PROGRAM OVERVIEW

4th and 5th grade students explore the power of wind in hands on activities exploring weather, the benefits of wind energy, the destructive power of wind, and how building design and engineering affect the ability of a structure to tolerate increasing wind levels that may accompany a hurricane. Wind energy kits provide materials for students to test the amount of energy they can generate and how they can alter that with size, shape and number of blades on a windmill apparatus. Students can also test how much weight can be lifted by the apparatus and how blade parameters alter this. Additionally, students use recycled materials to design a "structure" and attempt to improve upon its ability to withstand increased wind levels (aka fan speed levels). You can require students to "purchase" materials within a set budget or simply provide access to a variety of recycled materials and tape.

Students will read and track character development in Roland Smith’s Storm Runners. This book has an AR level of 4.5 but is filled with rich vocabulary and real world happenings that would make it appealing even to 6th grade students. This is the first book in an exciting trilogy that takes place in central FL – essentially in our own backyard. Students will answer FSA style questions and explore alternate endings to the novel. Also, students will make a prediction about how the next book begins by writing their version of the first chapter. I prefer to have students peer review this work as there is no real right or wrong answer.

Students will research and budget contents of a hurricane survival kit or “Go Bag” as referenced in the book. My students took it upon themselves to turn this into a service project and funded Go Bags for an area senior citizen assistance group – VISTE. They raised funds by writing to area businesses and developing school-wide fundraisers. Your students could simply price out Go Bags as a math activity or raise funds and create them for area citizens in need.

OVERALL VALUE

We live in an area where hurricanes can prove deadly, yet most of us have become complacent due to the lack of recent widespread impact. This book is exciting and engaging but also makes students aware of some of the hazards of storms that could reasonably be experienced here. My students worked in pairs to tackle the FSA style questions – learning how to analyze content and gaining familiarity with question formats. Each student took the AR test at the end which provides independent demonstration of comprehension.

The opportunity for students to work hands on – designing and analyzing test results, making revisions, and understanding connections is incredibly valuable. The students are in control – there is no prescribed activity for them to follow. You provide the materials, but they do the work by deciding how and what to test, what to change, and/or that changes’ effects. Rarely in the real working world will they be given an exact list of steps to follow, rather there is a problem, here’s what we have to work with, and how can we improve our situation.

STEM activities that combine multiple disciplines with real world connections are more engaging to students. The relatable characters in this book will encourage your students to “buy in.” My students begged to take the books home – they didn’t want to have to wait until the next class period to finish. Studying wind in isolation of the connection to hurricanes would not have had the same impact on students. Using a multidisciplinary approach to learning combined literary elements from the
“Storm Runners”

book, scientific studies of wind energy and weather, engineering of a wind safe structure, marketing and management of a fund raising campaign (combining artistic creativity and financial and math strategies), which culminated in a very successful community service project.

Students also learned how interdependent things are in the real world - need, necessity, funding, organizational strategies, weather, and other natural circumstances in which we have no control.

LESSON PLAN TITLES

• Storm Runners- Ready, Set, Go!
• Weather You Like It or Not
• Go Bag

MATERIALS
See individual lesson plans.

ABOUT THE DEVELOPER

Mrs. Kuhlman is the Teacher of the Gifted at Highland City Elementary; she has also taught kindergarten, 1st grade, and 5th grade science at Stephens Elementary.

She graduated Summa cum laude from Warner University with a Bachelor’s in Business Management and obtained an Engineering and Technology in Advanced Manufacturing degree from Polk State Corporate College.

She participated in the district’s Alternative Certification in Education 3 year program to become a certified teacher and completed multiple courses in Gifted Education to be certified to teach Alpha students.

