

5-DAY VOCABULARY TEACHING PLAN

DAY 1 Introduce Target Vocabulary in Context

Materials: *Concept web, words in context sheet, word smart graphic organizer*

- Introduce vocabulary words and activate prior knowledge through discussion using a concept web, pictures, models, or toys.
- To provide a basis for understanding and discussion, read the words in context worksheet aloud with students. If appropriate, have them generate their own examples of words in context.

Classwork/Homework: Have students complete the word smart graphic organizer for select words. Encourage them to generate a synonym and an antonym, draw a picture, write a sentence, and formulate a definition for each selected vocabulary word, as appropriate for your group of students.

DAY 2 Use Vocabulary in Context and Reinforce Meaning

Materials: *Word cards, definition cards, analogy worksheet, cloze sentence worksheet*

- Review the word smart assignment from DAY 1. Allow students to discuss and compare their definitions and make revisions on their word smart worksheet.
- Give students the definition cards and have them check the part of speech and match the definition with the corresponding word card. If appropriate, give them the opportunity to use the definition cards to check and revise the definitions they wrote on their word smart worksheets.
- Using the word cards, encourage students to do an open sort or sort the words by part of speech. Additionally, you may choose to review the analogy worksheet with students. If appropriate, have them generate their own analogies.

Classwork/Homework: Have students apply their understanding of the vocabulary words by completing the cloze sentence worksheet.

DAY 3 Introduce and Apply Word-Attack Skills

Materials: *Word analysis worksheet or material for the exploration activity*

- Review the cloze sentence assignment from DAY 2.
- Introduce and discuss the word analysis or exploration activity to reinforce a skill, such as part of speech, common affixes, synonyms, antonyms, multiple meaning words, and so on.

Classwork/Homework: To reinforce word analysis skills, have students complete the word analysis worksheet or activity.

DAY 4 Review and Apply Words

Materials: *Word cards, vocabulary game, concept completion worksheet*

- Review the word analysis assignment from DAY 3.
- Choose a vocabulary game and have students play it to reinforce and review word meaning.

Classwork/Homework: To review and reinforce understanding, have students complete the concept completion worksheet.

