

Intensive English as a Second Language

Primary, End of Third Cycle
(Grade 6)



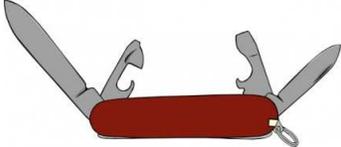
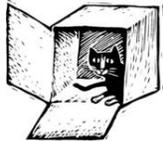
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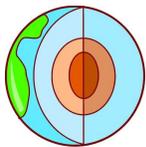
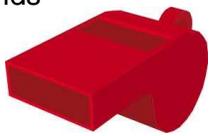
HOW CAN WE DEAL WITH NATURE'S FURY?

Student
Booklet

2011

Disaster Dictionary

<p>Bacteria: tiny organisms, or living things, that can cause disease</p> 	<p>First aid kit: a collection of supplies and equipment to use in giving first aid</p> 	<p>Sea: ocean</p> 
<p>Battery: cells that furnish electric current</p> 	<p>Flare: a luminous device often used for signalling</p> 	<p>Skyscraper: very tall building</p> 
<p>Behaviour: actions or reactions of a person or animal</p>	<p>Funnel: whirling wind in the shape of a cone</p> 	<p>Storm: atmospheric disturbance</p>
<p>To burst out: appear suddenly</p> 	<p>Ground: Earth's surface</p> 	<p>Swiss army knife: multi-tool knife good for camping</p> 
<p>Can opener: a device for cutting cans open</p> 	<p>Hailstones: balls or irregular lumps of ice</p> 	<p>To take cover: to hide</p> 
<p>Carelessness: to take insufficient care or attention; often implies negligence</p>	<p>Huge: enormous, very large</p>	<p>Thunder: loud noise after lightning appears</p> 

<p>Clay: a fine-grained, firm earthy material that is soft when wet and hardens when heated</p>	<p>To lay flat: to lay down on the ground</p> 	<p>Typhoon: hurricane</p> 
<p>Clothing: things that people wear on their bodies</p> 	<p>Lava: molten <u>rock</u> expelled by a <u>volcano</u></p> 	<p>Wave: a ridge or swell moving through or along the surface of a large body of water</p> 
<p>Crust: the exterior portion of the Earth</p> 	<p>Lightning bolt: electrical discharge within clouds or between clouds and the ground</p> 	<p>Whirlwinds: a rapidly rotating, generally vertical column of air, such as a tornado</p> 
<p>Cyclone: a violent rotating windstorm.</p> 	<p>Natural disaster: the effect of a <u>natural hazard</u> (e.g., flood, tornado, hurricane, volcanic eruption, earthquake, or landslide).</p>	<p>Whistle: small wind instrument for making whistling sounds</p> 
<p>Deaths: the termination or extinction of something</p> 	<p>Overflow: a situation observed on rivers when it rains too much</p> 	<p>World: the Earth</p> 
<p>Droplets: a tiny drop</p> 	<p>Sanitizer: disinfectant</p> 	<p>Worst: bad</p> 

Rubrics (C1)

Competency 1 Rubric To interact orally in English						
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 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.	

Self-Monitoring Grids

How am I doing?	Circle one.	Task 1: (C1) Disaster, Disaster, Disaster Trivia				
		I participate very often.	I participate regularly.	I participate sometimes.	I participate only when someone helps me.	I do not participate.
		Task 4: (C1) Disaster Riddles				
		I participate very often.	I participate regularly.	I participate sometimes.	I participate only when someone helps me.	I do not participate.
		Task 5: (C1) Get Prepared! "What would you bring in your backpack?"				
		I participate very often.	I participate regularly.	I participate sometimes.	I participate only when someone helps me.	I do not participate.

Task 2: The Nature True or False Quiz

Lightning Storms

Lightning storms are characterized by a lightning bolt followed by a flash of light and a roll of thunder.



Tornadoes

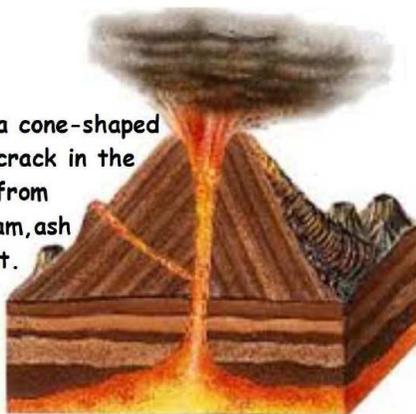
Tornadoes are whirlwinds shaped like a funnel that points towards the ground.