She has received multiple grants that have funded a variety of opportunities for all students at her school: aquaponics, hydroponics, raised bed gardening, and vertical planters that surround an outdoor classroom, Tivitz, the Tampa Bay Lightning STEM program, and financial literacy initiatives. She is passionate about teaching students real world connections and tries to instill in them a love for learning. She was chosen by the National Science Foundation as one of 10 teachers in the U.S. to do 6 weeks of scientific research at the National MagLab for summer, 2016. She has been awarded an adapter grant previously, but this is her first time as a developer.
**SUBJECTS COVERED**
ELA

**GRADES**
Four - Six

**OBJECTIVES**
Students will...

- read *Storm Runners* and answer questions that have been prepared in a FSA format.
- map character development (either with a cartoon depiction of the character as he/she develops or as a running list of character changes) citing text evidence.
- discuss unfamiliar vocabulary.

**MATERIALS**
- *Storm Runners*
- FSA style questions
- paper for character development
- notebook paper or computers for subchapter

**VOCABULARY**
- explicit / inexplicit
- drawing conclusions
- literary elements
- fluency
- persuasion
- idea development
- organization
- plot
- setting
- character development
- rising action
- falling action
- problem-resolution
- perspective
- format

**SUNSHINE STATE STANDARDS**
(Language Arts/Math)
RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**DIRECTIONS**
Students will read the first book of the trilogy *Storm Runners* by Roland Stephens.

Students will also answer questions that have been prepared in a FSA format. Students will map character development (either with a cartoon depiction of the character as he/she develops or as a running list of character changes and text evidence) and discuss unfamiliar vocabulary.

**ACCOMMODATIONS**
ESE students can be provided a limited number of questions to answer, a partially prefilled in character map, and/or can read in pairs or small group.

**EVALUATION/ASSESSMENT**
Students will analyze the style of the text and write a *Storm Runners* subchapter adding themselves to the story. They will need to maintain the original style by writing in third person and must maintain the original plot. Chase can't be killed and the hurricane must hit.

The next book in the *Storm Runners* series is *The Surge*. Before the student reads this sequel, they will predict and write out their version of the first page.

**EXTENSION**
https://educationcloset.com/2017/05/01/tunnel-books-arts-integration/
Tunnelbooks – this is an exciting arts integration you could use to have students retell the story in a visual manner using foreground, middle ground, and background. This is a 3D project that will blow your students away.

★★★★
“Storm Runners” Cynthia Kuhlman
Lesson Plan No 2: Weather You Like It or Not

■ SUBJECTS COVERED
STEM, ELA

■ GRADES
Four - Six

■ OBJECTIVES
Students will answer...

… How are changes in weather related to different landforms/climate zones?

… How is data used to predict and track weather?

… How can I construct/design structures to withstand natural disasters?

Students will understand...

… The shape of a structure is directly related to the strength of the structure.

… The environment of a particular area affects the weather that area will have.

SC.5.E.7.4 Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.

SC.5.E.7.3 Weather Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.

SC.5.E.7.5 Recognize that some of the weather-related differences such as temperature and humidity are found among different environments, such as swamps, deserts, and mountains.

SC.5.E.7.6 Climate Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation and proximity to bodies of water.

SS.5.G.1.4 The World in Spatial Terms Construct maps, charts, and graphs to display geographic information

SS.5.G.3.1 Environment and Society Describe the impact that past natural events have had on human and physical environments in the United States States through 1850.

Language Arts

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Math

5.G.3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.


5.NF.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. Sunshine State Standards: (Other Content areas)

■ MATERIALS

• Storm Runner Series by Roland Smith
• Science text
• Internet
• Box Fan
• variety of building supplies (cardstock, cardboard, tape, paper towel rolls, shims, optional - building blocks)
• wind energy kit - kidwindproject
• Climate Cubes - (or alternative anemometer)
• Building blocks (Lego style)
Students will engineer and build a simple structure using foil, popsicle sticks, etc., to support 20 pennies and race down a “lake” (storage container) understanding how weight distribution and wind speed can affect movement.

