# Grade 2: Unit 2, Lesson 8

**Title:** *Super Storms*

**Essential Question:** What are the dangerous effects of storms?

**Week 1 Comprehension**

**Knowledge Journal**

1. Read aloud the selection for the week.
2. After you read, stop and think about what you learned and the questions. What did you learn that was new *and important* about the topic from *this* resource? Use large public notes (chart paper) or individual note catchers to capture student learning. Use the optional questions to prompt reflection; sample answers provided for teacher reference.

**Sample Chart Responses**

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| **Title: *Superstorms*** | |
| Write, Draw, or List | |
| **Questions (optional)** | **New and important learning about the topic or evidence** |
| What is weather? | *Weather is when the air around us changes.* |
| What happens when weather changes very suddenly? | *A storm is when weather changes suddenly and violently.* |
| What kind of weather is shown in this picture | *A storm is shown in this picture.* |
| Why is lightning dangerous? | *Lightning can destroy things and start fires.* |
| How can you tell how far away lightning is?  How can this information help you? | *If you count the second between the flash of light and the sound of thunder, you can tell how far away lightning is. This can help you because you can tell if you are in danger from a storm that is close to you.* |
| What is the difference between thunder and lightning? | *Lightning is the light from the heat and thunder is the sound that lightning makes when it heats up.* |
| What is the best way to keep safe during a tornado? | *When a tornado strikes, you should find shelter in a basement or closet.* |
| Describe what is happening in the picture. | *In this picture, a hurricane is washing away the beaches. The wind from the hurricane is destroying trees and telephone poles. The rain is flooding the houses.* |
| How do hurricanes affect people? | *Hurricanes affect people when the rain and waves destroy their homes and buildings in their neighborhoods. The wind can knock down power lines.* |
| How can this tornado change the land? | *When a tornado strikes, the wind can rip cars off the ground and rip houses apart. The tornado changes the land because it rips out trees and clears out neighborhoods.* |
| Why is it important to pay attention to weather reports? | *Weather reports can predict and warn us about storms. They can help us prepare and be safe when a storm strikes.* |

**Written Response #1**

Describe how storms can be dangerous using the pictures and the text.

\*vocabulary: beware, flash, strike, destroy, prepare, damage, prevent, equal

**Sample Student Response:**

Storms can be dangerous in many ways. Some storms, like tornados or hurricanes can destroy houses, trees, and powerlines. Thunderstorms can cause fires and flood neighborhoods. Hail Storms can damage cars and crops. The most deadly storms can also kill people. We need to know about storms because they are so dangerous.

**Written Response #2**

Choose one type of superstorm from the text. Explain the storm using facts form the text and the dangers it has.

\*vocabulary: beware, flash, strike, destroy, prepare, damage, prevent, equal

**Sample Student Response:**

A hurricane is the deadliest storm in the world. A hurricane has fast winds and heavy rains. It can stretch for many miles. A hurricane has an eye where the weather is nice, but beware of the dangerous winds. The waves can destroy the beach. The rain and wind can damage houses and even kill people. This is why hurricanes are so dangerous.

**Written Response #3**

Imagine you were in a superstorm. Write some way you could stay safe and protected from danger. Use evidence from the text to support your answer.

\*vocabulary: beware, flash, strike, destroy, prepare, damage, prevent, equal

**Sample Student Response:**

If I were in a superstorm I would need to protect myself from danger. The first thing I would do is listen to the weatherman. These people can give us information about the storm and predict what is coming. If a weatherman gave me a tornado warning, I would go to a basement or closet. If the weatherman gave me a hurricane warning, I would need to leave my city to find shelter.

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** What are the negative effects of storms?

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| **Cumulative Activities** – The following activities could be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that the class and/or students complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for Week 2.* |

**Rolling Vocabulary: “Fabulous Four” Sample**

* Read each resource then, with students, pick 4 important words. The Rolling Vocabulary may be kept as a large public interactive chart with words and pictures or drawings.
* Collaboratively use the 4 words to write about the most important ideas of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections on the topic, go back and review your words.
* Now select the “Fabulous Four” words from ALL the word lists.
* Use the “Fabulous Four” words to write an interesting sentence or sentences about the topic.

**Sample Student Response**

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| **Title** | **Four Vocabulary Words & Sentences** |
| *Superstorms* | **Words: flash, prepare, equal, damage**   1. If I’m in the middle of a thunderstorm, I might see a **flash** of lightning. 2. The weatherman said, “We should **prepare** for the blizzard.” 3. If you hear thunder four seconds after you see lightning, then that is **equal** to a storm 4 miles away. 4. A hurricane’s wind is so strong is can **damage** trees and houses. |
| *Wild Weather* | **Words: heatstroke, drought, alerts, bank**   1. In the summer I felt dizzy because the hot weather gave me **heatstroke**. 2. Many animals suffered because the long **drought** made it hard to find water. 3. It is important to pay attention to weather **alerts** when a storm is coming. 4. The family loved to play on the **bank** of the river. |
| *Thunderstorms* | **Words:radar, flash flood, tornado, meteorologist**   1. You should purchase a weather **radar** at the store so that I can measure how bad a storm may be. 2. You will hear a **flash flood** warning on the television. 3. A **tornado** can do a lot of damage to your property. 4. A **meteorologist** can help predict the weather. |
| *Weather Patterns* | **Words: monsoon, temperature, snowstorm, tropical**   1. The **monsoon** flooded the front yard. 2. The **temperature** will get up to 90 degrees today. 3. I wore boots out in the **snowstorm** because the snow was deep. 4. A **tropical** beach is hot, sunny, and near the equator. |
| *Changing Weather Storms* | **Words:** atmosphere, precipitation, troposphere, water droplets   1. Clouds are found in our atmosphere. 2. I got soaked from the precipitation because I did not have an umbrella. 3. The troposphere is where weather takes place. 4. Even though water droplets are small, they can form clouds. |
| **Fabulous Four: damage, alerts, meteorologist, precipitation** | |
| **Summary**  Superstorms can **damage** almost everything in their path. It is important that we learn about the types of superstorms so that we can protect ourselves. Some superstorms have **precipitation**, like rain or snow. They can also have strong winds, and can destroy neighborhoods. Luckily, **meteorologists** can help protect us by giving us **alerts** when a storm is near. | |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you already know about this from your other reading? Write or draw in the first box. This can be done collaboratively in small groups or individually depending on your students.
3. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).

