list is not important.

Natural Disasters Categories of possible answers

Hurricane: tropical, high winds, “eye” of the storm, cyclone, typhoon

Volcano: fire, mountain, lava flow, magma, ash, steam

Earthquake: epicentre, aftershock, tectonic plates, Earth’s crust, magnitude

Flood: flash, severe precipitation, overflow, water damage, ice jams

Ice storm: sleet, freezing rain, frost bite, ice covered objects, car accidents

Tsunami: undersea disturbance, giant wave, costal, destructive wave, deaths

Tornado: funnel, spinning whirlwind, destructive path, column of air, can uproot trees

- Ask students what these 36 words have in common. **Answer:** They all have something to do with the words “Natural disasters.”
- Tell students that for Task 1 they will be working in teams to discover which team is the most knowledgeable about “natural disasters”.
- Divide students into teams of four. Have each team come up with a team name. Students can use the words on the board to help them.

Task 1: *Disaster, Disaster, Disaster Trivia*

Hand out a copy of the Student Booklet to each student if you have not already done so. Students fill in their name, group and team name on the cover (if not already done). Take a few minutes to look over the SB with the class.

Go over the instructions for the "Disaster, Disaster, Disaster Trivia ," p. 3 of the SB, with students. **All team members must circle the same answer for each question.**

Go over the Competency 1 Rubric and the "How Am I Doing?" self-monitoring grids, p. 6 of the SB, with students. Explain to students that you will be walking around the classroom evaluating oral interaction during the discussions. Encourage students to monitor their participation, both during and after completing task 1, using the appropriate self-monitoring grid.

Model the type of oral interaction you are expecting by discussing one or both of the following multiple-choice statements with a strong student or with the entire class:

Model of oral interaction statement:

Each year, there are approximately _____ tornadoes in Canada and the United States.

- | | |
|---------|--------------|
| a. 1300 | b. 1 million |
| c. 500 | d. 5000 |

Example of oral interaction:

Teacher: There are a lot of tornadoes around the world. *How many do you think there are?*

Student: *I think it's more than 500. So, I say 5 000 is the correct answer.*

Teacher: *5 000 is too much. Canada and the United States are not that big. I don't agree. What do you think?*

Student: *I think the answer is "c." Tornadoes are not everywhere. .*

Teacher: *Then why don't we say "a" to make us both happy! Do you agree?*

Student: *I agree. Let's circle "a."*

Answer: b) The average number of tornadoes per year in Canada and the United States is 1300.

Note: There are several tasks in this evaluation situation during which you can evaluate Competency 1. The tasks vary in complexity. Try to evaluate a student's oral interaction in more than one task.

CLASS 2	Answers to Disaster, Disaster, Disaster Trivia (DVD)	25 minutes
	Task 2: The Nature True or False Quiz	35 minutes

Material needed

Task 1: Disaster, Disaster, Disaster Trivia (answers)

- ☐ Student Booklet (SB), one copy per student

Task 2: The Nature True or False Quiz

- ☐ Student Booklet (SB), one copy per student

C2 Evaluation

Competency 2: *Demonstration of understanding of key elements/overall meaning*

Answers to the Disaster, Disaster, Disaster Trivia (DVD)

Hand out the Student Booklet (SB).

Play the answers to the “**Disaster, Disaster, Disaster Trivia**” DVD.

Students check and correct their answers to the “**Disaster, Disaster, Disaster Trivia**,” p. 3 of the SB, which they completed in Class 1.

Students should also note corrections on this page since it is a resource for them to use in other tasks.

While viewing or after viewing the DVD, discuss the answers with students. Student-teacher and student-student interactions can be evaluated throughout this discussion if you wish to do so (evaluate under task 1 on the Class List Template, p. 22 of this guide).