They are very destructive.

They can destroy everything on their path.

Volcanoes

Volcanoes are a cone-shaped mountain or a crack in the Earth's crust from which lava, steam, ash and gases erupt.



Earthquakes

Earthquakes or seismic activity are sudden movements of the Earth's crust.



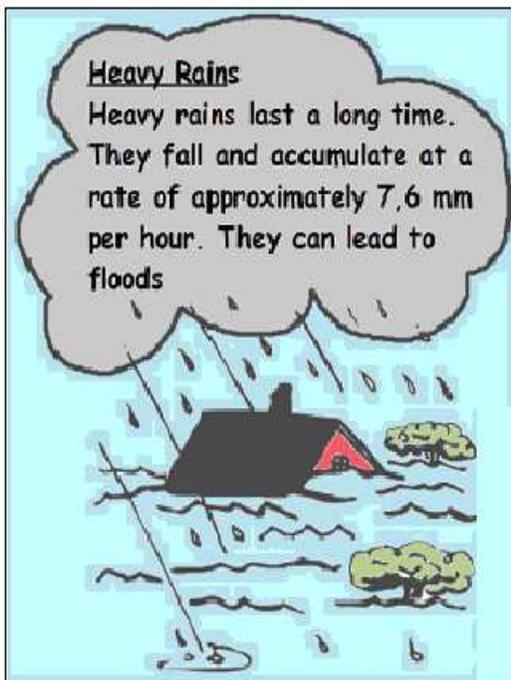
Forest Fires

Every year there are approximately 9,000 forest fires in Canada. Most of these fires are caused by the carelessness of humans. Some are caused by lightning.



Heavy Rains

Heavy rains last a long time. They fall and accumulate at a rate of approximately 7,6 mm per hour. They can lead to floods.



Floods

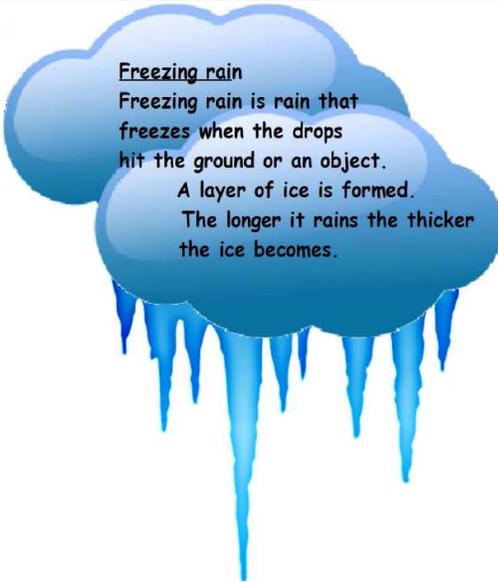
Floods are a natural disaster causing the most property damage in Canada. Floods occur when rivers and lakes overflow due to excessive rise of the water level.

Freezing rain

Freezing rain is rain that freezes when the drops hit the ground or an object.

A layer of ice is formed.

The longer it rains the thicker the ice becomes.



Hail

Hail is a type of precipitation in the form of ice that occurs during summer storms and can hit the the ground at 130 km/hour.



Hurricanes

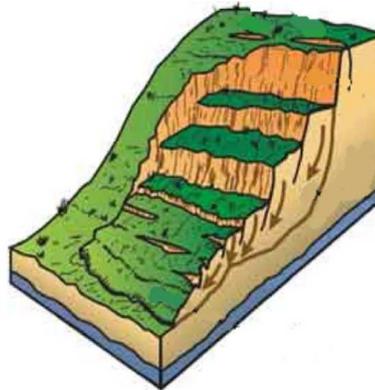
Hurricanes are enormous tropical storms. They can cause considerable damage. They are also called "tropical cyclones" or "typhoons".