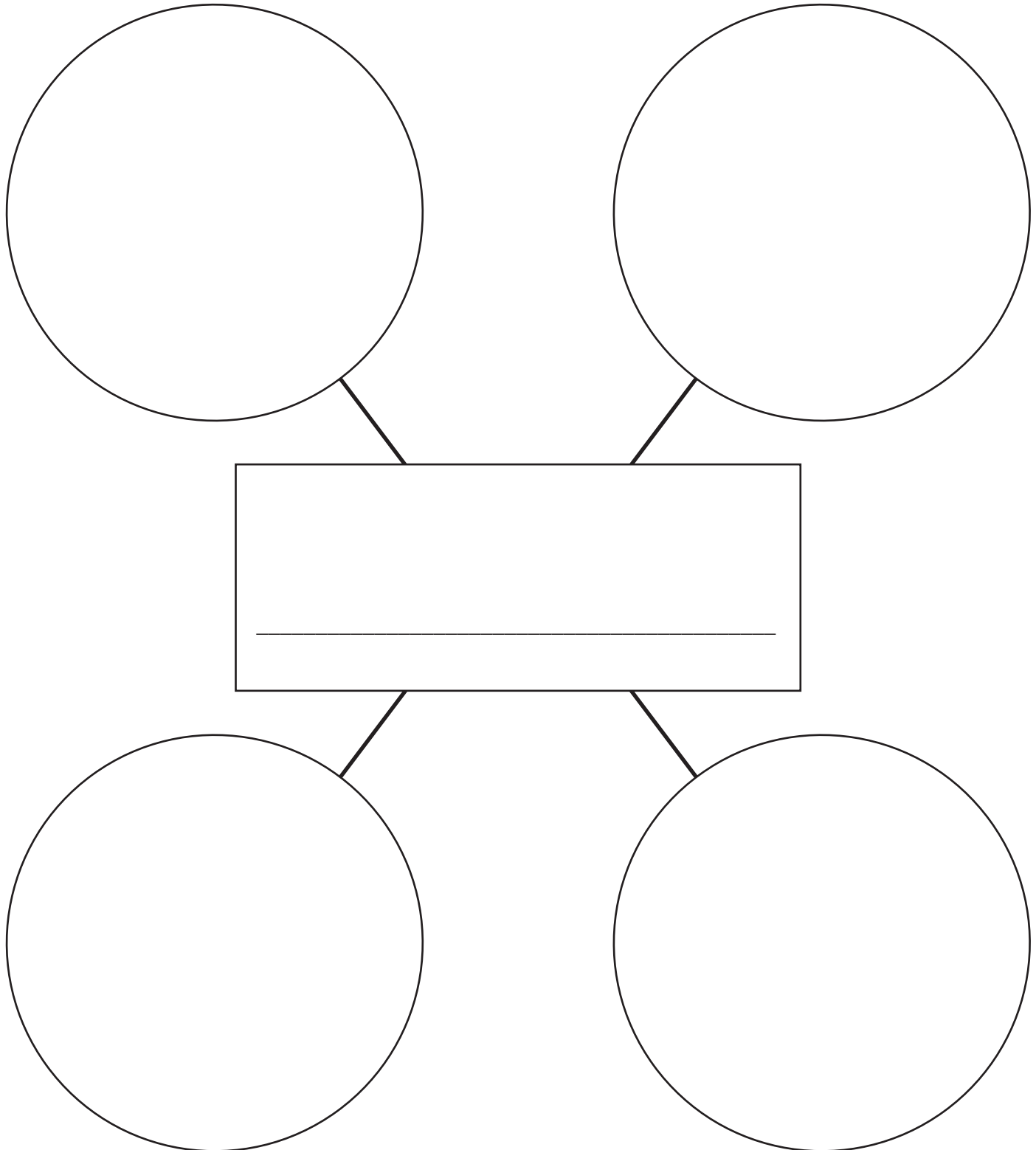
DAY 5 Assess

Materials: *Assessment, demonstration activity worksheet*

- Review the concept completion worksheet from DAY 4.
- Have students complete the multiple-choice assessment by either writing the correct choice in the blank or filling in the correct bubble.
- As an alternative assessment, have students participate in an activity selected from the vocabulary games sheet.

Name: _____

INSTRUCTIONS: Write a topic or word in the box. Then write details about the topic or word in the surrounding circles.



earthquake

(noun)

1. An **earthquake** usually occurs along a fault line--a crack in Earth's crust.
2. An **earthquake**, or tremor, can cause loss of life as well as property damage.
3. After a natural disaster such as an **earthquake**, life may not return to normal quickly.

volcano

(noun)

1. Ash and lava were ejected from the **volcano**.
2. A **volcano** usually happens near the edges of tectonic plates.
3. A **volcano** is a naturally occurring opening in Earth's surface.

hurricane

(noun)

1. A **hurricane** is a tropical storm with heavy rain and winds above 74 miles per hour.
2. A **hurricane** develops over water, unlike a tornado, which develops over land.
3. A **hurricane** in the Southwest Indian Ocean or South Pacific Ocean is called a tropical cyclone.

tornado

(noun)

1. A **tornado** is a violent funnel-shaped windstorm that travels in a narrow path over land.
2. If you see a **tornado**, or twister, coming, it's important to get somewhere safe.
3. The word **tornado** comes from the Spanish word for a thunderstorm.

drought

(noun)

1. A **drought** causes most plants and animals to suffer, and some die.
2. A **drought** is a water shortage caused by low rainfall.
3. The tribe had to move from its homeland to escape the long **drought**.

violence

(noun)

1. They do not tolerate any **violence**, such as shoving or fist-fighting.
2. **Violence** is an act of force that causes physical harm.
3. **Violence** is like fighting or aggression.

