

Unit 1: Building Strong Communities

WEEK 8 Lesson 2

Science and Engineering
Emergency Preparedness

S & E Big Idea	There are many ways to preparing for various kinds of weather.
S & E Guiding Question	How can people be prepared for different kinds of weather?
Language Objective	I can use unit vocabulary to describe how to prepare for an emergency. (SL.3.1.a, L.6.1)
Vocabulary	emergency preparedness: steps people take to prepare for severe weather conditions
Materials and Preparation	<ul style="list-style-type: none">• <i>Prepare with Pedro: Disaster Preparedness Activity Book</i>, 1 copy per child per group <p><i>Prepare with Pedro</i> includes three sections: Hurricane, Extreme Cold, and Thunderstorms. Divide the children into three groups and assign a section. Each group will read and complete their assigned section.</p>
Opening 2 minutes	<i>Today we will learn about emergency preparedness. When severe weather comes our way, it is important to be prepared. There are groups in our State and country that study how people can stay safe during dangerous weather. Meteorologists help these groups learn about weather and how to be safe.</i>
Instruction 5 minutes	As a whole group, read page 2 from <i>Prepare with Pedro</i> .
Activity 15 minutes	Explain the three groups. Have each group complete their assigned parts. Review their work as a whole group and probe the children about their understanding.
Closing	<i>There are certain things people do to stay safe in severe weather conditions. What have you learned about being prepared during</i>

	<p><i>severe weather conditions today?</i></p> <p><i>In Studios this week, you will use the information you learned to teach others about being prepared for severe weather.</i></p>
Standards and Practices	<p>SE-ESS.1 Make observations at different times of the year to relate the amount of daylight to the time of year. (Further explanation: Emphasis is on relative comparisons of the amount of daylight in the winter or summer to the amount in the spring or fall. Planning and Carrying out Investigations, Earth and the Solar System, Patterns) Clarification Statement: • Examples of seasonal changes to the environment can include foliage changes, bird migration, and differences in amount of insect activity.</p> <p>Practice 8. Obtaining, evaluating and communicating information</p> <p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>L.6.1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
Ongoing assessment	<p>The focus of this lesson is allowing students to communicate and make sense of the language they have been using during this unit. Assess students ability to use vocabulary and recognize the relative temperature.</p>

Notes