Landslides

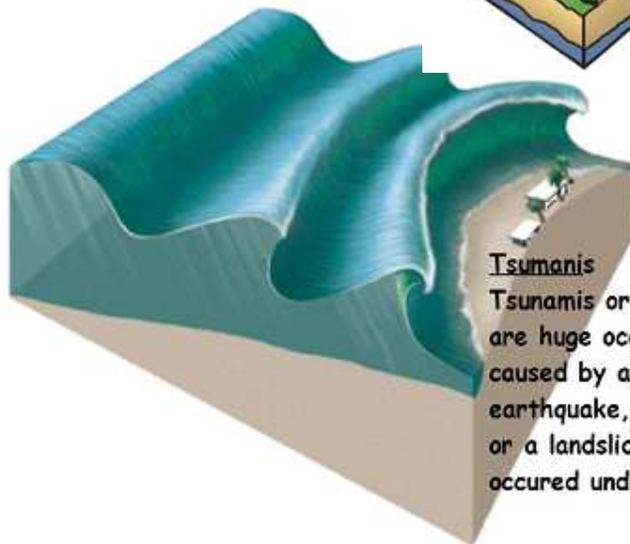
Landslides are movements of clay type soil saturated with water.

The ground movements occur rapidly and leave people very little time to react.



Tsumanis

Tsumanis or tidal waves are huge ocean waves caused by an earthquake, a volcano or a landslide that has occurred under the sea.



Safety Tips for Natural Disasters

Disasters strike all over the world.
Some disasters can even occur in Canada.

Here are some tips to help you prepare in case of an emergency.

1. Determine what you face and make a plan.

Think of the natural hazards you might face where you live. Also, consider other hazards that may not be "natural". These hazards can be events like toxic spills, plane crashes or train derailments.

2. Stay aware.

Keep an eye on the news especially if you are dealing with an earthquake, a hurricane, a tornado, a winter storm, an ice storm, or a heat wave.

3. Prepare a survival kit.

Think of all the supplies that you could need in the case of a natural disaster. Prepare two backpacks; one for the family car and one for your house.

Consider supplies in the categories of clothing, food, shelter, and safety.

Be prepared to dress in layers so you can add or remove clothing depending on the weather.

Pack non-perishable food items that are easy to eat such as protein or energy bars, meat jerky, and canned snack-sized fruit. Be sure to pack enough water.

Pack a sleeping bag with plastic ground cloths and tent for shelter, and pack some money for *both* kits.

Pack flashlights and a hand-crank radio for safety. Buy some glow sticks that can be used for temporary lighting and matches in a sealed container.

You can also consider other items such as duct tape and plastic sheeting material for windows if one breaks.

Place the kit in a place where you can grab it in case you need to leave in a hurry.

Don't forget your pets, and be sure to have enough food and water for them. You can prepare kits for your pets too! Be sure to include, a package of food, water, and anything else your pet would need in a safe, accessible place. Keep them all in a suitable pet-carrier so that you can grab it on your way out.