disaster

(noun)

1. A **disaster** is an event that causes serious damage or death.
2. An earthquake or flood is considered a **disaster** if it causes suffering.
3. A **disaster**, or catastrophe, can be an accident or a natural event that causes damage.

flood

(noun)

1. A **flood** occurs when water overflows onto land that is normally dry.
2. A storm accompanied by very heavy rains may cause a **flood**.
3. The city's river overflowed, which caused a **flood**.

damage

(noun)

1. **Damage** is like breakage, destruction, or wreckage.
2. The **damage** caused by an earthquake can be as small as a broken window pane or as large as a collapsed house or bridge.
3. The doctors will have to X-ray her knee in order to determine the extent of the **damage**.

shake

(verb)

1. When you **shake** something, you move it back and forth or up and down.
2. It is polite to **shake** a person's hand when you meet them.
3. The ground will **shake**, or vibrate, when the train passes by.

break

(verb)

1. If you **break** a rock, no one can fix it.
2. If you drop a glass on a sidewalk, it will **break**, or split apart.
3. If you **break** a bone, go see a doctor right away.

shake hands

(verb)

1. When you **shake hands** with someone, the two of you hold right hands and usually move them up and down.
2. People might **shake hands** to greet, congratulate, make peace, or say good-bye to another person.
3. Even though two teams play against each other, the players **shake hands** at the end to express goodwill.

Name: _____

INSTRUCTIONS: Record a vocabulary word in each word box. Then write a synonym and an antonym, draw a picture, and define each word. Use each word in a sentence on the back of this worksheet.

Word

Picture

--

Synonym

Antonym

Definition _____

--

Word

Picture

--

Synonym

Antonym

Definition _____

--

earthquake

the shaking of Earth's
crust caused by
underground vibrations
(*noun*)

volcano

a place in Earth's crust
where gases, ash, and
lava spew onto the
surface
(*noun*)

hurricane

a strong, spinning storm
with heavy rain and high
winds that starts over an
ocean, especially
beginning in the Atlantic
Ocean
(*noun*)

tornado

a fast-spinning, funnel-shaped cloud that touches Earth's surface
(*noun*)

drought

a long dry spell with little or no rainfall; a water shortage caused by low rainfall
(*noun*)

violence

a force that hurts or destroys
(*noun*)

disaster

a sudden event that
causes great damage,
harm, or loss; an event
with a terrible result
(*noun*)

flood

water that covers land
that is normally dry,
sometimes caused by too
much rain
(*noun*)

damage

harm done to someone or
something
(*noun*)

shake

to move back and forth or
up and down quickly
(*verb*)

break

to spilt or cause to split
into pieces; to no longer
work
(*verb*)

**shake
hands**

to hold another person's
hand and move it up and
down as a way to greet,
congratulate, make peace,
or say good-bye
(*verb*)

Name: _____

An **analogy** shows a relationship between two sets of words. The words in the first pair must have the same relationship as the words in the second pair. To complete an analogy with a missing word, you must first discover the relationship between the completed pair. (Example: *Cat* is to *meow* as *dog* is to *bark*.)

spin	autumn	helpful	threw
explode	overabundance	rained	ran
precipitation	anger	losing	yes

INSTRUCTIONS: Determine the relationship between the first pair of words. Then use the words in the word box to complete the second pair of words.

1. **Volcano** is to *erupt* ...as... **bomb** is to _____.
2. **Disaster** is to *harmful* ...as... **blessing** is to _____.
3. **Shake hands** is to *hello or good-bye* ...as... **nod the head** is to _____.
4. **Drought** is to *lack* ...as... **extreme rainfall** is to _____.
5. **Shake** is to *shook* ...as... **throw** is to _____.
6. **Flood** is to *flooded* ...as... **rain** is to _____.
7. **Break** is to *broke* ...as... **run** is to _____.

