



MISSISSIPPI

EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

Grade 2

Grant funded by:



Lesson 16: Weather Safety Plan

Focus Standard(s): RL.2.5, RI.2.2, RI.2.3, RI.2.5, W.2.2

Additional Standard(s): RI.2.1, W.2.7, W.2.8, SL.2.6, L.2.4a

Estimated Time: 5 days

Text(s): *Twister on Tuesday* by Mary Pope Osborne

Resources and Materials:

- Reader's Response Journal (RRJ)
- Text
- Technology resources
- Media resources
- Computers
- Makers
- Posters
- Chart paper
- Printer paper
- Access to printer
- Handout 1.2: Student Progress Tracking Chart
- Handout 16.1: Research Information Organizer
- [National Weather Service](#)
- [Weather Safety Plan](#)
- [Weather Safety Guide](#)
- [Weather Safety Video](#)
- [Emergency Kit Video](#)
- [NOAA Safety Guide](#)

Lesson Target(s):

- The students will demonstrate their understanding of weather by creating a weather safety plan.

Guiding Question(s):

- How can we predict weather?
- How can we use weather research to keep us safe?
- What is a weather safety plan?
- How can this plan keep us safe?

Vocabulary

Academic Vocabulary:

- Data
- Facts
- Investigation
- Inquiry
- Note taking
- Organize
- Research
- Resource

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Read and discuss the meaning of word in multiple contexts
- Write/discuss using the words

In-Context Vocabulary:

- Review

Strategies for Teaching How to Determine Meaning from Context Clues:

- Definition
- Cause and effect
- Examples

Direct Instruction Text Vocabulary:

- Review

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Students create pictures/symbols to represent words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level.
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

Direct students to the guiding questions and lesson target and have a discussion that bring the students back to weather research.

Anticipatory Set/Introduction to the Lesson: (Day 1)

Students view videos about weather safety and weather research. Review main idea and key details with the students. Discuss research with the class. Ask students why we research, how, and what we plan to learn? (Optional: Invite a local meteorologist or weather expert to come speak to your class about the importance of weather safety.)

Activity 1: (Day 1)

Introduces the project to students. The class will look at options for the project. Break the students into pairs if that is best.

Topic choices:

- Tornado safety
- Hurricane safety
- Blizzard safety
- Heat wave safety
- Flood safety

Provide students with **Handout 16.1: Research Information Organizer** to help them collect their information as they find sources. Model for students how to complete this graphic organizer.

Note 1: See project section for detailed instructions.

The teacher may show the class examples of projects. The students can make posters, brochures (paper or computer), a power point, or a book. Review the rubric with the students before starting. Make sure the students understand the rubric and what is expected of them.

Note 2: Go to the library and ask the librarian to model for students how to find various sources of reliable information. The library has many great resources when it comes to research. Be sure the library has opportunities for classes to come throughout the day or ask your librarian to speak with your class during their scheduled library time.

Activity 2: Begin Research (Day 2)

Students work independently or in pairs to research. The students may use the text used during the unit, books from the library, Internet resources, or other media resources.

Note: Be sure to talk with your class about making sure their sources are accurate and reliable.

- ✓ Distribute **Handout 1.2: Student Progress Tracking Chart** to monitor students understanding and progress. From the data collected, make determinations about what types of support to provide to students.

Activity 3: Continue Working (Day 3)

Students will continue working on research and their project. Once students have collected their information from their sources, model in a think aloud how to take that information on their **Handout 16.1: Research Information Organizer** and organize it in a weather safety plan. Make sure that you have provided technology resources, links, books, or any other technical resources needed for the students. This will assist with time management for students researching.

Be sure to remind students of the informational writing anchor chart and the informational writing checklist used throughout the unit.

- ✓ Distribute **Handout 1.2: Student Progress Tracking Chart** to monitor students understanding and progress. From the data collected, make determinations about what types of support to provide to students. For this step in their plan development, students will need lots of specific feedback on their writing. See this resource for information about [providing feedback as formative assessment](#) and this resource about the [characteristics of effective feedback](#).

Activity 4: Illustrate and Complete (Day 4)

The students will continue to work. Today they will finalize their work with illustrations, text features, and revisions. Discuss with students and provide examples of different reasons to include illustrations, text features, and other visual aids in their plans. Direct

students to the texts they have read and how illustrations, text features, and other visual aids helped them to better comprehend those informational texts. Have students discuss what illustrations and text features would improve someone’s comprehension of their weather safety plan. Support students as they add their illustrations and refine the text features.

Review making edits with the class and provide support while they make edits.

Note: Ensure that you or another adult has proof read the project for the presentations. If you are unable to get to all your students, ask an assistant, librarian, or resources teacher to assist you.

- ✓ Distribute **Handout 1.2: Student Progress Tracking Chart** to monitor students understanding and progress. From the data collected, make determinations about what types of support to provide to students.

Activity 6: Present (Day 5)

Students will present their project to the class. Review the Speaking and Listening standard with the class before presenting.

Note 1: Ensure the students have reviewed the rubric for speaking and listening before the projects are presented.

Note 2: Show an example of students presenting that would meet the highest expectations.

Note 3: Work with the librarian to display these weather safety plans in a meaningful way, perhaps even making several copies to hand out to multiple students.

Homework

Performance Task

Students will research natural disasters due to weather, focusing on weather safety for that particular type of weather. Then, they will organize facts into various categories and write a weather safety plan that introduces a topic, uses key details (including facts and definitions) to develop points, provides a concluding statement or section, includes key vocabulary from the text, and creates/adds an illustration (e.g., photographs, diagrams, charts, or graphs) that supports the main topic. Writers will also include multiple text features that provides additional information to make their article more interesting and informative. Finally, students will publish their plans and share with the class or display in the school or public library.

Note: The students will choose or be assigned a weather event.

Weather events:

- Tornado safety
- Hurricane safety
- Blizzard safety
- Heat wave safety
- Flood safety

Note: Students can work in groups or individually researching their chosen weather event.

During the research, they will answer these questions:

1. What type of weather is this?
2. Where (in what region or area) does this weather usually occur?
3. What are the averages for this type of weather?
4. What other information is important about this type of weather?
5. What are the weather safety tips for this weather event?

For training or questions regarding this unit,
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