



Teacher Directions: McBroom and the Big Wind Research: Hurricane or Tornado

This 2nd Research mini project is much easier than the previous “Island of the Blue Dolphins” research mini project.

- Try to let students do some of the work in groups and on their own.
- Have the students look for clues that most compare with which type of wind, hurricane or tornado, they think is in “McBroom and the Big Wind.”
- Once they make their decision, step in and help them put their evidence into words with the focused model writing.

Here are some tips while working through the sequence of this mini research project!

Text #1: Comparison Chart of hurricanes and tornados

- Reading the Text:** Have them scan the text and ask what type of text it is (*chart of comparison of hurricane and tornado*). Ask students how the text is organized (*look at the categories and also the categories of comparison and its purpose*) and then read the comparisons. Students can underline key ideas (differences).
- Asking Questions and Clarifying Understanding:** You might ask questions to clarify some vocabulary or phrases (**intensity, scale, counterclockwise, funnel-shaped**) but many details and unfamiliar vocabulary will be answered in subsequent texts.
- Filling in the process grid:** Students might not be able to identify evidence/clues, unless they have looked closely back at their text. They might summarize some interesting aspects of the chart on the process grid, but it may be necessary to move on to the next text before addressing most of the process grid except purpose and some summary.

Text #2a and 2b: Interesting facts about hurricanes and tornados

- Reading and Clarifying the Text:** Discuss the purpose of texts that list quick and interesting facts (*a fast way to learn as much as you can about a topic using a wide range of ideas about the topic*). Have students ask questions to clarify any misunderstandings and underline any facts that might help them identify what a hurricane/tornado does, how and where it starts.
- Asking Questions:** Have students underline any facts that might help them identify what a hurricane/tornado does, how and where it starts. Have them look for events that are similar to the story they read. (this is how they will begin identifying what the “Big Wind” was.

c. Filling in the process grid: Students will not be able to summarize each and every fact, but rather what the whole fact sheet is about (nutshell statement). Have students use facts that most help them answer the question.

Text #3: Challenging or Easy: What’s the Difference between a Hurricane or Tornado?

(Note: easier version describes one type of storm at a time, whereas the challenging text compares and contrasts the 2 storms throughout one text).

a. Reading and Clarifying the Text: Discuss the purpose of text – *(a compare and contrast text that includes text features, and more traditional expository text)*. Have students try to read the easier text by themselves, if this is the text you choose. Ask questions to clarify any misunderstandings and underline any **new** facts that might help them identify what a hurricane/tornado does, how and where it starts.

b. Asking Questions: Have students look closely at the photographs of each type of storm.

1. Which photograph shows a wider view? (hurricane) – How might this photograph been taken and from where? *(from a satellite or airplane- far above the earth)* What does this tell you about the size of a hurricane?

2. In comparison, how was the tornado photograph taken *(from the ground – maybe a mile away)*. How is it shaped and where does the funnel touch? *(the land straight below)*

3. Which picture do you think best describe the “The Big Wind” from the story? Why?

c. Filling in the process grid: Students will be able to summarize this text, add key details that help them answer the question and finally make connections to all texts.

Connections: How does each text connect with the others?	This simple chart showed basic differences between a tornado and a hurricane.	These lists added interesting information to tell me more unusual facts – helping me make more connections to the story.	This expository text added text features to help me really see what each type of storm looked like.
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Returning to the narrative text, “McBroom and the Big Wind”

a. Have students find evidence that will help them determine if the “Big Wind” was a hurricane or tornado.

Evidence From Research

Pg. # _____ Evidence: _____

This proves it is a _____ because _____.



- Instruct students to focus on the **setting** and **events** and that will help them determine it's a tornado.

Examples: “McBroom and the Big Wind” story **evidence** (bold) and *comments* (italics):

pg 360: **on the prairie** (*that's in the Midwest*).

pg 360: **farm** (*farms aren't normally by an ocean where hurricanes occur*)

pg 361: **illustration** (*shows flat land – just like the pictures of where tornados were*)

pg 362: **prairie winds have no manners at all** (*tornados jump around and are unpredictable*)

pg 367: **The sky turning dark and mean** (*tornados start as storms – dark cloud*)

pg 367: **The wind was howling and shrieking** (*tornados make this kind of loud noise – like a train coming*)

pg 367: **wolves, bears falling out of the sky** (*tornados throw things all over the place and leave them somewhere else*)