Students will study wind energy as an alternative fuel supply using various research methods. Students will make predictions, explore how fan length affects energy generated, and summarize their learning. Depending on time, there are a variety of wind exploration projects on kidwindproject.

Students will explore Earth’s place in space, how gravity and energy influences the formation of the galaxies, how humankind’s need to explore continues to lead to the development of knowledge and understanding of our Solar System.

Students will read the first book of the trilogy *Storm Runners* by Roland Smith to see how changes in the environment can affect daily lives (ELA component detailed in Lesson 1). Students will also explore earth’s systems and their patterns. This will include the interactions among water, air and land. Students will examine how air temperature, barometric pressure, humidity, wind speed, and direction, and precipitation determine the weather in a particular place and time.

Students will engineer and sketch a wind safe structure. Students will then build the structure using a few inexpensive materials. A simulated hurricane (fan on high setting) will take place and the buildings will be tested for structural integrity – rubric attached. Students will then summarize and reflect on the results of the experiment.

Directions are intentionally vague – the STREAM part of this project can be expanded easily with the materials provided – classes are limited only by time.

**VOCABULARY**

- water cycle
- phase
- precipitation
- condensation
- evaporation
- temperature
- humidity
- weather
- air pressure
- rain
- snow
- hail
- sleet
- barometer
- hygrometer
- rain gauge
- anemometer
- wind vane
- two-dimensional
- three-dimensional
- edge
- face vertices
- pyramid
- prism
- solid figure impact
- physical environment
- natural disaster

**DIRECTIONS**

Each student will draw their interpretation of “wind” using a variety of art supplies. Students will use the Climate Cubes to learn about how weather relates to climate, what an anemometer measures, and how barometric pressure and wind speed can affect us.
**SUBJECTS COVERED**
STEM, ELA

**GRADES**
Four - Six

**OBJECTIVES**
Students will...

...understand that the use of emergency plans and preparedness for severe weather helps save lives.

...create a budget and research Go Bag contents based on various recommended lists and brainstorming.

...use Scholastic's simulation http://www.scholastic.com/rolandsmith/game/

...research and prepare a proposed list of supplies for a "Go Bag" for VISTE's clients that are on a list to go to shelters. Students will be provided a budget, but will be required to search for suggested items and potential donors. VISTE is a local organization that assists the elderly in our community. This is the service project my students opted to make reality, alternatively, students could research and budget contents of a Go Bag and develop criteria for who might need one.

**MATERIALS**
- computers
- internet

**VOCABULARY**
- emergency
- shelter
- “go bags”
- disaster
- necessities
- toiletries
- comfort items
- budget
- donors
- fund raising

**SUNSHINE STATE STANDARDS**
(Language Arts/Math)
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

5.NF.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5.NF.1.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

5.NBT.2 Perform operations with multi-digit whole numbers and with decimals to hundredths.

**DIRECTIONS**
Students will research and prepare a proposed list of supplies for a "Go Bag" for VISTE's clients that are on a list to go to shelters or whatever group you determine. Students will be provided a budget, but will be required to search for suggested items and potential donors. VISTE is a local organization that assists the elderly in our community.

This is the service project my students opted to make reality, alternatively, students could research and budget contents of a Go Bag and develop criteria for who might need one.

**ACCOMMODATIONS**
Students will work in collaborative groups pairing struggling students with more successful ones.

**EVALUATION / ASSESSMENT**
Students will self-assess and peer assess on their level of participation and success of project.