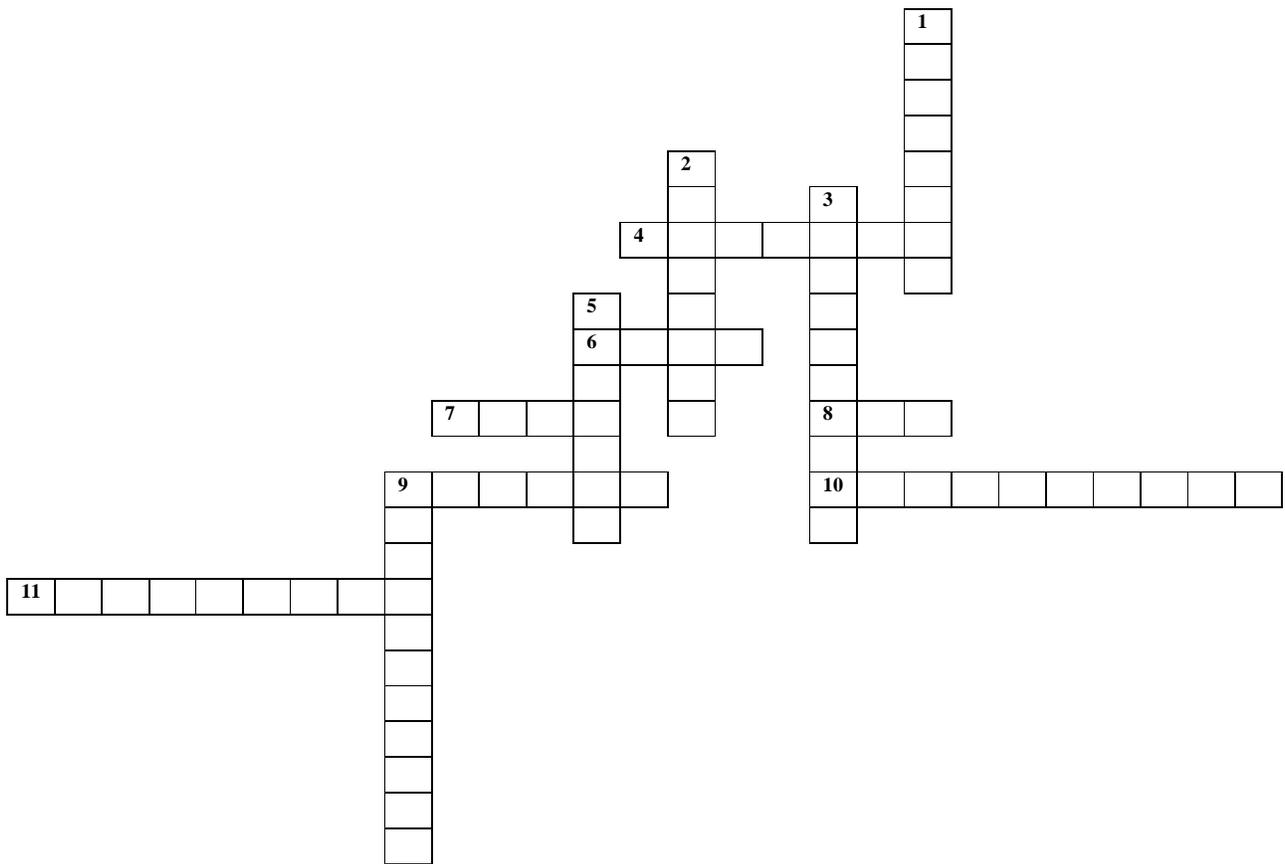


Task 2: The Nature True or False Quiz (C2)

