

Safety in Storms

7

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify characteristics of a thunderstorm (rain, thunder, lightning, wind, and sometimes hail)
- ✓ 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, identify the main topic and retell key details from “Safety in Storms” (RI.K.2)
- ✓ With prompting and support, describe the connection between safe and unsafe behaviors during severe weather (RI.K.3)
- ✓ With prompting and support, retell instructions the author gives to stay safe during thunderstorms (RI.K.8)
- ✓ Describe unique characteristics of a season (SL.K.4)
- ✓ Describe experience of witnessing a thunderstorm (SL.K.4)
- ✓ Add drawings to description of gear worn for specific activities (SL.K.5)
- ✓ Ask and answer questions beginning with question word *where* (L.K.1d)
- ✓ Produce and expand complete sentences in shared language activities (L.K.1f)
- ✓ Demonstrate understanding of the adjective *severe* by relating it to its opposite, *gentle* (L.K.5b)
- ✓ Identify real-life connections between words—*safe/unsafe*, *safety*, *strike*, *severe*, and *gear*—and their use (L.K.5c)

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

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

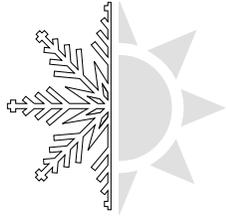
Vocabulary Chart for Safety in Storms			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	electricity hail hailstones hailstorm lightning thunder thunderstorm	energy injure safety severe*	cloud dry ground hurt ice indoors inside/outside soaked/soaking tree
Multiple Meaning	storm	gear* shelter <i>strike/struck</i>	<i>safe</i>
Cognates	electricidad	energía	

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. It is the same as the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 7A-1: Storm Clouds
2. 7A-2: Lightning
3. 7A-3: Lightning-struck tree
4. 7A-4: Hail
5. 7A-5: Annie in rain gear

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	Image 1A-2; Seasons Comparison Chart	15
	Introducing Safety in Storms		
	Vocabulary Preview: Safe/Safety Strike/Struck		
	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		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Syntactic Awareness Activity: Asking Questions Using <i>Where</i>		15
	Vocabulary Instructional Activity: Gear	Drawing paper, drawing tools	
	End-of-Lesson Check-In: Opposites: Safe or Unsafe		



Safety in Storms

7A

Introducing the Read-Aloud

15 minutes



What Have We Learned?

← Show image 1A-2: Kinds of weather

- Remind students that at the beginning of the *Seasons and Weather* domain they learned about different kinds of weather.
- Ask students to describe the different types of weather shown in the image.
- Using the *Seasons Comparison Chart*, have students describe each season, starting with winter. Students should describe the characteristics of the season such as the temperature, the weather, and the activities people do during that season.

[You may wish to have students do this with their partner, in small groups, or home language pairs. Alternatively, you may wish to assign each group to focus on one season and present the characteristics of that season to the rest of the class.]



Introducing Safety in Storms

← Show image 7A-1: Storm clouds

- Explain that when the weather is nice, people like to be outside.
- Ask students: “What do you like to do outdoors when the weather is nice?” Call on three students to share.
- Explain that when the weather is not so nice, people tend to stay indoors where it is safe and dry.
- Ask students what the weather is like in the image. Have them describe the clouds, including their color.
- Tell students that when the clouds in the sky look like this—when the clouds are very dark—it is likely that it will rain and possibly there will be thunder and lightning.



← Show image 7A-2: Lightning

- Point to the lightning in the image. Tell students that lightning is electricity that comes from the earth's sky during thunderstorms. Lightning looks like a bright flash of light.
- Have students say the word *lightning* with you three times.
- Tell students that thunder is a loud clapping sound we hear during a storm.
- Have students say the word *thunder* with you three times.
- Tell students that when there is lightning and thunder while it rains, it is called a thunderstorm.
- Have students say the word *thunderstorm* with you three times.
- Ask students, "Who has seen or heard a thunderstorm before?" Take a quick tally of the class.

Vocabulary Preview

Safe/Safety

1. In today's read-aloud, Annie is going to tell you about *safety* and different ways to stay *safe* during a storm.
2. Say the word *safe* with me three times.
Say the word *safety* with me three times.
3. *Safe* and *safety* mean being careful or protected from danger.
4. Safety on the playground is important to keep you from getting hurt. One way we stay safe on the playground is by not walking too close to someone who is swinging.
5. Think about the words *safe* and *safety*. Tell your partner what you do to stay safe on the playground.

Strike/Struck

1. In today's letter from Annie, you will hear, "Lightning tends to *strike*, or suddenly hit, tall things like trees and tall buildings." And you will see that lightning *struck*, or hit, and knocked down a tree.
2. Say the word *strike* with me three times.
Say the word *struck* with me three times.
3. *Strike* means to hit or attack with a sharp blow. We use the word *struck* when we talk about a strike that has already happened.

4. A snake will strike its prey very quickly.
The baseball bat struck the ball so hard that it cracked.
5. Using your finger to draw in the air, show me what lightning looks like when it strikes.