**EXTENSION**
Students can visit: http://stormstruck.org/ and do the activity - Storm Struck - A Tale of Two Homes.
Storm Runners
Smith, Roland
AR Quiz No. 142519 EN Fiction
IL: MG - BL: 4.5 - AR Pts: 4.0
AR Quiz Types: RP, VP
Rating: ★★★★

Thirteen-year-old Chase Masters and his father are storm runners, learning more on the road than he would in school. Chase is tested in ways he never could have imagined when he and a new friend are caught in a hurricane near St. Petersburg. Book #1
# Materials Budget

<table>
<thead>
<tr>
<th>SUPPLIER</th>
<th>ITEM DESCRIPTION</th>
<th>COST</th>
<th>QUANTITY</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amazon</td>
<td>Storm Runners by Roland Smith</td>
<td>5.39</td>
<td>25</td>
<td>134.75</td>
</tr>
<tr>
<td></td>
<td>download <a href="http://www.scholastic.com/rolandsmith/game">http://www.scholastic.com/rolandsmith/game</a></td>
<td>0</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>vernier.com</td>
<td>KidWind Basic Wind Experiment kit</td>
<td>109.00</td>
<td>3</td>
<td>327.00</td>
</tr>
<tr>
<td>Amazon</td>
<td>Scientific Explorer Climate Cubes kit</td>
<td>18.57</td>
<td>5</td>
<td>92.85</td>
</tr>
<tr>
<td>Amazon</td>
<td>Lasko #3723 20 inch Premium Box Fan 3 speed</td>
<td>33.99</td>
<td>2</td>
<td>67.98</td>
</tr>
<tr>
<td>Amazon</td>
<td>Hefty Under Bed Storage Container, 52 quart</td>
<td>22.44</td>
<td>2</td>
<td>44.88</td>
</tr>
<tr>
<td>Amazon</td>
<td>Nelson Wood Shims PSH6/Shims in Poly Bag</td>
<td>5.83</td>
<td>3</td>
<td>17.49</td>
</tr>
<tr>
<td>PCSB Warehouse</td>
<td>Case of copy paper</td>
<td>26.00</td>
<td>2</td>
<td>52.00</td>
</tr>
<tr>
<td>Amazon</td>
<td>Bucket of building bricks - 600 pc bulk blocks with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Roof pieces - tight fit and compatible with all brands</td>
<td>22.87</td>
<td>2</td>
<td>45.74</td>
</tr>
<tr>
<td>Wal Mart</td>
<td>Reynolds Heavy Duty Foil (2 pack)</td>
<td>12.93</td>
<td>1</td>
<td>12.93</td>
</tr>
<tr>
<td>Wal Mart</td>
<td>Georgia Pacific White Cardstock</td>
<td>4.49</td>
<td>1</td>
<td>4.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Cynthia Kuhlman</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Highlands City Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subtotal</th>
<th>800.11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax if applicable</td>
<td></td>
</tr>
<tr>
<td>Shipping if applicable</td>
<td></td>
</tr>
<tr>
<td>TOTAL BUDGET AMOUNT</td>
<td>$800.11</td>
</tr>
</tbody>
</table>
“Storm Runners” Cynthia Kuhlman
Rubrics

Activity:
Building the tallest, safest structure that can withstand forces acting upon it (hurricane).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Beginning</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>Testing was unorganized and students were not focused on the task.</td>
<td>Students followed some of the directions for testing.</td>
<td>Students followed all of the instructions.</td>
<td>Students followed all of the directions and instructions and went beyond expectations.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Only one of the team members did the design and testing.</td>
<td>Most of the team members worked together on the design and testing.</td>
<td>All members participated in design and testing.</td>
<td>All members of the team participated in the design and testing and worked well together.</td>
</tr>
<tr>
<td>Understanding</td>
<td>Students did not understand the goal of the activity.</td>
<td>With guidance students began to understand how to build a tall, strong, safe structure.</td>
<td>Students understood the goal of the activity and were able to build a structure that was safe, tall and strong.</td>
<td>Students met the goal of the activity and went beyond expectations in building a tall, strong, safe structure and understanding how wind affects structures.</td>
</tr>
</tbody>
</table>

*Teacher Comments:*
“Weather” You Like it or Not!

**Literal and Inferential Questions: Round One**

After you have read pages 1-43, circle the best answer.