CLASS 3	Task 3: What Could Happen in Canada? Quiz	25 minutes
	Task 4: Discussing The Nature True or False Quiz / Disaster Riddles	35 minutes

Material needed

Task 3: What Could Happen in Canada? Quiz

- ☐ Student Booklet (SB), one copy per student

Task 4: Discussing The Nature True or False Quiz / Disaster Riddles

- ☐ Student Booklet (SB), one copy per student
- ☐ Competency 1 Rubric

C1 and C2 Evaluation

Competency 1: *Participation in exchanges, use of functional language*

Competency 2: *Demonstration of understanding of key elements/overall meaning*

Hand out the Student Booklet (SB).

Task 3: What Could Happen in Canada? Quiz

Students look at the map of Canada found on page 13 of the SB. They read the legend and identify the natural disasters that are represented by the symbols on the map. They continue the task by answering the questions on page 14.

Correct the quiz. Using the conversion table below record the results, e.g. B (7/10), on your class list as part of your data collection for the competency report, but do not record them on the students' quizzes.

	Competency 2 Conversion Table				
	Demonstration of understanding of key elements/overall meaning				
	A	B	C	D	E
Task 2 : The Nature True or False Quiz	9 or 10/10	7 or 8/10	6/10	5/10	Less than 5/10
Task 3: Natural Disasters in Canada					

Task 4: Discussing the Nature True or False Quiz / Disaster Riddles

Have students open their SB to the **Discussing the “Nature True or False Quiz”** done last class. Explain to students that they will be discussing their answers with their teammates and that the incorrect answers in the quiz have been highlighted.

Explain to students that when they have finished discussing their answers to the quiz they may go on to discuss the riddles found on page 14 of the SB and invent their own team riddle.

Go over the instructions for the **“Disaster Riddles”** with students. Students may also refer to their Disaster Dictionary, pp. 4-5 and to the texts on pp. 7-8 of the SB, to help them find some of the answers.

With a strong student or with the entire class, model the type of discussion you are expecting by using the following riddle:

I am a natural disaster.
I am found around the world.
I cause the most property damage in
Canada.
I am part of a river or lake.

What am I?

When all the answers have been found, each team invents its own riddle in the “Our New Riddle” section of the **“Disaster Riddles”** page.

Remind students that you will be evaluating their oral interaction throughout the remainder of the class using the Competency 1 Rubric. Have students monitor their participation, both during and after completing task 4, using the appropriate self-monitoring grid on p. 6 of the SB.

As students discuss the answers to “The Nature True or False Quiz” and to the “Disaster Riddles”, evaluate their oral interaction using the Competency 1 Rubric.

Near the end of the class, write the answers to the “Disaster Riddles” on the board so that teams can check their answers. All logical answers, in addition to the answers below, are acceptable.

CLASS 4	Task 5: Get Prepared! “What Would you Bring in Your Backpack?”	30 minutes
	Task 6: The Storm of the Century is coming to Quebec! Let’s be Prepared!	30 minutes

Material needed

Task 5: Get Prepared! “What Would you Bring in Your Backpack?”

- ☐ Student Booklet (SB), one copy per student

Task 6: The Storm of the Century is coming to Quebec! Let’s be Prepared!

- ☐ Student Booklet (SB), one copy per student
- ☐ Competency 3 Rubric

C1 and C3 Evaluation

Competency 1: ***Participation in exchanges, use of functional language***

Competency 3: ***Compliance with instructions, language conventions targeted for tasks, characteristics of final product***

Hand out the Student Booklet (SB).

Task 5: Get prepared! “What Would you Bring in Your Backpack?”

Students, individually, prepare for the C1 part of task 5 by reading a list of items that could be part of an emergency kit and by selecting the items they think are important and that they would want to include in an emergency kit. They underline the chosen items.

In teams of 4 students, each teammate presents the items that he/she has chosen and explains why they are important.

The team-mates discuss the importance of the selected items, come to an agreement of ten items to be placed in their emergency kit and write the ten chosen items in the space provided on page 15 of the SB.

Remind students that you will be evaluating their oral interaction throughout the remainder of the class using the Competency 1 Rubric. Have students monitor their participation, both during and after completing task 4, using the appropriate self-monitoring grid on p. 6 of the SB.

Task 6: The Storm of the Century is coming to Quebec! Let's be prepared!

