

Safety in Storms

7

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the following characteristics of thunderstorms: heavy rain, thunder, lightning, and strong winds
- ✓ Describe safe and unsafe behaviors during thunderstorms

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, recall facts from “Safety in Storms” and accurately answer questions such as *who*, *what*, *where*, and *when* (RI.K.1)
- ✓ With prompting and support, interpret information to answer questions about “Safety in Storms,” including answering *why* questions that require recognizing cause/effect relationships (RI.K.1)
- ✓ With prompting and support, define and use new words, such as *severe*, from the read-aloud and the discussion about “Safety in Storms” (RI.K.4)
- ✓ With prompting and support, describe an image of storm clouds in “Safety in Storms,” using the image to check and support comprehension of the read-aloud (RI.K.7)
- ✓ Actively engage in the nonfiction/informational read-aloud “Safety in Storms” (RI.K.10)

- ✓ Draw a picture of what someone should do during bad weather and state simple safety directions to a partner (W.K.2)
- ✓ With guidance and support, explore a variety of digital tools, such as video clips and web images, to create a drawing of a content-related question and answer, in collaboration with peers (W.K.6)
- ✓ Demonstrate understanding of the adjective *severe* by relating it to its opposite, *gentle* (L.K.5b)
- ✓ Listen to a variety of texts, including informational narratives such as “Safety in Storms”

Core Vocabulary

gear, n. Supplies, tools, or clothes needed for a special purpose

Example: Rain gear includes rubber boots and raincoats.

Variation(s): none

severe, adj. Very bad

Example: The severe look on his face shows that he is angry.

Variation(s): severer, severest

shelter, n. A place or covering that gives protection from bad weather or a dangerous situation


Example: We took shelter indoors when it rained yesterday.

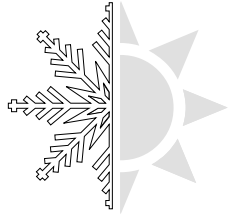
Variation(s): shelters

strike, v. Hit or attack with a sharp blow

Example: Lightning may strike a tall tree or tall building during a storm.

Variation(s): strikes, struck, striking

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Brainstorming Links		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Safety in Storms		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Severe		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Video Questioning	seasons and weather video clips; drawing paper, drawing tools [This exercise requires advance preparation.]	15
	Interactive Illustrations	drawing paper, drawing tools	



Safety in Storms

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Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Discuss with students the different types of weather they have learned about: sunny weather, cloudy weather, windy weather, rainy weather, and stormy weather. Talk with students about each type of weather and the activities that you can do inside or outside during each type of weather. Explain that when the weather is nice, people like to be outside. When the weather is not so nice, people tend to stay indoors where it is safe and dry.

Brainstorming Links

Talk to students about the words *safe* and *safety*. Tell students that these words can mean being careful or protected from danger. Ask students what comes to mind when they think of the weather and the words *safe* and *safety*.

Tell students you are going to name a type of weather that can be not so nice. Say the word *thunderstorm*. Ask students what comes to mind when they think of thunderstorms. Have students share their ideas.

Purpose for Listening

Tell students that in the read-aloud today, Annie will be talking about what you can do to stay safe during a thunderstorm. Tell students to listen carefully for what they should do next time they encounter stormy weather.



1 [Have students describe what they see in the picture.]

2 or very bad

3 The word *soaked* means to become completely wet from the rain.



Safety in Storms

◀ Show image 7A-1: Storm clouds¹

Dear Kindergartners,

Have you ever seen a thunderstorm? I got caught in one the other day, and it made me realize just how amazing and powerful the weather can be! The thunder boomed and lightning flashed—it was quite a show. Today I’m going to tell you about **severe**² weather, and how to stay safe during thunderstorms.

You probably know what kind of weather to expect when you look up and see large, dark clouds like these in the sky. These are storm clouds, and unless you want to get soaked, it’s time to get indoors when you see a storm like this moving in.³

◀ Show image 7A-2: Lightning

During a thunderstorm, you can see lightning. Lightning is a stroke of electricity that connects energy in the ground with energy in a cloud. Sometimes, you can see a bolt of lightning when it flashes and zig-zags in the sky.

Lightning is often followed by a loud clap of thunder. If the thunderstorm is far away, then the thunder may only sound like a distant rumble. But as the storm nears, the thunder gets louder and louder, and the time between the lightning and thunder gets shorter and shorter. Thunder cannot hurt you, but lightning can be dangerous.



◀ Show image 7A-3: Lightning-struck tree

A lightning strike knocked down this tree. Lightning can start fires, too. Worst of all, lightning can seriously injure, or hurt, a person. There is a very small chance of being struck by lightning, but it can happen. Fortunately, there are simple ways to be safe from lightning during a storm. My teachers taught them to me, and now I’m going to teach them to you.

4 or hit with a sudden blow

Lightning tends to **strike**⁴ tall things like trees and tall buildings. The smartest thing you can do in a storm is stay indoors. If you can't take cover in a building, then a car is also a safe place.

