REMEMBER TO SIGN UP FOR REMIND IF YOU HAVEN’T YET.

I pledge that I have neither given nor received unpermitted aid while working on this packet. All work is entirely my own or cited properly. __________________________________ (sign here)

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Sources/Resources:
- ‘Tornadoes 101/National Geographic’ [https://www.youtube.com/watch?v=iMWoYPaQx0Q](https://www.youtube.com/watch?v=iMWoYPaQx0Q)
- Get Weather Ready: During a Tornado [https://www.usnoaa.gov/](https://www.usnoaa.gov/)

Student Message:
Hi, students! As we start this next packet, we recognize that just about everyone is missing the ordinary routines that make up our days. Even though this week’s story isn’t about something ordinary, the kindness that Matt shows to someone else is something that everyone can do to make life a little easier -- either for ourselves or for others. Think about the new “routines” that you and your families have begun that you wouldn’t mind continuing after life starts to return to normal.

We hope that you are all well, and know that we are rooting for you to all be safe and healthy. Reach out if you need help, please.

The learning outcomes of your journey through this packet will allow you to:

**MCCRS Standards:**
- **RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **L.8.1.b** Form and use verbs in the active and passive voice.
Tornado Coming!

By: Dick Donley (2015)

Dick Donley has written from Highlights. In this short story, a boy must act quickly when he hears a tornado warning. **As you read, take notes on Matt’s actions when he realizes a tornado is coming.**

Image: “Matt had to make sure Mrs. Laney was OK.” by Gary Undercuffler is used with permission

1. **Muggy (adjective)**: unpleasantly warm and humid

2. **Huddle (verb)**: to curl up into a small space

3. **Cellar (noun)**: an underground chamber for protection and shelter during violent storms

Think About: When Matt hears the siren he is afraid, but

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“We should be back before school is out,” his dad had told him. “If we aren’t, be sure to feed the chickens.”

But school had let out early because of the storm watch. Matt fought panic. He remembered what the TV weatherman had said when he spoke last month at the school assembly: “If you hear that siren, head for shelter immediately.”

“Come on, Buster,” Matt called to his dog, huddled[2] under the table. He scooped up the terrier and pushed open the back door. Matt hated the outside storm cellar.[3] There would be water on the floor and mice scurrying around the corners.

[5] The wind stopped. Off to the southwest, churning black clouds swirled against a sky turned eerie yellow. The stillness was scarier than the wind.

Buster whined and struggled in Matt’s arms. “Steady, boy.” Matt tugged open the heavy cellar door with one hand.
To the west, a ragged corner of cloud swooped lower. Dust flew up to meet it. The breeze returned to rattle a loose shutter on Mrs. Laney’s house just up the road.

Mrs. Laney? Should he check on her? But what could he do? With her arthritis, she probably couldn’t walk down to the storm cellar in time. Besides, he wasn’t sure she’d even want him checking on her. She was always yelling at him because Buster had dug up her flower beds or something.

But if there was a tornado... she didn't have a basement or a storm cellar. He had to make sure Mrs. Laney was OK.

[10] “Sorry, Buster.” He set the trembling dog on the steps in the storm cellar and let the door drop shut. Buster would be scared in there by himself, but he’d be safe.

Matt ran up the road. Swirling dust stung his eyes, and the wind was growing louder by the minute. He raced up Mrs. Laney’s porch steps and pounded on her door. No answer. Matt turned the knob and stepped inside.

“Mrs. Laney?” he called.

“Who is it?” The quivery voice came from the back of the house.

“It’s Matt Morrison.”


Matt dashed down the hall. Mrs. Laney was sitting in the rocking chair in her bedroom.

“Matthew Morrison? What are you doing in my house?”

The wind howled outside.

“It’s a tornado!” Matt shouted. “We have to take cover!”

[20] “Nonsense.” Mrs. Laney un-hooked her cane from the chair arm and struggled to her feet. “Just a nasty thunderstorm.”

“No, ma’am.” Matt grabbed her arm. “Please come with me,” he said, pulling her toward the hall.

“Don’t you hustle me, boy,” she said, but she hobbled along beside him. “Where are we going?”

4. Arthritis (noun): stiffness of the joints that can cause pain.

5. Quaver (verb): to shake or tremble in speaking
“Here.” He led her into the bathroom and closed the door behind them. “You’ll be safer in the bathtub, Mrs. Laney.”

“I am not getting in there.”

[25] Matt looked at the old woman, her lips pursed together, her eyes defiant. “Please?” he asked.

Mrs. Laney sighed. “Oh, all right,” she said. She dropped her cane and, leaning on Matt’s arm, stepped into the tub and sat down.

“Good,” he said. “Now put your arms over your head.”

The weatherman had said to pull a mattress over you, too, but there was no time for that. Matt lay down on the bathroom floor next to the tub. He reached an arm over the edge and clasped Mrs. Laney’s hand.

Something crashed outside. The weatherman had been right. A tornado sounded just like a freight train, and this one was thundering toward them.

[30] The whole house shuddered, and Matt felt rain on his face. Dazed, he raised his head. The roof and ceiling were gone, and he looked up at an ugly, gray sky.

Soon the roaring subsided and the house stopped shaking. The storm had passed.

“Sakes alive!” Mrs. Laney’s face, white with fear, appeared over the edge of the tub. “That was a tornado!”

“Yes, ma’am.” Matt stood up, checking to make sure he was still in one piece.