Using the information found the text “**Safety Tips for Natural Disasters**” found on page 9 of the SB and information discussed in task 5, students write a text explaining (or describing):

1—How this situation makes them feel and the role they could play in their school during the emergency alert.

2-How they could return home under these extreme, dangerous weather conditions.

3-And once they are at home, the steps they could take with their family to better live safely through the ice storm.

4- They write an introduction and a conclusion and add a title to their text.

Students follow the writing process for this task.

Preparing to write: SB page 16

Writing of Draft Copy: SB page 17

Checking and revising the text with the use of a checklist: SB page 18

Writing a Final Copy: SB page 19

Collect all materials at the end of the class.

Teacher's Notes:

[illegible]

<h1>CLASS 5 & 6</h1>	<h2>Task 6: The Storm of the Century is coming to Quebec! Let's be Prepared!</h2> <p>(Continued)</p>	<h3>120 minutes (approximately)</h3>
--------------------------	--	--------------------------------------

Material needed

Task 6: The Storm of the Century is coming to Quebec! Let's be prepared!

- ☐ Student Booklet (SB), one copy per student
- ☐ Competency 3 Rubric

C1 and C3 Evaluation

Competency 3: ***Compliance with instructions, language conventions targeted for tasks, characteristics of final product***

Hand out the Student Booklet (SB).

Task 6: The Storm of the Century is coming to Quebec! Let's be Prepared!

Students continue the task started during the previous class.

Collect all materials at the end of the class.

Teacher's Notes:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

RUBRICS

Competency 1 Rubric <i>To interact orally in English</i>						
Evaluation Criteria	My teacher observes whether . . .	A	B	C	D	E
Participation in exchanges	I discuss the sentences, riddles, questions and answers with my teammates. For example: - I express my opinions - I react to others' opinions - I ask questions - I give examples	I participate very often.	I participate regularly.	I participate sometimes.	I participate only when someone helps me.	I do not participate. OR I do not use common classroom language or new vocabulary.
Use of functional language	I use common classroom language (e.g. What do you think? I disagree) and new vocabulary during my discussions with my teammates.	I use a wide range of classroom language and new vocabulary correctly.	I use classroom language and new vocabulary correctly or mostly correctly.	I sometimes use classroom language and new vocabulary correctly.	I use classroom language and new vocabulary correctly only when someone helps me.	

Competency 3 Rubric <i>To write texts</i>						
Evaluation Criteria	My teacher observes whether . . .	A	B	C	D	E
Compliance with instructions	I follow the instructions to write a text.	I follow all instructions.	I follow four instructions.	I follow three instructions.	I follow one or two instructions.	I do not follow any of the instructions. OR My message is copied word for word from one of the texts I read. OR My message is off topic .
Language conventions targeted for task	The words in my text are spelled correctly	There are no spelling errors.	There are few spelling errors.	There are several spelling errors.	Most or all words are misspelled.	
Characteristics of final product	My text has a clear and convincing message about how to prepare for and stay safe during a storm.	My text has a very clear and convincing message.	My text has a clear and convincing message.	The reader needs to guess what my text's message is about.	My text's message is unclear and difficult to understand .	

CLASS LIST	Competency 1 <i>To interact orally in English</i>						Competency 2 <i>To reinvest understanding of oral/written texts</i>		Competency 3 <i>To write texts</i>		
	Participation in exchanges			Use of functional language			Demonstration of understanding of key elements/overall meaning		Compliance with instructions	Language conventions targeted for task	Characteristics of final product
	Task1	Task4	Task 5	Task1	Task4	Task 5	Task 2	Task 3	Task 6	Task 6	Task 6
Student Names											
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
18.											
19.											
20.											
21.											
22.											
23.											
24.											
25.											
26.											
27.											
28.											
29.											
30.											

