



Sharing the Power of Learning

The Minnesota Literacy Council created this curriculum with funding from ECHO (Emergency, Community, Health, and Outreach). The goal of the curriculum is to educate students the importance of being prepared for weather related emergencies and knowing what to do to keep yourself and your family safe should a tornado, flood, snow-storm or some other weather emergency strike. This lesson will also teach learners how to use a weather radio so families are aware should a weather emergency impact home, work or schools in their neighborhoods. Learners will also know who to call for help locally if needed. We invite you to adapt it for your own classrooms.



BE HEALTHY. BE SAFE. BE READY.

ECHO is a nonprofit organization located in St. Paul and serving the needs of Minnesota's immigrant and refugee populations. ECHO's mission is to collaborate with diverse communities to deliver programs and services that help people be healthy, contribute, and succeed. Learn more about ECHO video programs and ELL curriculums by visiting echominnesota.org.

Intermediate Level (CASAS reading scores of 201-220)

Emergency Weather: Week 1

Unit Overview

This is a 1-week unit where students will become familiar with MN weather emergencies and how they can stay informed and safe during them. Students will learn what conditions are necessary for *tornados*, *thunderstorms*, *flash floods*, and *snowstorms*, as well as how weather radios and other lifesaving mediums can help them during these emergencies. They will scan snow emergency parking diagrams for information, and identify *even* and *odd* numbers so they will know which side of the street to park on during a snow emergency.

Focus of Week 1

- Weather emergencies, alert mediums, and safety measures
- Weather conditions and 'watch' vs. 'warning'
- Scanning diagrams for important information

Emergency Weather Unit: Week 1, Monday

<p>Objectives <i>Learners will be able to...</i></p> <p>Life skill: Discuss severe weather warnings.</p> <p>Literacy: Answer simple wh-questions about weather in their home countries.</p> <p>Listening: Listen for specific information about weather emergencies.</p>	<p>Materials</p> <p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Discussion Questions • Handout: Pretest • Handout: Weather Radios, Student Copy <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Volunteer Manual, 2012</u>: Ball Toss, p. 46 (reference) • Weather Pictures • Key Words • Weather Radios, Teacher Copy <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector
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Lesson Plan

Warm up/Pretest (40mins)

Description: Ss will ask/answer weather-related questions; they will also take a pretest.

Materials/Prep: make copies of **Discussion Questions** and **Pretest; Volunteer Manual, 2012: Ball Toss, p. 46.**

Activity 1: Life Skill/Listening (60mins)

Description: Ss will define “key words” and listen for specific information about weather emergencies.

Materials/Prep: make one copy of **Weather Pictures** and **Key Words**; make multiple copies of **Weather Radios, Teacher/Student Copies; ELMO or overhead projector.**

Activity 2 (optional): Writing (10mins)

Time permitting

Description: Ss will write sentences using the new “key words”.

Materials/Prep: write the key words on the board and then have the Ss write sentences in their notebooks.

Wrap -up

Pair Ss together and have them come up with a list of 5 things they learned today. Then have each pair share one thing on their list.

Teacher Directions: Warm Up

- **Materials:** *Discussion Questions, Pretest; Volunteer Manual, 2012: Ball Toss, p. 46??*

Step 1: Setting the Context

Pass out the **Discussion Questions**. Read each question as a class and give them YOUR answers. Discuss any difficult vocabulary before Ss start answering the questions.

After about 10-15mins, regroup as a class and do the **ball toss** to review Q&A.

Step 2: Pretest

Explain that this week they will be learning about *Emergency Weather*.

Pass out the **Pretest**. **Make sure each student writes his/her name on the test, along with the School Location.** Explain that they will take this test on Monday and again on Thursday.

Collect the tests afterward and give them to your Coordinator after class.

Discussion Questions

Read the questions below. Then answer them in complete sentences.

- 1) What is your home city and country?
- 2) How many seasons does your city have?
- 3) Does it snow there?
- 4) Does it rain there?
- 5) Does your city ever have weather emergencies? (for example, Minneapolis has weather emergencies when it snows A LOT.)

Read the questions below. Then answer them in complete sentences.