1. According to Chase’s father, what is the cause of his being struck by lightning?
   a. Chase’s irresponsible behavior
   b. fate
   c. holding a nail gun

2. Why does Chase believe Tomás is worth five men?
   a. hard worker
   b. loyal to Chase’s Dad
   c. fast worker

3. What does the author imply with the phrase, “the word fate . . . one of those little words with a big meaning?”
   a. fate is important
   b. fate is complex
   c. fate is interesting

4. From where did Hurricane Emily originate?
   a. Ethiopia
   b. Atlantic Ocean
   c. Sahara Desert

5. What does the author infer with this passage. . .“but right now, sitting three feet apart, they might as well have been in separate solar systems.”
   a. He felt disconnected from his father
   b. He wanted to be disconnected from his father
   c. He knew he would never be friends with his father again.

6. Tomás “was a building machine” is an example of which literary device?
   a. simple
   b. metaphor
   c. oxymoron

7. How would you describe Chase?
   a. serious, reflective, strong
   b. serious, moody, strong
   c. cautious, moody, serious
8. What is unique about the setting at Arturo’s place?
   a. surrounded by electrified fencing
   b. circus animals are living there
   c. fifty guard dogs

9. What is the name of Chase’s father?
   a. Mark
   b. Paul
   c. John

10. Using the passage on p. 21 ¶3, determine the author’s opinion regarding people owning exotic pets.
    a. for
    b. for it with some doubts
    c. against

11. Infer why Chase is beginning to like the farm, choose the best answer?
    a. he is interested in the circus animals
    b. he enjoys home cooking because he rarely gets it
    c. he is interested in Nicole

12. How does the author compare the theme of “Fate” with the birth of Pet’s calf?
    a. each are important to Chase
    b. they are both unpredictable
    c. each of them cannot be anticipated or planned out

13. “Pachyderm problems” is an example of what literary device?
    a. hyperbole
    b. alliteration
    c. simile

14. Conclude, which characteristics best describe Momma Rossi.
    a. wise, mysterious, old, caring, stern
    b. wise, superstitious, old, clever
    c. wise, clever, old, beautiful, dark

15. What is one of the reasons the author use *italics*?
    a. foreshadow what is ahead
    b. flashback previous experiences
    c. explain sensory details
16. When Marco finds Chase in the container the words that best evaluate the tone are...
a. angry and concerned
b. suspicious and stern
c. warm and welcoming

17. What is the significance of Chase’s Dad and Tomás helping wealthier families prepare for the storm?
a. shows they care about others
b. shows they’re true intentions
c. shows they are strong and helpful

18. How fast do winds have to be to constitute a Category Four hurricane?
a. 130 mph
b. 135 mph
c. 35 mph

19. Why does Chase carry the backpack everywhere he goes?
a. his Dad insists
b. emergencies
c. holds pictures of his Mom and sister

20. How are hurricane names chosen?
a. ABC order for each season
b. meteorologists’ family names
c. famous astrologers

21. This story consists mostly of...
a. characters who drive the storyline
b. multiple plots and themes
c. first person point of view

22. What is the author’s purpose in having the character of Arturo be a “little person”?
a. to inform
b. to persuade
c. to explain
Examining and Analyzing Question Types
It is a fact that if you better understand the type of question you are being asked you can better understand how to answer. Read on about two question types.

**Literal Questions**
Nickname: Right There Questions because you can find their answers “right there” in the text.
a. a general question that directs you back to the text
b. an introductory or exploratory question related to a topic that is easy for you to locate in the text
Examples:
How many bears are there in the story of Goldilocks?
What do the bears eat for breakfast?
Whose bed is “just right”?