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

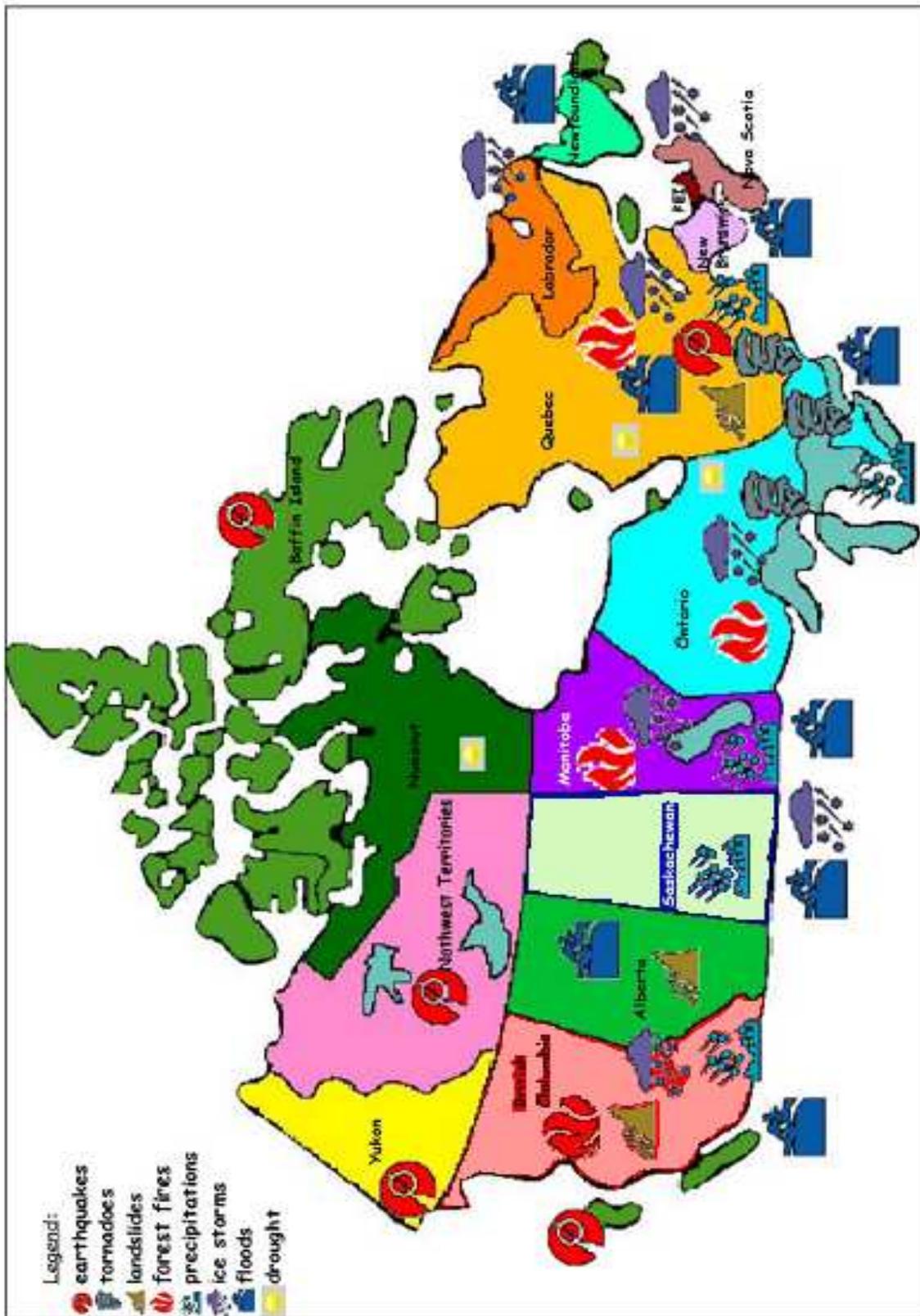
Down

- 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

Task 3: Natural disasters in Canada

(C2)

Look at the map of Canada. Read the legend and identify the natural disasters that are represented by the symbols on the map. Answer the questions on page 13.



1. In which Canadian provinces do people experience earthquakes?

2. How many provinces are endangered by forest fires?

3. Which provinces could receive heavy precipitations?

4. In which provinces could tornadoes occur?

5. In which provinces could there be ice storms?

6. Which provinces are in danger of flooding?

7. In which Canadian provinces do people experience long periods of drought (very dry weather)?

8. Name a province in which there could be a landslide.

9. In which province are natural disasters less likely to happen?

10. Which Canadian provinces are the safest?

Task 6: The Storm of the Century is coming to Quebec! Let's be Prepared! (C3)

One Friday afternoon, you arrive in class after lunch and everything is calm and normal. Suddenly, the weather gets very strange and scary. Big grey clouds cover the sky and it starts to rain. Eventually, the rain changes to freezing rain and the wind blows really hard. The electrical power in the school goes off. The school generator starts up. The principal announces on the intercom: "Attention to all students! It is now official! Quebec is under an ice storm ALERT! We must prepare! We must stay safe!"

Instructions:

Read the text "Safety Tips for Natural Disasters" on page 9 and using the information from the text and what was discussed in Task 5, write a text explaining (or describing):

1-How this situation makes you feel and the role you could play in your school during the emergency alert.

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

3-Once you are at home, the steps you could take with your family to better live safely through the ice storm.

4- Write an introduction and a conclusion.

5- Add a title.

Plan your text. Write down your ideas.

Introduction

I feel...

I can...

On my way home...

I help my family...

Conclusion

Write a Draft copy.

A large rectangular box containing 25 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box. At the bottom right corner of the box, there is a grey triangular graphic that appears to be a folded corner of the paper.