Pretest

Teacher Copy

Name: _____ Date: _____

School Location: _____

1. What is a weather radio?
 - a) A radio that plays music.
 - b) A radio that gives you weather updates.
 - c) A radio that gives you weather and news updates.
 - d) None of the above.
2. Weather radio alerts are given only in what language?
 - a) Spanish
 - b) Somali
 - c) Arabic
 - d) English
3. What is an example of a weather emergency?
 - a) Severe thunderstorm
 - b) Flash flood
 - c) Tornado
 - d) All of the above
4. What are the loud noises you hear outside alerting you of a tornado warning?
 - a) Warning sirens
 - b) Thunder
 - c) People screaming
 - d) Lightning
5. What weather conditions are necessary for a tornado?
 - a) Lots of wind
 - b) Blue skies
 - c) Snow
 - d) Hail

Teacher Directions: Activity 1: Life Skill/Listening

- **Materials:** *Weather Pictures, Key Words, Weather Pictures, Teacher/Student Copies; ELMO or overhead projector*

Step 1: Setting the Context







Write the word “weather” on the board and ask Ss what it means. Then write the word “severe” in front of weather and ask them what they think “severe weather” means. Honor any valid answers. If Ss struggle, tell them that *severe* means “strong”. Then ask them to replace “strong” for *severe* → *What does ‘strong weather’ mean?* Discuss.

Then show them the **Weather Pictures** one-by-one and ask Ss what each picture represents. If they don't know, supply the answers for them and write the words on the board: *tornado*, *thunderstorm*, *floods*, *snowstorms*. Tell your class that this week they will learn what to do during weather emergencies.



Step 2: Pre-Listening

Define the **Key Words** together as a class. Only show them one word at a time: first, show them the word and the picture and see if they can tell you what the word means. If they can, write the definition next to the word. (**NOTE:** You're not looking for a 'Webster's definition', so if someone gets close, or uses examples of the word, that's good enough.) If they can't tell you the definition, then reveal the sentence with the word in it and see if that helps. If it doesn't, then *finally* write down the definition for them. **NOTE:** The idea of this activity is to have the Ss define the words. Do this procedure for all of the words.

<p>Key Words</p> <p>Immediate</p>  <p>I called and went to the doctor. I wanted to know what was wrong right away. The doctor told me I should have immediate results.</p> <p>Emergency</p>  <p>My husband had a heart attack. This was an emergency, so I called 911.</p> <p>Safe</p>  <p>The teacher makes sure the kids are safe in the school.</p>	<p>Weather Radio</p>  <p>Listen to your weather radio to receive severe weather alerts, such as tornado warnings.</p> <p>Warning Siren</p>  <p>Last night there was a thunderstorm and the warning siren went really loud!</p> <p>Lifesaving</p>  <p>This man is a lifeguard. He helps people who can't swim during lifeguard duty.</p>
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Definitions:

- * *Immediate* = right now
- * *Emergency* – a situation that requires immediate attention
- * *Safe* – free from danger
- * *Weather Radio* – a radio that gives you weather updates
- * *Lifesaving* – an action that saves a life
- * *Warning siren* = an outside alarm that tells you a tornado is happening

Step 3: Listening for Specific Information

Before Ss listen for the missing words, project the **Weather Radios, Teacher Copy** on the board. Read the first paragraph for the Ss (cover up the rest) and discuss its meaning. Do this for the rest of the paragraphs.

Then pass out the **Weather Radios, Student Copy**. Explain that they will need to listen for the missing information in the paragraphs. Tell them that spelling doesn't matter and that you will

Weather Radios

TEACHER COPY

ECHOScript
Emergency, Community, Health and Outreach

"Stay Alert Using Weather Radios"

Weather radios can keep you and your family safe during an emergency. Severe weather can happen any time, and often without much warning. It's important to be ready for weather and other situations that could affect you and your family.

In any emergency, you need as much information as you can get, from as many places as you can get it. Outdoor warning sirens, television, radio, internet and even text alerts can provide lifesaving information.

The weather radio system is for alerting people to **IMMEDIATE** weather threats, like thunderstorms, tornadoes and floods. It shares weather information that could threaten you in the next few minutes to hours. So if your weather radio shares an alert, it's happening near you, right now or very soon.