Name: _____

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spin	autumn	helpful	threw
explode	overabundance	rained	ran
precipitation	anger	losing	yes

INSTRUCTIONS: Determine the relationship between the first pair of words. Then use the words in the word box to complete the second pair of words.

8. **Damage** is to *damaging* ...as... **loss** is to _____.
9. **Hurricane** is to *storm* ...as... **snow** is to _____.
10. **Violence** is to *force* ...as... **rage** is to _____.
11. **Earthquake** is to *shake* ...as... **tornado** is to _____.
12. **Tornado** is to *twister* ...as... **fall** is to _____.

Name: _____

earthquake**tornado****disaster****shake****volcano****drought****flood****break****hurricane****violence****damage****shake hands**

INSTRUCTIONS: Use the vocabulary words in the word box above to complete the sentences below.

1. It is hard to _____ things made of soft plastic.
2. The storm _____ included downed power lines and washed-out roads.
3. It is better to work out problems peacefully than to resort to _____.
4. When businesspeople meet for the first time, they usually exchange names and _____.
5. It is difficult for plants to grow during a _____.
6. An _____ is sometimes caused by volcanic activity.
7. A funnel-shaped column of air is called a _____.
8. The hurricane caused a _____ that washed out some of the roads in my town.

Name: _____

earthquake

tornado

disaster

shake

volcano

drought

flood

break

hurricane

violence

damage

shake hands

INSTRUCTIONS: Use the vocabulary words in the word box above to complete the sentences below.

9. If you _____ a glass of water, it will spill.
10. A storm with winds above 74 miles per hour is classified as a _____.
11. Scientists took many photos of a _____ that erupted last week.
12. The flood was a _____ because people and property were lost.

Name: _____

A **noun** is a person, place, thing, or idea. If the noun is the name of a person or a specific place, it is called a **proper noun**. A proper noun is always capitalized.

INSTRUCTIONS: Read the words below. Decide whether the word is best classified as a person, place, thing, or idea. Then write each word in the appropriate column.

earthquake

hurricane

drought

disaster

damage

volcano

tornado

violence

flood

PERSON	PLACE	THING	IDEA

Use each noun from the table in a sentence.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.

Name: _____

A **noun** is a person, place, thing, or idea. If the noun is the name of a person or a specific place, it is called a **proper noun**. A proper noun is always capitalized.

6. _____ •

7. _____ •

8. _____ •

9. _____ •

Write three words that are not nouns.

INSTRUCTIONS: Assign one or more of the following activities to reinforce the function of nouns.

NOUNS

Draw a Picture

Materials: *Word cards; box or envelope; paper; pencils, markers, or crayons*

Place all the word cards in a box or envelope. Have students pull out a word card and draw a picture of the chosen word. Encourage them to draw a picture that illustrates the word's meaning.

Make a Picture Dictionary

Materials: *Paper; pencils, markers, or crayons*

Have students create a picture dictionary for the word list by writing their own definitions and drawing their own illustrations in their book.

Make a Sentence

Materials: *Word cards, box or envelope, strips of paper*

Place all the word cards in a box or envelope. Have students pull out a word card and use their chosen word to create a written or oral sentence.

Match a Word

Materials: *Word cards, tape, box or envelope*

Place all the word cards in a box or envelope. Have students pull out a word card and tape it onto an object in the classroom using the word as a label.

Mime It!

Materials: *Word cards, box or envelope*

Place all the word cards in a box or envelope. Have students pull out a word card and act it out. Have classmates try to guess the word.

Pick a Synonym or Antonym

Materials: *Word cards*

Place all the word cards in a box or envelope. Have students pull out a word card and give a synonym or an antonym for the chosen word. (You may choose to omit words that do not have synonyms or antonyms, or you may choose to include them as points of discussion.)

Concentration

Materials: *Word cards, definition cards*

Make copies of the reproducible word and definition cards. Cut them out. Place the cards face down on a table. Have students match each word card with its corresponding definition card.