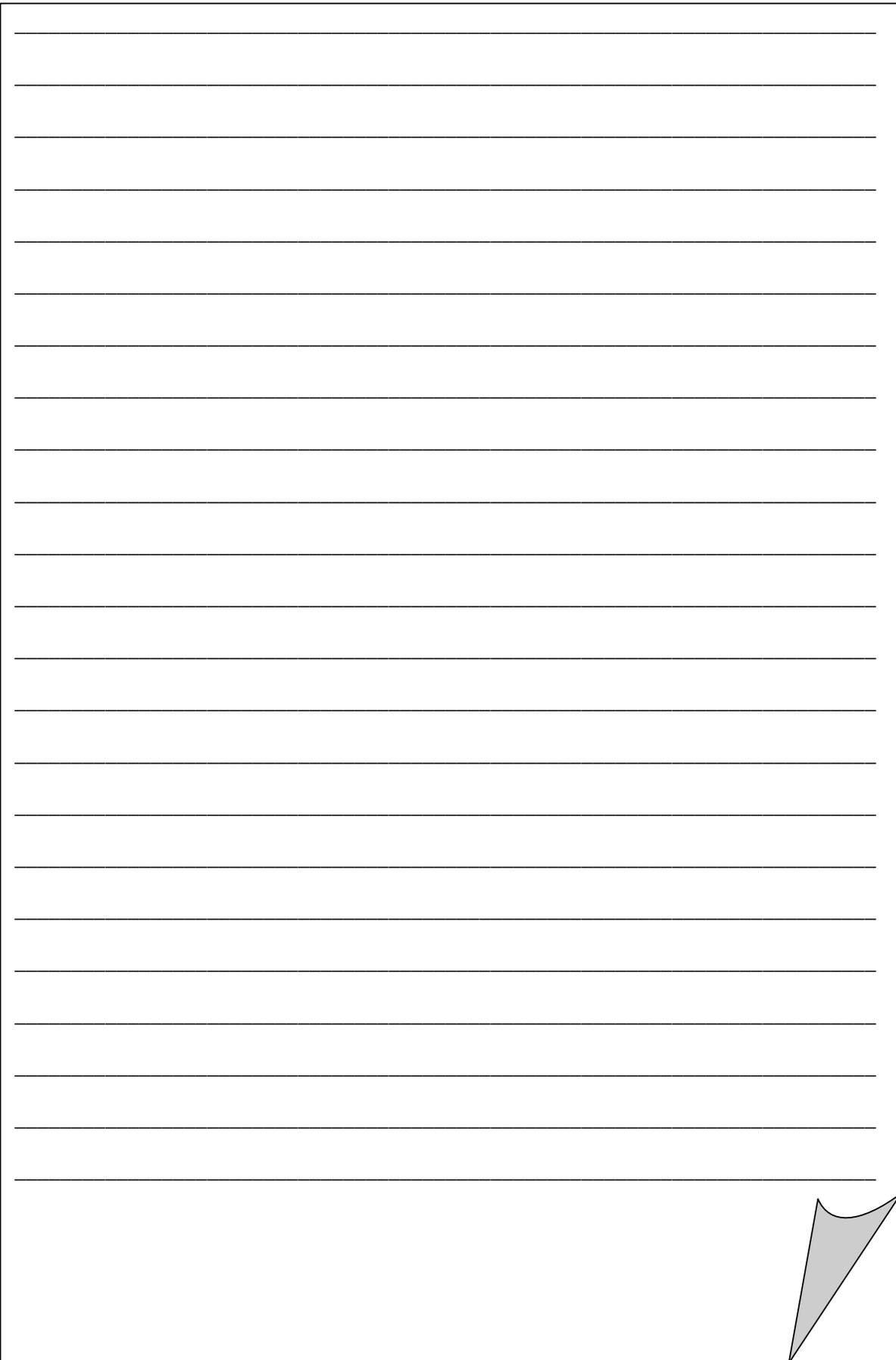
Revise your text. Use the checklist. Check the box next to the statement. 

I wrote about how this situation made me feel.	<input type="checkbox"/>
I wrote about the role I could play in my school during the emergency alert.	<input type="checkbox"/>
I wrote about how I could return home under these extreme, dangerous weather conditions.	<input type="checkbox"/>
I wrote about the steps I could take with my family to better live safely through the ice storm.	<input type="checkbox"/>

I checked my text for spelling mistakes.	<input type="checkbox"/>
My text has an introduction.	<input type="checkbox"/>
My text has a conclusion.	<input type="checkbox"/>
My text has a title.	<input type="checkbox"/>

Competency 3 Rubric To write texts						
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.
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.	OR My message is copied word for word from one of the texts I read.
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 .	OR My message is off topic .

Write a Final copy.



Images from Google images

On Your Own

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

V	___	L	___	___	___	O	___	S						
				H	___	I	L							
		E	___	R	___	H	___	U	A	___	E	S		
				H	___	R	___	I	___	___	N	E	S	
				T	___	N	A	D	___	___	S			
						R	___	I	N					
L	A	___	D	S	___	I	___	E	S					
										L	___	___	D	S
										___	A	M	___	S
										M	S			
										R	___	I	N	S

The secret word is: _____

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