

Cut up strips. Tape in different areas of the classroom. Ss will collect all sentences. Following collection of all sentences have Ss put the sentences in order.

Application 1: Ss answer the following questions.

1. Where do hurricanes form?
2. How does a hurricane start?
3. Why is a hurricane called a heat engine?
4. How does a hurricane end?

Application 2: Ss discuss (or write) about personal experiences with a big storm, or hurricane if appropriate. .  
*Optional, Ss write about experience first, then read answer to group.*

Have you ever wondered how a **hurricane** was formed? Hurricane's are dangerous storms. The storms are large, some are 300 miles in **diameter**. These storms begin as smaller storms off the coast of **west Africa**.

A hurricane starts as a warm spot in ocean water. As the water heats up it begins to **evaporate**. This puts moisture in the air. The **moisture** rises high into the sky.

The higher the moisture goes up, the closer it comes to the **atmosphere**. In the atmosphere there are powerful winds. Sometimes these winds are hot and sometimes cold. The moisture in the air mixes with the high winds in the atmosphere and begins the storm.

The hot water from the ocean, mixed with the water in the air, and the fast winds starts a hurricane. The hurricane begins to get larger and larger as the heat, moisture in the air, and winds in the atmosphere power the storm.

Once a hurricane begins to start, it keeps building in power. That is because a hurricane is a heat **engine**. Heat allows it to become bigger and move faster.

As hurricanes move faster, the heat in the engine powers the winds. The winds in a hurricane are dangerous. The winds and warm water help to power the hurricane across the pacific

The hurricane can build up even more energy while traveling. It is a storm that cannot be stopped until the heat engine begins to break up. This will happen when the hurricane hits land or runs into cold water. This is how a hurricane is formed, quietly, over water, very far

## Running Dictation Instruction for teachers:

Materials: Pencil, Notebooks, Running Dictation Strips, Teams, Follow Up worksheet or question on the board when appropriate

### Procedure:

1. Review bold words from running dictation strips with Ss. These words are determined to be new, or difficult. Write word on board. Elicit from Ss the pronunciation. Ask Ss if they know the meaning of the word. If Ss do not know the meaning, or are unclear, present the meaning using a simple to understand definition, picture or action. Repeat for additional new words.
2. Place Ss in pairs. One Ss in the pair will write. One will run. Ask Ss to choose the job.
3. Show Ss a strip on the board. Tell Ss they must collect the sentences. Model by asking an Ss to be a partner. Tell Ss you will be the runner and they will write. Model running to the sentence, reading, and telling partner. Have partner model writing. Change jobs with partner, and have partner be the runner.
4. Model basic safety (no running, no pushing, no shouting, no jumping) quickly to ensure a safe activity.
5. Have Ss collect the sentences.
6. Following sentence collection proceed to application activity, follow additional instructions on worksheet.