Draw It

Materials: *Word cards, definition cards, dry-erase board and marker*

Make two-sided copies of the reproducible word and definition cards so that the words are on one side of the page and the corresponding definitions are on the flip side. Place all the word cards in a box or envelope. Have a student pick a card and not allow his or her classmates to see it. Then have the student draw a picture of the word on a dry-erase board while the other players guess the word. The first player to correctly guess the word gets to keep the word card. The player holding the most word cards at the end of the game wins.

Flash Cards

Materials: *Word cards, definition cards*

Make two-sided copies of the reproducible word and definition cards and cut them apart so that the words are on one side of the cards and the corresponding definitions are on the flip side. Have students quiz each other on word meaning using the cards. Then, to assess understanding, hold up each card (word side out) and have students say the word's meaning. After you've made your way through the entire deck, flip the cards over (definition side out) and have students say the word based on the definition.

I Would, I Wouldn't

Materials: *Word cards*

Make copies of the word cards. Place all the word cards in a box or envelope and have pairs of students choose a word. Have the first student in the pair begin the game by using his or her vocabulary word to complete a sentence that begins with: "I would..." (I would like to know more about how a *tornado* is formed.) The second student in the pair then follows by using the same vocabulary word to complete a sentence that begins with: "I wouldn't ever..." (I wouldn't ever want to get caught in a *tornado*.) As pairs of students continue to pick words and complete "I would..." and "I wouldn't..." sentences, encourage responses that show they understand the meaning of the word.

Jumble It

Materials: *Word list, writing paper*

Place a vocabulary word list where everyone can see it and give each student a sheet of writing paper. Explain that students are to make a word jumble for a partner. They are to choose the vocabulary words at random and write them, one word per line, in a mixed-up fashion in a column along the left side of their paper, leaving room on the right side for their partner to unscramble the word. When students have finished jumbling their words, have them trade papers with their partner to solve each other's jumble. The first partner to unscramble the words correctly is the winner.

Once Upon a Time

Materials: *Word cards*

Make copies of the word cards. Cut them apart and place them face down in front of a pair or group of students. Have students take turns drawing a word card and using the word to complete the sentence, "Once upon a time, I..." (This activity can be completed aloud or in writing.)

It's in the Bag

Materials: *Word cards, action cards, sentence cards, three paper bags*

Make a copy of each set of cards (word cards, action cards, and sentence cards). Place each set of cards in a separate paper bag. Label one bag "Word Bag," one "Action Bag," and one "Sentence Bag." Then have each student pick a word card from the Word Bag and read the card aloud. Next, have him or her pick a card from the Action and/or Sentence Bag and use his or her chosen vocabulary word to do as the card(s) instruct. For an added challenge, allow students to select more than one action or sentence card to use with their word. Play until each student has had the chance to read and use his or her word, or as time allows.

Quick Change

Materials: *Word list, dry-erase marker, old sock, plastic-topped desk or dry-erase board for each player*

Have students stand in front of their plastic-topped (NOT wooden) desk with a dry-erase marker and an old sock. Post the vocabulary list where everyone can see it. Tell students that when you say "go," they are to choose a word on the list and draw a picture of it on their desk or dry-erase board. When you say "stop," they are to stop and move to the desk to their right. Then have each student guess which vocabulary word is depicted in the drawing on their new desk. They should then check their answer with the person to their right who drew it. Then have them erase that drawing and begin playing again with a different word. Allow students to continue moving around the room, drawing each new word at a new desk. The game ends when all the words have been used or time runs out.

Scavenger Hunt

Materials: *Word cards, newspapers, textbooks, magazines*

Have students go on a scavenger hunt by searching in newspapers, textbooks, and magazines for the words on the vocabulary word list.

Story Train

Materials: *Word cards, writing paper*

Hand each student a word card and a sheet of writing paper. Explain that the goal of the game is to complete group stories. Give students a specific time limit in which to write, such as two minutes. Have them use the word on their word card to begin writing a story. At the end of the allotted time period, have them pass their story paper to the student on their left. Each student should then read the beginning of the story he or she received and add to it using his or her word card. Before ending the exercise, let students know that the last round has begun and have them write a conclusion to the story. Invite those who write the conclusion to read the entire story aloud.