5 or look for protection

In case you ever get stuck outside in a thunderstorm and you cannot get indoors, it is important that you remember never to take **shelter**⁵ under or near a tree or tall object. Even though the tree leaves may help keep you dry, you never want to be near a tree if it gets hit by lightning. Instead, you should lie down flat on the ground, far away from any trees, and wait for the storm to pass—you'll get drenched, but you won't get struck by lightning or a falling tree.⁶

6 The word *drenched* also means to become completely wet from the rain. Which other word in this read-aloud means the same thing?

Another important rule is always to get out of a pool, lake, river, or ocean immediately during a thunderstorm. Electricity moves through water, so anyone in the water can be hurt by a single lightning strike. It's best to be safe and stay dry inside during a thunderstorm!



◀ **Show image 7A-4: Hail**

When it is cold outside, you might see hail during a storm. During a hailstorm, chunks of ice, called hailstones, fall from the clouds onto the ground. Usually, hailstones are small—about the size of peas or smaller. Sometimes, however, hailstones can be as big as a golf ball or even a baseball. It is always best to stay indoors during a hailstorm.



◀ **Show image 7A-5: Annie in rain gear**

It is important to know how to stay safe during storms and other kinds of severe weather. If possible, don't go outside at all in any kind of storm. If you have to go outside, wear the right kind of **gear**,⁷ like a raincoat, boots, and a hat during rainstorms. Be smart and be safe, so you can enjoy the amazing power of nature. It's quite the show!

7 or special type of clothing

Your friend,
Annie

Comprehension Questions

10 minutes

1. *Literal* Describe some characteristics of a thunderstorm. (Some characteristics of a thunderstorm are heavy rain, thunder, lightning, and strong winds.)
2. *Literal* What is lightning? (Lightning is electricity that strikes the ground during a thunderstorm.)
3. *Inferential* What should you do to stay safe during a thunderstorm? (To stay safe during a thunderstorm, you should stay indoors or in a car, stay away from tall trees, and immediately get out of pools or other areas with lots of water.)
4. *Literal* What are hailstones? (Hailstones are chunks of ice that fall from the clouds during a storm.)
5. *Literal* What gear, or special type of clothing, is best to wear if you have to go outside in the rain? (If you have to go outside in the rain, it is best to wear a raincoat, boots, and a hat.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* Have you ever experienced a thunderstorm? What did you see? What did you hear? Try to use your five senses to describe it. (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Severe

5 minutes

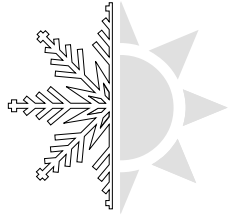
1. In the read-aloud you heard, “Today I’m going to tell you about severe weather, and how to stay safe during thunderstorms.”
2. Say the word *severe* with me.
3. *Severe* means very bad.
4. Someone’s facial expression can be severe if s/he is very angry, or the weather can be severe if it is dangerous.
5. Tell about something you know that is severe. Try to use the word *severe* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “One thing I know that is severe is . . .”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of *severe* is *gentle*. If any of the things that I say sound severe, say, “_____ is severe.” If any of the things sound gentle, say, “_____ is gentle.”

1. a kitten (A kitten is gentle.)
2. blisters from a sunburn (Blisters from a sunburn are severe.)
3. soft spring rain (Soft spring rain is gentle.)
4. breaking an arm (Breaking an arm is severe.)
5. snowflakes falling on your face (Snowflakes falling on your face are gentle.)



Complete Remainder of the Lesson Later in the Day



Safety in Storms

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Extensions

15 minutes

Note: If you do not have access to technology in your classroom, you may skip the Video Questioning activity and instead complete Interactive Illustrations with your class.

Video Questioning

Note: This activity requires advanced preparation. Teachers should peruse the web for short (two minutes or less) videos or video clips related to safety in storms, or any seasons and weather content covered in this domain. This activity can also be done with images from the Flip Book or the Internet.

Directions: Today we are going to practice answering questions using complete sentences.

1. We ask questions by using question words, like *who*, *what*, *where*, *when*, *how*, and *why*. When someone asks a question using the question word *who*, they are asking a question about people. When someone asks a question using the question word *what*, they are asking a question about things. Today, we will practice thinking about people and things using the question words *who* and *what*.
2. We will watch a short video about seasons and weather. The first time we watch the video you should just watch and listen carefully. [Show video clip.]
3. We will now watch the video a second time. This time I will ask a question about the video using *who* or *what*. Think about my question while you watch the video for a second time. Because my question uses *who* or *what*, the answer will be about people or things. [Show video clip.]
4. In partners, answer the question I asked about the video. Take turns responding in complete sentences.

- ✈ Above and Beyond: Have students draw a picture that illustrates a scene from the video. Students can then ask and answer *who* and *what* questions about their illustrations with a partner.

Interactive Illustrations

Give each student a sheet of paper folded in half. On one half of the paper, have students draw a picture of a thunderstorm using the information they have just heard in the read-aloud. Then have them meet with a partner to talk about their pictures for a minute and then trade illustrations.

On the second half of the paper, have each partner draw a picture of what a person should do to be safe in a thunderstorm. Have partners talk to each other about how to be safe during a thunderstorm.

Return the papers to the original owners and discuss with students how each person was able to add some new information to the original illustrations. Allow several volunteers to share and discuss their own and their partner's illustrations. As students discuss the illustrations, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.