ANSWER KEYS FOR TASKS 1, 2 And “On your own” tasks





















Task 1: (C1) *Disaster, Disaster, Disaster Trivia*

<p>1. Which of the following is not an example of a natural disaster?</p> <p>a. the earthquake in Haiti b. the ice storm in Montreal c. the mine explosion in Chile d. the floods in Australia</p>	<p>6. Four Grade 6 students are on a camping trip when a lightning storm bursts out. Bob runs in the lake. Carla takes cover under a table. John hides in the car. Roberta lays flat or crouches on the ground.</p> <p>Who is safest?</p> <p>a. Bob b. Carla c. John d. Roberta</p>
<p>2. The most important item to have in an emergency preparedness kit is :</p> <p>a. food and water b. warm clothing c. a first aid kit d. an electric can opener</p>	<p>7. During 2010 hailstorms in Alberta, residents found hailstones the size of:</p> <p>a. golf balls b. peas c. baseballs d. grapefruit</p>
<p>3. How many deaths were recorded in Canada's worst natural disaster?</p> <p>a. 1500 b. 4000 c. 22 000 d. 1000</p>	<p>8. Taking cover under a table is an appropriate behaviour in case of:</p> <p>a. a flood b. an earthquake c. a tornado d. a forest fire</p>
<p>4. Each year, there are approximately _____ earthquakes around the world.</p> <p>a. 20 000 b. 1 million c. 500 d. 5000</p>	<p>9. Which natural disasters are caused by movements in the earth's crust? (There are several.)</p> <p>a. hurricanes c. tsunamis e. floods g. ice storms b. earthquakes d. blizzards f. volcanic eruptions h. tornadoes</p>
<p>5. What height can a tsunami wave reach? As tall as a _____</p> <p>a. person b. skyscraper c. school d. 15 storey hotel</p>	<p>10. Suzie wants to study volcanoes. Where is the best place for her to move to?</p> <p>a. Hawaii c. Alaska b. France d. Egypt</p>

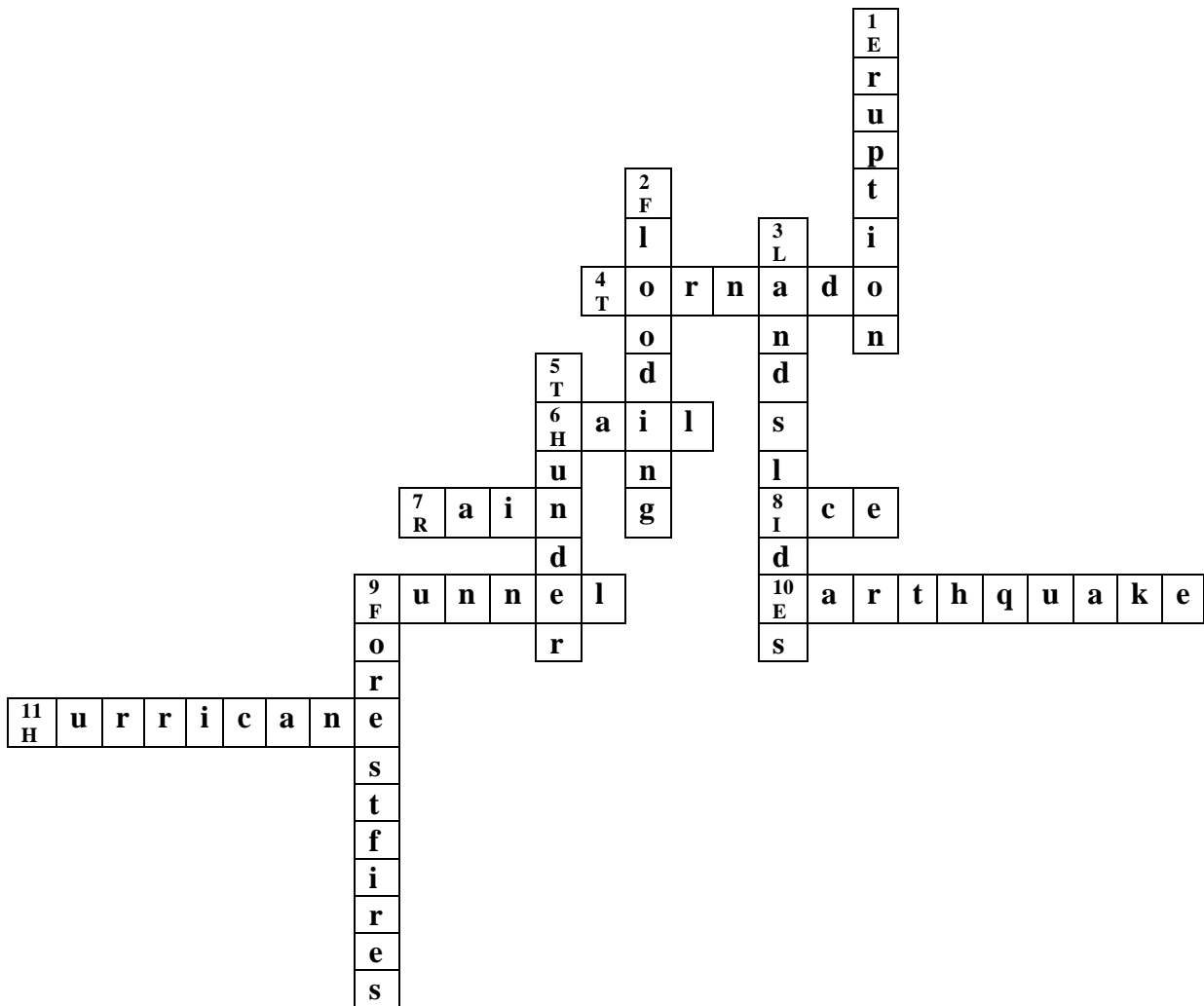
There are more volcanoes in Alaska, but the ones in Hawaii are more active. France has some extinct volcanoes in Auvergne but serious volcanologists will opt for Hawaii or Alaska.