Word Associations

Materials: *Word cards, timer*

Make copies of the word cards. Cut them apart and place them face down in front of a group of at least four students. Have students take turns drawing a card. After everyone has drawn a card, start the timer. Have one member of the group name all the things he or she can associate with his or her word in the time allotted. Have another player record the words and another player tally how many words were named. Then have another player check the associations. When the timer is done, players may challenge any association the featured player named. If the player cannot justify the association, the player loses 5 points. If the player can justify the association, the challenger loses 5 points. Play continues until all the words have been played or until time runs out. All unchallenged words earn 1 point for the player. The player with the most points at the end of the game wins.

Word Lotto

Materials: *Word cards, definition cards*

Make copies of the reproducible word cards and definition cards. Place the word cards face up on the table. Place the definitions in a stack face down. Have players draw a definition card and match it to the word card. You may wish to play again using the definition cards face up and the word cards in a stack face down.

Wordo

Materials: *Wordo game board, word cards, definition cards, place markers*

Make copies of the reproducible Wordo game board to hand out to students. Write each of the vocabulary words on the board. Then have students write each word once in any blank square on their Wordo game board. Have them read the word or definition for each vocabulary word one at a time. Have students use a place marker to cover the square on their paper that contains the word you read or defined. The first student to fill in a row of squares shouts "Wordo!" and wins. Verify student answers by having them read each covered word and then telling you the word's definition.

Which Word?

Materials: *Word cards*

Make copies of the word cards. Cut them apart and place them face down in front of a pair or group of students. Have students take turns drawing two cards at a time. Begin by having the first player use one of the chosen words to complete a sentence that begins with: "Which word would I use...?" Then have the speaker show his or her words, and ask the other player(s) to choose which word the speaker was thinking of when composing his or her sentence.

Example:

eye

ear

Which word would I use to hear a cat meowing?

Use the word in a sentence

with a hippopotamus.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

with an alien.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

**with a peanut butter
and jelly sandwich.**

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

with a chicken.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

with a superhero.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

with a lizard.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

with a scientist.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

with a monkey.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

with the president.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

with a worm.

 VocabularyA-Z.com SENTENCE CARD

THE SENTENCE CARDS CAN BE USED WITH THE "IT'S IN THE BAG" GAME.

Use the word in a sentence

with a gooey lollipop.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

with a banana.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

with a million dollars.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

about taking a test.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

about a rock concert.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

about a video game.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

**about eating something
that tastes bad.**

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

**about sailing
across the ocean.**

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

about a mysterious box.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

**about winning
a contest.**

 VocabularyA-Z.com SENTENCE CARD

THE SENTENCE CARDS CAN BE USED WITH THE "IT'S IN THE BAG" GAME.

Use the word in a sentence

about reaching a goal.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

about a football game.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

with a friend.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

with a funny hat.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

with Elvis.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

with a magician.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

about a vacation.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

about life in the city.

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

**about living
on the moon.**

 VocabularyA-Z.com SENTENCE CARD

Use the word in a sentence

about saving the day.

 VocabularyA-Z.com SENTENCE CARD

THE SENTENCE CARDS CAN BE USED WITH THE "IT'S IN THE BAG" GAME.

Give a
synonym.

 **Vocabulary**  **.com** ACTION CARD

Give a
synonym.

 **Vocabulary**  **.com** ACTION CARD

Give an
antonym.

 **Vocabulary**  **.com** ACTION CARD

Give an
antonym.

 **Vocabulary**  **.com** ACTION CARD

Use the word in a
sentence.

 **Vocabulary**  **.com** ACTION CARD

Use the word in a
sentence.

 **Vocabulary**  **.com** ACTION CARD

Show
the word without talking.

 **Vocabulary**  **.com** ACTION CARD

Show
the word without talking.

