

# Hurricanes FlipBook

Materials

2 sheets of paper

scissors stapler

staples

pen/pencil

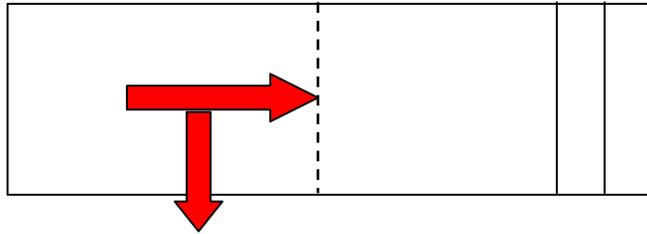
colored pencils

Directions

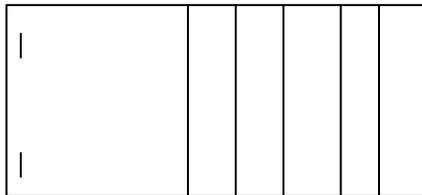
1. Fold the two sheets of paper long ways in half – fold.
2. Cut both pieces in half along the fold lines. Keep three of the strips – put the other to the side.
3. Stack the papers on top of each other.
4. Shift the papers over so that there is approximately one centimeter between each one.



5. At the middle of the stack, fold the papers under so that each tab is about a centimeter across.



Staple.



6. Label as follows.

 Hurricanes 	Names	Origins	Stages	Impact	Anatomy
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Above each term, write a detailed description of the concept. On the Anatomy tab, draw and label a hurricane cycle. Color.

Flipbooks (or foldables) are a great way for students to organize data and prepare for assessments. (No more boring notes!!!!) For more color, use colored paper – neon colors work especially well!!!!

### **Correlated Literature (with Lexiles) (Audio capable)**

*(All literature can be found on the Galileo website.)*

Address to the Nation on Hurricane Andrew Disaster Relief September 1, 1992. (2001). *American Reference Library - Primary Source Documents*, 1. (Lexile – 1050) (Audio capable)

EYE OF THE STORM. (cover story). (2008). *Current Events*, 108(3), 4. (Lexile – 970) (Audio capable)

Skelton, R. (2002). FLYING INTO THE EYE OF A...Hurricane!. *National Geographic World*, (323), 22. (Lexile – 970) (Audio capable)

### **Common Core**

**L6-8RST1:** Cite specific textual evidence to support analysis of science and technical texts.

**L6-8RST7:** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

**L6-8WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

### **Georgia Performance Standards**

**S6E4. Students will understand how the distribution of land and oceans affects climate and weather.**

- a. Demonstrate that land and water absorb and lose heat at different rates and explain the resulting effects on weather patterns.
- b. Relate unequal heating of land and water surfaces to form large global wind systems and weather events such as tornados and thunderstorms.
- c. Relate how moisture evaporating from the oceans affects the weather patterns and weather events such as hurricanes.