Task 2: The Nature True or False Quiz (C2)

Read the following statements. Decide if they are true or false. Circle the right planet.

STATEMENTS	TRUE	FALSE
1. Hail is a type of precipitation that occurs during the summer.		
2. Lightning bolts occur during earthquakes.		
3. Tsunamis can be caused by earthquakes under the ocean.		
4. During a tornado the ground shakes with sudden movements.		
5. People have a lot of time to react during a landslide.		
6. Ash, steam, lava and gases come out of a volcano when it erupts.		
7. Another name for "hurricane" is a tropical cyclone.		
8. Thick ice forms on objects during freezing rain storms.		
9. Floods do not cause much damage to property in Canada.		
10. Most forest fires in Canada are caused by humans.		

On your Own... Do you remember



Across

4. spinning whirlwind
6. ice pellets that occur during summer storms
7. accumulates and sometimes causes floods
8. accumulates during freezing rain
9. high winds turning round and round
10. violent tremors of the Earth's crust
11. cyclone, typhoon

Down

1. explosion of ash, lava and steam
2. caused by heavy rain accumulation
3. clay-like soil that collapses suddenly
5. occurs during lightning storms
9. most of the time caused by people

On Your Own

Use your Student Booklet to find the answers.
What is the secret word down the middle?

V	_	O	_	L	_	C	_	A	_	N	_	O	_	E	_	S						
								H	_	A	_	I	L									
		E	_	A	_	R	_	T	_	H	_	Q	_	U	A	K	E	S				
						H	_	U	_	R	_	R	_	I	_	C	_	A	_	N	E	S
				T	_	O	_	R	_	N	A	D	_	O	_	E	_	S				
						R	_	A	_	I	N											
		L	A	_	N	_	D	S	_	L	_	I	_	D	_	E	S					
										F	_	L	_	O	_	O	_	D	S			
						T	S	_	U	_	N	_	A	M	_	I	_	S				
		S	_	T	_	O	_	R	_	M	S											
		H	_	E	_	A	_	V	_	R	_	A	_	I	N	S						
										Y												

The secret word is : _____

How can we prepare for Nature's Fury? (Draw a picture of what you could do.)

Bibliography

MELS Prototype, How do we shrink that footprint, 2009

Images from Google images.ca