 **Vocabulary**  **.com** ACTION CARD

Describe it!

 **Vocabulary**  **.com** ACTION CARD

Describe it!

 **Vocabulary**  **.com** ACTION CARD

THE ACTION CARDS CAN BE USED WITH THE "IT'S IN THE BAG" GAME.

CHANCE CARD

Skip-a-roo!

Use this card at any time to skip a turn.

CHANCE CARD



The card holder reverses direction.

CHANCE CARD

Draw 2

The card holder must draw two cards.

CHANCE CARD

SLAM!

The card holder chooses another player to take his or her turn.

CHANCE CARD

CELEBRATE!

Card holder's choice:

Skip a turn. • Reverse direction of play.
Have another player draw two cards.
Have another player take the card holder's turn.

CHANCE CARD

Skip-a-roo!

Use this card at any time to skip a turn.

CHANCE CARD



The card holder reverses direction.

CHANCE CARD

Draw 2

The card holder must draw two cards.

CHANCE CARD

SLAM!

The card holder chooses another player to take his or her turn.

CHANCE CARD

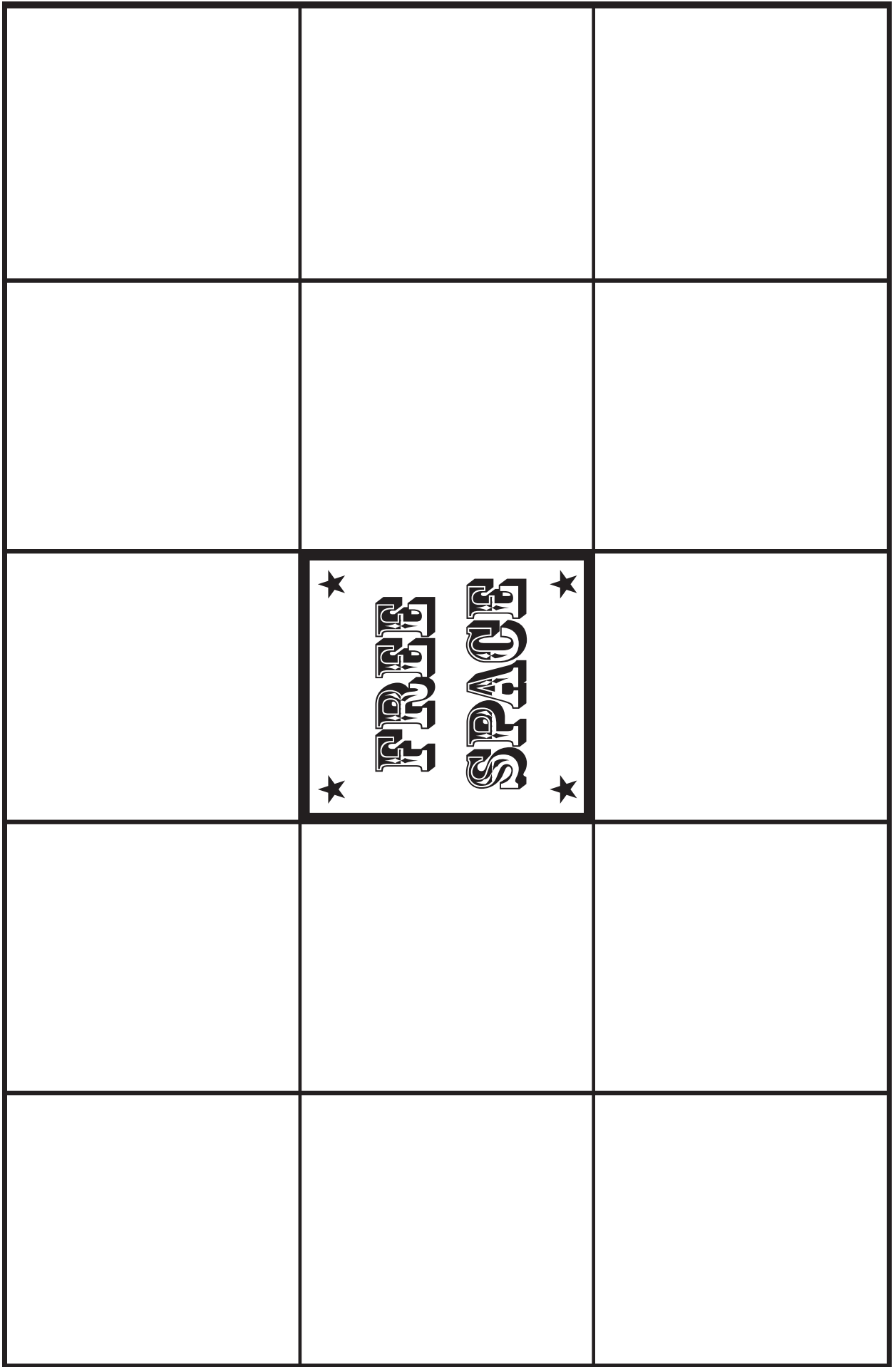
CELEBRATE!