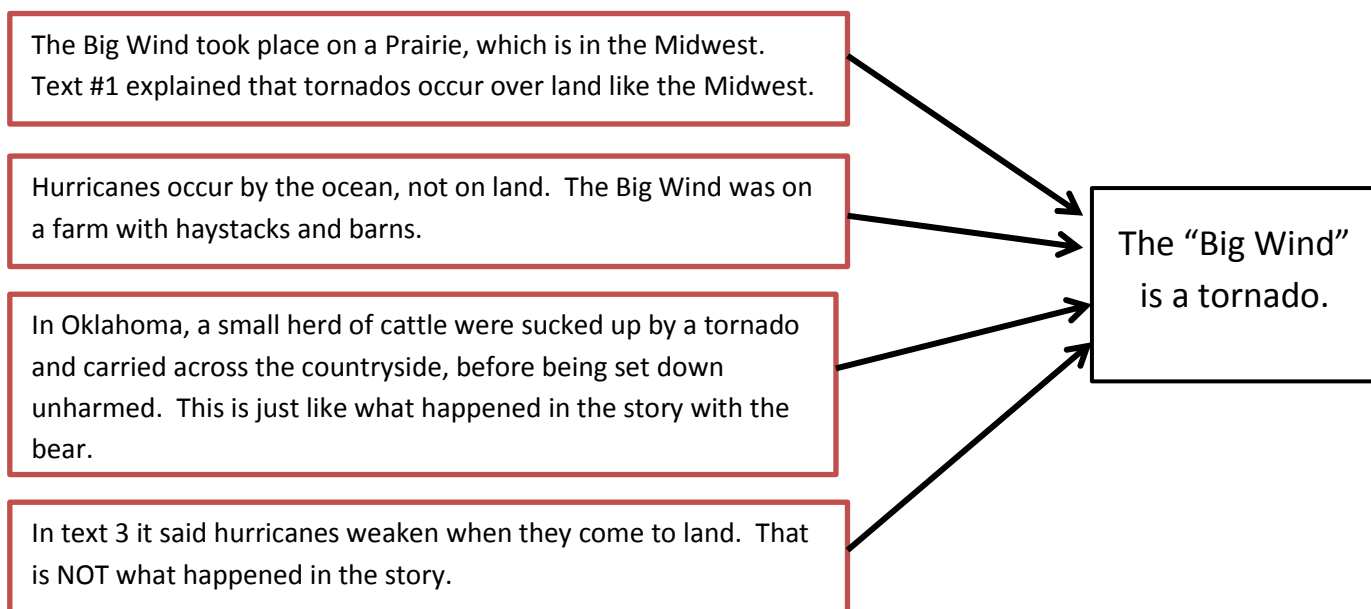
pg 370: **barns, haystacks** (*again – on a farm in the Midwest*)

pg 371: **Illustration** (*looks like the pictures of tornados*)

Creating a Multi-flow Map

Students will gather their evidence and create a multi- flow map with all their evidence (reasons) why they have determined what type of wind occurred.

(Sentences: It must be a ___ because __. *OR* It couldn't be a ___ because __.)



Writing to Explain your Answer

Work with students on creating a topic sentence to answer the question (right side of the multi-flow). Add evidence and support with explanations (comments) about the evidence – see examples in multi – flow. You can use a free map provided if needed.

Name _____	Explain or Inform: Prove your Answer	Date _____
Opening: What you think (your decision):		
<div style="display: flex; justify-content: space-between; align-items: center;"><div style="text-align: center;"> Reason</div><div style="border: 1px solid black; width: 80%; height: 60px;"></div></div>	<div style="display: flex; justify-content: space-between; align-items: center;"><div style="text-align: center;"> Reason</div><div style="border: 1px solid black; width: 80%; height: 60px;"></div></div>	<div style="display: flex; justify-content: space-between; align-items: center;"><div style="text-align: center;"> Reason</div><div style="border: 1px solid black; width: 80%; height: 60px;"></div></div>
<div style="border: 1px solid black; padding: 2px;">Comment on my Evidence</div> <hr/> <hr/> <hr/> <hr/>	<div style="border: 1px solid black; padding: 2px;">Comment on my Evidence</div> <hr/> <hr/> <hr/> <hr/>	<div style="border: 1px solid black; padding: 2px;">Comment on my Evidence</div> <hr/> <hr/> <hr/> <hr/>
Restate your decision: _____		