**Inferential Questions are:**
Nickname: Think Questions because you must reread and think about the text.
a. a question about specific content, theme, or main idea
b. an inquiry that challenges to examine a central position
c. a request to interpret or explore a passage in the text
d. a "how...?" or "why...?" question
e. a challenge to compare and contrast characters, motivations, descriptions, tones, theme, etc.
f. an examination of vocabulary or interesting phrases
Example:
How many crimes did Goldilocks commit?
Why did Goldilocks always like baby bear’s things?
What does “just right” mean?

**Activity**
1. Review and analyze all of the questions in Round One: Which questions are literal and which ones are inferential?
2. With a pencil, record an L or I next to the number of the question.
3. Combine efforts with a partner and compare and contrast answers.
4. With a pen, record the final decision over the penciled answer.
5. Be prepared to share in the whole group discussion.
6. After whole group discussion, go back to pages 15-18, Literal and Inferential
Sequence and Summarize
1. Read pages 44-77.
2. Outside of the ladder, list the important events in short phrases, like titles.
3. Decide if any of the events should be combined or dropped.
4. Place numbers, one – eight, next to the events in chronological order. You may add no more than two rungs to the ladder.
5. Write the events using the short phrases on the ladder in chronological order.
6. Use the events to write a summary of this section.

Characterization Connections
Sometimes the best way to remember story characters and their characteristics is to compare them to people we personally know or people in a favorite or well-known movie, TV show, or song. In this way the characters become more real and more memorable; this helps your comprehension, which will in turn help you answer the “test” questions.

Read pages 78-109.
Record the name of a person that has a connection to the Storm Runners characters and explain the connection using details. Use another sheet of paper if needed.

Chase Masters reminds me of ____________________________________ because ____________________________________________________________

Tomás reminds me of ______________________________________ because __________________________________________________________

John Masters reminds me of ______________________________________ because __________________________________________________________

Momma Rossi reminds me of ______________________________________ because __________________________________________________________

Nicole Rossi reminds me of ______________________________________
because______________________________________________________
*Rashawn* reminds me of ______________________ because
________________________________________________________________
*Cindy* reminds me of __________________________
because____________________________________________________________
Richard Krupp reminds me of __________________
because____________________________________________________________

**Literal and Inferential Questions: Round Two Read pages 44-109.**
1. Interpret why Chase asks his Dad about the family photographs?
   a. he saw the Rossi family’s pictures
   b. misses his mom and sister
   c. nostalgia

2. What overall impression is given about Dr. Krupp?
   a. serious
   b. knowledgeable
   c. friendly

3. Why is Emily more dangerous than other hurricanes from the past?
   a. high winds
   b. high speeds
   c. hail and ice

4. How does author suggest reporters behave when reporting a disaster?
   a. act somewhat silly
   b. are reckless
   c. want to be in the middle of the action

5. What does the word “erratic” mean on p. 52?
   a. unstable
   b. unpredictable
   c. predictable

6. John Masters character consists mostly of a man who is...
   a. strong, handsome, confident
   b. handsome, wholesome, prepared
   c. haggard, brave, handsome
7. Determine what does “trie” means to Chase?
   a. a lie
   b. a half-truth
   c. the truth and nothing but the truth

8. Analyze why Chase chose to step on the bus when his “gut” told him not to.
   a. easier to not argue with the principal
   b. students made fun of him
   c. watch out for Nicole

9. What literacy device is used on page 68, ¶3?
   a. foreshadowing
   b. metaphor
   c. flashback

10. Determine the tone on the bus when there are only three riders left?
    a. frustration
    b. fear
    c. excitement

11. What does the author demonstrate by the simile “like a torpedo”?
    Choose the best answer.
    a. the speed
    b. the force
    c. the depth

12. What is the significance of Nicole’s powerhouse swimming skills to the conflict of the story?
    a. useful in the water surge
    b. attractive to Chase
    c. creates her own identity

13. According to Chase, what are the two important characteristics to have in a crisis?
    a. backpack and GPS
    b. hope and humor
    c. humor and heightened awareness

14. Determine the best synonym for the word anomaly.
    a. regularity
    b. abnormality
    c. sensitivity
15. Use the passage on p. 92 to explain what a devil’s advocate is?
   a. a person who changes the subject and brings the conversation back to themselves.
   b. a person who is always negative and wants the worst to happen.
   c. a person who challenges others with the worst case scenario.