Card holder's choice:

Skip a turn. • Reverse direction of play.
Have another player draw two cards.
Have another player take the card holder's turn.

THE CHANCE CARDS CAN BE USED WITH ANY CARD GAME.

Wordo



Name: _____

INSTRUCTIONS: Use what you know about the vocabulary words to complete the following sentences.

1. During an **earthquake**, _____.
2. An active **volcano** can _____.
3. When we saw the **tornado** coming, we _____.
4. One reason to **shake hands** with a person is _____.
5. A **disaster** can result in _____.
6. A **flood** might happen if _____.
7. A **hurricane** can cause _____.
8. A **drought** is caused by _____.
9. It is not a good idea to **shake** _____.
10. An example of **damage** might be _____.
11. If you **break** a window, _____.
12. An example of **violence** is _____.

Name: _____

INSTRUCTIONS: Choose the best answer to complete each statement.

1. An earthquake results from sudden movement in Earth's _____.
☐ (a) atmosphere
☐ (b) crust
☐ (c) core
2. A volcano is a _____ with a vent or crater.
☐ (a) valley
☐ (b) mountain
☐ (c) fault
3. The winds of a hurricane move at least _____ miles per hour.
☐ (a) 54
☐ (b) 74
☐ (c) 35
4. If you see a tornado, it's very dangerous to _____.
☐ (a) stay away from windows
☐ (b) get below ground
☐ (c) go outside
5. A drought is caused by abnormally low _____.
☐ (a) rainfall
☐ (b) waves
☐ (c) rivers
6. Violence is similar to _____.
☐ (a) force
☐ (b) pain
☐ (c) anger
7. Another name for a disaster is a _____.
☐ (a) blessing
☐ (b) success
☐ (c) catastrophe
8. A _____ would not cause a flood.
☐ (a) large rainstorm
☐ (b) hurricane
☐ (c) cloudy day
9. Another word for damage is not _____.
☐ (a) breakage
☐ (b) destruction
☐ (c) construction
10. If you shake a _____, it will spill.
☐ (a) pair of dice
☐ (b) glass of water
☐ (c) person's hand
11. The opposite of break is _____.
☐ (a) fix
☐ (b) finish
☐ (c) find

Name: _____

INSTRUCTIONS: Choose the best answer to complete each statement.

12. People usually shake hands with _____.

- ☐ a both hands
- ☐ b their left hand
- ☐ c their right hand

earthquake

**Place
picture
here.**

volcano

**Place
picture
here.**

hurricane

**Place
picture
here.**

tornado

**Place
picture
here.**

drought

**Place
picture
here.**

violence

**Place
picture
here.**

disaster

**Place
picture
here.**

flood

**Place
picture
here.**

damage

**Place
picture
here.**

shake



istockphoto.com/Thomas Perkins

break



© Jupiterimages Corporation

**shake
hands**

**Place
picture
here.**