Purpose for Listening

Tell students that in today's letter, Annie will be talking about what they can do to stay safe during a thunderstorm. Tell students to listen carefully for what they should do next time there is stormy weather.

By the end of this lesson, students should be able to:

- ✓ Identify characteristics of a thunderstorm (rain, thunder, lightning, wind, and sometimes hail)
- ✓ Describe safe and unsafe behaviors during thunderstorms



Safety in Storms

← Show image 7A-1: Storm clouds

Dear Kindergartners,

Have you ever seen a thunderstorm? A thunderstorm is a storm that has lightning, thunder, strong winds, and heavy rain. I was in the car during a thunderstorm 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 very exciting, but also a little scary when the thunder boomed so loud!

Today I'm going to tell you about **severe**—or very bad—weather, and how to stay safe during thunderstorms.

[Point to the clouds in the image.]

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—and completely wet from the rain—you should get indoors. When you see storm clouds like these, you should go inside.



← Show image 7A-2: Lightning

During a thunderstorm, you can see lightning. Lightning is a stroke—or line—of electricity that connects energy in the ground with energy in a cloud. Sometimes, you can see lightning when it flashes or zigzags in the sky.

[Trace your finger across the lightning bolt to show how it zigzags.]

Many times, lightning is followed by a loud noise called thunder. If the thunderstorm is far away, then the thunder won't be so loud. But as the storm gets closer, 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

Lightning **struck**—or hit—and 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. Luckily, 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.

Lightning tends to **strike**—or hit—tall things like trees and tall buildings. The smartest thing you can do in a storm is to stay indoors. If you can't take get inside a building or in your house, then a car is also a safe place.

In case you ever get stuck outside in a thunderstorm and you cannot get indoors, it is important to remember *never* to take **shelter** under or near a tree or any tall object. Do not hide under or near trees or anything tall that could be **struck** by lightning and fall. 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 might get very wet, but you won't get **struck** by lightning or a falling tree.

Another important rule during a thunderstorm is to always get out of a pool, lake, river, or ocean right away. Electricity moves through water, so anyone in the water can be hurt by lightning, too. 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. Hail is small pieces of ice that sometimes fall from clouds during a thunderstorm. 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**—or very bad—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**—or clothing. Here I am with my rain **gear** on.

[Invite different students to point to and name the rain gear Annie has on.]

Be smart and be safe, so you can enjoy the amazing power of nature.

Your friend,

Annie

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic, or main idea, of Annie's letter today?
 - The main idea of Annie's letter is safety in storms.
2. *Literal* What are some characteristics of thunderstorms?
 - Thunderstorms have a lot of rain, wind, lightning, thunder, and sometimes hail.
3. *Literal* What is lightning?
 - Lightning is a stroke of electricity that connects energy from a cloud to energy in the ground.
4. *Literal* What is thunder?
 - Thunder is a loud sound that comes after lightning.



← Show image 7A-1: Storm clouds

5. *Inferential* What should you do if you are outside and see very dark, thick clouds like these?
 - I should go inside.
6. *Inferential* What should you do to stay safe if you get caught outside in a thunderstorm?
 - I should stay away from trees and tall objects and lie flat on the ground.
7. *Inferential* What should you do to stay safe if you are in the water and you see storm clouds or a thunderstorm begins?
 - I should get out of the water right away and go indoors.
8. *Inferential* How is hail different from rain?
 - Hail is small pieces of ice that fall from clouds. Rain is drops of water that fall from clouds.

[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 few questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss

the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Have you ever experienced a thunderstorm? (Yes/No)

What does lightning look like?
What does thunder sound like?

During a thunderstorm, I saw . . .
, I heard . . . , I felt . . .

9. *Evaluative Think Pair Share:* Have you ever experienced a thunderstorm? Try to use your five senses to describe it. What did you see? What did you hear?
10. 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 remaining questions.]

Word Work: Severe

1. In the read-aloud you heard, "Today I'm going to tell you about *severe*, or very bad, weather, and how to stay safe during thunderstorms."
2. Say the word *severe* with me three times.
3. *Severe* means very bad.
4. Someone's facial expression can be severe if s/he is very angry. Severe weather is dangerous weather.
5. I'm going to say two things; one of them is severe and the other is not severe. Tell me which one is severe. Try to use a complete sentence: "A _____ is severe."
 - A nice spring day; a strong thunderstorm.
 - A strong thunderstorm is severe
 - A big punishment; quiet time.
 - A big punishment is severe.
 - A stuffy nose; a bad sickness.
 - A bad sickness is severe.
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 I say sound gentle, say, “_____ is gentle.”

1. a kitten
 - A kitten is gentle.
2. a blister from a sunburn
 - A blister from a sunburn is severe.
3. soft spring rain
 - Soft spring rain is gentle.
4. breaking an arm
 - Breaking an arm is severe.
5. a snowflake falling on your face
 - A snowflake falling on my face is gentle.



Complete Remainder of the Lesson Later in the Day