

# ***How Hard Can the Wind Blow?***

by William C. Wertz



- 1 Grab that hat! It's rolling down the street. It blew off someone's head. What did that? The wind did it.
- 2 The wind is helpful. It moves the clouds. It pushes the sails of boats. But sometimes the wind blows off hats. Sometimes, it blows down trees and houses!
- 3 We can't stop the wind or start it. But we can tell how hard it's blowing.
- 4 Look around. Can you feel the wind on your face? Can you hear leaves rustle? That means the wind speed is about five miles per hour.
- 5 A harder wind will blow the leaves around. It will make flags flutter. Then it's blowing about ten miles per hour.
- 6 At fifteen miles per hour, dust and paper blow around. Small trees sway in a wind of twenty miles per hour.
- 7 The wind is blowing hard at thirty miles per hour. You can hardly walk into it.
- 8 The wind blows harder than this. In some places, there are strong winds called hurricanes or tornadoes. Those winds blow more than seventy miles per hour. Trees are pulled up. Houses are damaged. People might be hurt. But this doesn't happen very often.
- 9 The wind can be fun too. Sometimes, it blows hard but not too hard. It's just right. Then you can fly a kite!

## COMPREHENSION

**A** Choose the best ending for each sentence. Write *a* or *b*.

- 1 This story tells you how to
  - a** start and stop the wind from blowing.
  - b** tell how fast the wind is blowing.
- 2 You know the wind is blowing as hard as fifteen miles per hour when
  - a** dust and paper blow around.
  - b** you see small trees swaying.
- 3 When leaves rustle, you know that the wind is
  - a** blowing about five miles per hour.
  - b** not blowing.

- 4 When the wind blows seventy miles per hour, you should
  - a** fly a kite.
  - b** take cover.
- 5 You can tell the wind's speed by
  - a** feeling it and watching things around you.
  - b** catching it and seeing how hard it is.

## LEARN ABOUT WORDS

**B** Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Find the word in the story that best fits each meaning. (A paragraph number tells you where to look.) Write the word.

- 1 useful (2)
- 2 make a light, soft sound (4)
- 3 flap; wave quickly (5)
- 4 swing from side to side (6)
- 5 wrecked (8)

**C** Read the words you wrote. Which one best fits in each sentence? Write the word.

- 6 You can hear dry leaves in the fall when they \_\_\_\_\_.
- 7 Strong winds have \_\_\_\_\_ a tree in the yard.
- 8 The elm tree began to \_\_\_\_\_ in the breeze.
- 9 The flag in the park started to \_\_\_\_\_ noisily.
- 10 The wind is \_\_\_\_\_ when it pushes the sails of boats.

## THINK ABOUT IT

- D** A contraction is a short way of writing words. An apostrophe (') shows where letters are left out.

*couldn't* is made from *could not*  
*weren't* is made from *were not*

Read the sentences. Make a contraction from the two underlined words. Write the contraction.

- 1 I do not think it will be windy.
- 2 They could not tell if there would be a hurricane.
- 3 She did not wear a hat.
- 4 Our house was not damaged by the wind.
- 5 It does not seem windy to me.

- E** What is that noise?

It's the leaves on the roof.  
The wind is really blowing!

A sentence that asks a question ends with a question mark (?).  
A sentence that tells something ends with a period (.). A sentence that tells something with strong feelings ends with an exclamation point (!).

Read each sentence. If it should end with a question mark, write *question*. If it should end with a period, write *period*. If it should end with an exclamation point, write *exclamation*.

- 6 Here comes the hurricane
- 7 When will the hurricane get here
- 8 It might reach us tonight
- 9 Where shall we go
- 10 We are leaving town