**Sample Student Response (most likely these would be drawings!)**

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| **Write, Draw, or List** | | |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *Wild Weather* | Some super storms include thunderstorms, hurricanes, hailstorms, and blizzards. Superstorms can be very dangerous. | Other types of superstorms include heatwaves and droughts. These can be dangerous because plants and animals can die from dehydration. |
| 1. *Thunderstorms* | Storms can be very dangerous. They can happen suddenly and change the way an area looks. | Most thunderstorms happen around the equator. Thunderstorms normally last for 30 minutes and can stretch for 15 miles. |
| 1. *Weather Patterns* | Storms are constantly moving throughout the world. We can listen to the weathermen/women to find out if a storm is coming. | Weather patterns help people predict what the weather will be like. A meteorologist predicts weather patterns. |
| 1. *Changing Weather Storms* | Thunderstorms come from clouds. The thunder is the noise that the heat makes when lightning strikes. | Wind is a powerful part of a storm. Thunderstorms are most common during spring and summer. They usually happen during the afternoon and evening. |

**Written Response #1, Week 2**

Compare and contrast two types of superstorms. Use evidence from all the texts we have read.

**Sample Student Response:**

Hurricanes and tornados are both superstorms, but they have different qualities. They are both very dangerous. They can both damage houses, trees, and roads. Tornadoes and hurricanes can even kill people. Even though they are both superstorms, they are different in many ways. A tornado is formed by fast winds. A hurricane has very fast winds, but it also has rain. Hurricanes form over the ocean, but tornadoes form over land. Tornadoes and hurricanes are very dangerous, but are different types of superstorms.

**Written Response #2, Week 2**

Why is it important for people to understand the different types of superstorms? Use evidence from all the texts we have read.

**Sample Student Response:**

It is very important for people to understand superstorms so that we can stay safe. Superstorms are all very dangerous, but they can look different. People need to know what kinds of superstorms there are so that we can protect ourselves in the right way. If a tornado is coming, we should get to a basement. If a hurricane is coming, we should leave the area. With all superstorms, it is important to listen to a meteorologist to find out what the best plan is.

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**Title:** *Superstorms*

**Essential Question:** What are the dangerous effects of storms?

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| **Title:** | |
| Write, Draw, or List | |
| **Questions** | **New and important learning about the topic or evidence** |
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**Writing Prompt #1**

Describe how storms can be dangerous using the pictures and the text.

\*vocabulary: beware, flash, strike, destroy, prepare, damage, prevent, equal

**Student Response**

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**Writing Prompt #2**

Choose one type of superstorm from the text. Explain the storm using facts form the text and the dangers it has.

\*vocabulary: beware, flash, strike, destroy, prepare, damage, prevent, equal

**Student Response**

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**Writing Prompt #3**

Imagine you were in a superstorm. Write some way you could stay safe and protected from danger. Use evidence from the text to support your answer.

\*vocabulary: beware, flash, strike, destroy, prepare, damage, prevent, equal

**Student Response:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Building Knowledge: Extending the Topic**

**Essential Question:** What are the negative effects of storms?

**Rolling Vocabulary**

As you read each book, keep track of the new words you are learning. Collect the most important words from each book, website or video as you read and learn. Think about the words and write or draw a picture to help you remember them.

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| **Title** | **Vocabulary Words & Sentences** |
| *Superstorms* | Words: |
| *Wild Weather* | Words: |
| *Thunderstorms* | Words: |
| *Weather Patterns* | Words: |
| *Changing Weather Storms* | Words: |
| **Fabulous Four:** | |
| **Summary:** | |

**Rolling Knowledge**

As you read each book, keep track of what you are learning. Write and draw what you already knew in the box on the left. In the box on the right, write and draw about what you learned from this book.

|  |  |  |
| --- | --- | --- |
| **Write, Draw, or List** | | |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *Superstorms* |  |  |
| 1. *Wild Weather* |  |  |
| 1. *Thunderstorms* |  |  |
| 1. *Weather Patterns* |  |  |
| 1. *Changing Weather Storms* |  |  |

**Writing Prompt #1, Week 2**

Compare and contrast two types of superstorms. Use evidence from all the texts we have read.

**Student Response:**

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**Writing Prompt #2, Week 2**

Why is it important for people to understand the different types of superstorms? Use evidence from all the texts we have read.

**Student Response:**

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