“Can you please help me out of here?” Mrs. Laney asked.

[35] Getting her out took all of Matt’s strength, but he finally managed. Mrs. Laney smoothed her skirt.

“Well, Matthew,” she said as she took her cane, “let’s go see the rest of the damage.”

Matt pulled the door open, then gulped. The big old pin oak on the west side of the house had fallen squarely across the bedroom, smashing both the bed and Mrs. Laney’s rocking chair.

“Oh my.” Mrs. Laney put her hand to her throat.

As Matt stared at the mess, he suddenly thought of his own house. Hardly daring to look, he peeked down the road. The windrow of poplars was gone and debris littered the yard, but the house still stood. He heard

6. **Hustle** (verb): to force someone to move quickly

7. **Defiant** (adjective): boldly resistant or challenging

**Think About:** Mrs. Laney is stubborn and reluctant to accept Matt’s help. What experiences could Mrs. Laney have to make her react this way?

8. **Poplars** (noun): a row of trees meant to slow the wind
Buster’s bark from the cellar and the squawk of chickens from the coop behind the house.

[40] “You — you’d better come to our place, Mrs. Laney,” he said.

“Yes,” Mrs. Laney said. “I expect you’re right. Well, at least we’re still alive, thanks to you.” She patted his shoulder. “If the gas is still on in your kitchen, I’ll fix us some hot chocolate.”

“That would be great,” Matt said. But first he had to let out Buster and feed those noisy chickens.

Think About: The effects of the tornado damaged Mrs. Laney’s house, but no one was hurt. Ponder how this shared experience will impact both Mrs. Laney and Matt in the future.

Assignment 1: Text-Dependent Questions

Directions: Choose the best response for the following questions.

1. PART A: Which statement expresses the main theme of the short story?
   A. Always have a plan and stick to it during an emergency.
   B. If you can help someone during an emergency, you should.
   C. Make sure you’re safe during an emergency before helping others.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “He remembered what the TV weatherman had said when he spoke last month at the school assembly: ‘If you hear that siren, head for shelter immediately.’” (Paragraph 3)
   B. “But if there was a tornado… she didn’t have a basement or a storm cellar. He had to make sure Mrs. Laney was OK.” (Paragraph 9)
   C. “A tornado sounded just like a freight train, and this one was thundering toward them.” (Paragraph 29)

3. Reread the quote “A tornado sounded just like a freight train, and this one was thundering toward them” (Paragraph 29). Which statement best explains the quoted simile?
   A. The tornado vibrated the house.
   B. The tornado made a high-pitched sound.
   C. The tornado made a loud, rumbling noise.

4. What do paragraphs 8-9 contribute to the structure of the short story?
Assignment 2: Active versus Passive Voice

**Active voice:** When the subject of a sentence performs the verb’s action, we say that the sentence is in the *active voice*. Sentences in the active voice have a strong, direct, and clear tone. Here are some short and straightforward examples of active voice.

**Examples:** 1. Monkeys adore bananas. 2. The cashier counted the money. 3. The dog chased the squirrel.

***All three sentences have a basic active voice construction: subject, verb, and object.***

**Passive Voice:** A sentence is in the passive voice, on the other hand, when the subject is acted on by the verb. The passive voice is always constructed with a conjugated form of *to be* plus the verb’s past participle. Doing this usually generates a preposition as well.

**Examples:** 1. Bananas are adored by monkeys. 2. The money was counted by the cashier. 3. The squirrel was chased by the dog.

***The passive sentence consists of bananas (object) + are adored (a form of to be plus the past participle adored) + by (preposition) + monkeys (subject). Making the sentence passive flipped the structure and necessitated the preposition by. In fact, all three of the transformed sentences above required the addition of by.***

**Now you try:** Convert the following sentences from Passive Voice to Active Voice. For your convenience, one example is provided for you to follow.

<table>
<thead>
<tr>
<th>Passive Sentence</th>
<th>Active Formula (Identify the Subject(S)+Verb(V)+Object(O))</th>
<th>Active sentence</th>
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<tr>
<td>The storm shelter was</td>
<td>Buster(S)+Occupied(V)+Storm</td>
<td>Buster occupied the storm shelter.</td>
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Assignment 3: Thinking and writing

**Directions:** Think about a time or a situation where you had to help an older person just like Matt did in the story and write about it. Consider some of the questions below in your response. Your response should be at least two paragraphs.

**Response ideas:**
- Do you think it is the responsibility of younger people to help older people?
- How did it make you feel after helping that person?
- Did you know the person or was it a spur of the moment situation?
- Did you form a special bond or friendship with that person after you helped them?

Below are some sentence starters and ideas to help you write your story. You may use them or create your own; just follow the sequence of events in order of how they happened and make a good conclusion of how the person or event happening made you feel or resulted in. (friendship, special bond, or did it hurt your relationship, etc.)

There was a time when I helped an older person just like Matt did. I did/did not know this person. It all began when (event/situation)________________________happened. (write the events that took place here, there should be several sentences, use transition words like First, Then, Finally). End your response with whether or not you bonded or made friends with this person and how it made you feel. Example: After this happened me and ________formed a bond that will last forever. This event also made me feel _____________________.

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<th>occupied by Buster.</th>
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<td>The house was wrecked by the tornado.</td>
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<td>The forecast was given by the weatherman.</td>
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<tr>
<td>The chickens were fed by the boy.</td>
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