16. What literary device is used on p. 93?
   a. hyperbole
   b. irony
   c. simile

17. Identify the tone set by the “alligator adventure”.
   a. scary and frustrating
   b. light-hearted and hopeful
   c. scary and sarcastic

18. Decide which of these statements the author would agree with regarding reporters.
   a. Reporters are useful in a crisis.
   b. Reporters enjoy being in a crisis.
   c. Reporters can be detrimental in a crisis.

19. How does the author use the poem “The Road Not Taken” by Robert Frost?
   a. character development
   b. tone development
   c. plot development

20. How does the phrase, “stare in horror” help the reader better understand the story?
   a. predicts events
   b. describes setting
   c. defines characterization

21. What does the author imply in this passage, “just once in my life I would like to see a reporter, or talking head, with an half-hour time slot to fill, say, ‘sorry folks, we don’t have any news worth reporting tonight. . . check back with us tomorrow . . .’”
   a. he wishes there was no news to report
   b. he wishes the news that is reported is authentic
   c. he wishes reporters would be honest
22. The author’s purpose of “killing off” the bus driver is to...
   a. change the mood  
   b. character development  
   c. continue the conflict

23. Which page has rich sensory details that help you picture the event.
   a. page 82  
   b. page 86  
   c. page 104

24. Which characteristics **best** describe Nicole?
   a. thoughtful, smart, sassy  
   b. strong, wise, thoughtless  
   c. strong, bold, thoughtless

25. Draw conclusions about what will happen to Rashawn.
   a. She will drown  
   b. Nicole will save her  
   c. She will save herself

26. Which themes are most accurate in describing the novel?
   a. courage and fear  
   b. trust and commitment  
   c. fate and perseverance

27. What does the prefix “im” mean in the word impassable on p. 109?
   a. below  
   b. able  
   c. not
Writing Connections

What Would You Do?
Now that you have finished the story and you really understand the style of the text, write a *Storm Runners*’ subchapter adding yourself to the story.
Remember that you need to maintain the original style by writing in third person and you must maintain the original plot. Chase can’t be killed and the hurricane must hit.

Before you begin writing the subchapter, answer these questions on a separate piece of paper or in a journal:
✓ How long will your subchapter be?
✓ Where will you enter the story, What time heading?
✓ What version of yourself will you like to be? The age you are now? Ten years older? Fifty years older?
✓ Which characters will you interact with?
✓ What types of literary devices will you use?
✓ How will the reader get to know your characteristics? Show or Tell?
✓ Why are you in the story? Will you create more conflict or help Chase solve the one he already has?
✓ Do you enter the story alone or does someone come with you? (no more than one additional person besides yourself?)
✓ How will you exit the story?

*The Surge*: Page One
The next book in the *Storm Runners* series is *The Surge*. Before you read this sequel write out your version of the first page. Use nor more than two more sheets of paper if needed.
Round One:  
1. B  
2. C  
3. B  
4. A  
5. A  
6. B  
7. A  
8. B  
9. C  
10. C  
11. C  
12. C  
13. B  
14. A  
15. B  
16. C  
17. B  
18. A  
19. B  
20. A  
21. A  
22. A  

Round Two:  
1. B  
2. A  
3. B  
4. C  
5. A  
6. A  
7. B  
8. C  
9. A  
10. B  
11. B  
12. A  
13. C  
14. B  
15. C  
16. B  
17. C  
18. C  
19. A  
20. B  
21. B  
22. B  
23. C  
24. A  
25. C  
26. C  
27. C

Special thanks to J. Sprague and CPALMS for input