The weather radio service covers about 95% of the US population. Alerts are only in English. If you do not understand English fluently, it's important that you understand certain words and know what to do in each emergency. In Minnesota, the most common weather emergencies are tornadoes, thunderstorms and floods.

<p>Weather Radios</p> <p>Student Copy</p> <p>ECHOScript Emergency, Community, Health and Outreach</p> <p>"Stay Alert Using Weather Radios"</p> <p>_____ can keep you and your family _____ during an _____, and often without much warning. It's important to be ready for weather and other situations that could affect you and your family.</p> <p>In any emergency, you need as much information as you can get, from as many places as you can get it. Outdoor _____, television, radio, internet and even text alerts can provide _____ information.</p> <p>The _____ system is for alerting people to _____ weather threats, like thunderstorms, _____ and floods. It shares weather information that could threaten you in the next few minutes to hours. So if your weather radio shares an alert, it's happening near you, _____ or very soon.</p> <p>The _____ service covers about 95% of the US population. Alerts are only in _____. If you do not understand English fluently, it's important that you understand certain words and know what to do in each emergency. In Minnesota, the most common weather emergencies are tornadoes, _____ and _____.</p>	<p>Comprehension Questions</p> <ol style="list-style-type: none"> 1. What do weather radios do? 2. What do warning sirens do? 3. What are three examples of immediate weather threats? 4. The weather alerts are given in what language?
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read the paragraphs multiple times. Read the script SLOWLY for your class.

Step 4: Checking for Comprehension

Afterwards, pair Ss up and have them check their answers by reading the script together. Then have them answer the comprehension questions in pairs or individually.

When almost everyone has finished, regroup and go over the questions together as a class.

Discussion Questions

Read the questions below. Then answer them in complete sentences.

1) What is your home city and country?

2) How many seasons does your city have?

3) Does it snow there?

4) Does it rain there?

5) Does your city ever have weather emergencies? (*for example*, Minneapolis has weather emergencies when it snows A LOT.)

Read the questions below. Then answer them in complete sentences.

1) What is your home city and country?

2) How many seasons does your city have?

3) Does it snow there?

4) Does it rain there?

5) Does your city ever have weather emergencies? (*for example*, Minneapolis has weather emergencies when it snows A LOT.)

Pretest

Teacher Copy

Name:

Date:

School Location:

1. What is a weather radio?
 - a) A radio that plays music.
 - b) A radio that gives you weather updates.**
 - c) A radio that gives you weather and news updates.
 - d) None of the above.

2. Weather radio alerts are given only in what language?
 - a) Spanish
 - b) Somali
 - c) Arabic
 - d) English**

3. What is an example of a weather emergency?
 - a) Severe thunderstorm
 - b) Flash flood
 - c) Tornado
 - d) All of the above**

4. What are the loud noises you hear outside alerting you of a tornado warning?
 - a) Warning sirens**
 - b) Thunder
 - c) People screaming
 - d) Lightning

5. What weather conditions are necessary for a tornado?
 - a) Lots of wind**
 - b) Blue skies
 - c) Snow
 - d) Hail

6. What weather conditions are necessary for a thunderstorm?
- a) Lots of wind
 - b) Blue skies
 - c) Thunder, lightning, and rain**
 - d) Snow
7. What weather conditions are necessary for a snowstorm?
- a) Hail
 - b) Rain
 - c) Sunshine
 - d) Snow**
8. If your city declares a tornado watch, what does that mean?
- a) That the conditions are right for a tornado.**
 - b) That a tornado is happening now.
 - c) That you should watch the news.
 - d) That you should buy a weather radio.
9. If your city declares a tornado warning, what does that mean?
- a) That the conditions are right for a tornado.
 - b) That a tornado is happening now.**
 - c) That you should watch the news.
 - d) That you should turn on your weather radio.
10. What does it mean when a city declares a “snow emergency”?
- a) That you should go in to your basement.
 - b) It recently snowed at least 3 inches.
 - c) That different parking rules apply.
 - d) B & C are both correct**
11. Minneapolis and St. Paul have the same *snow emergency* rules.
- a) True
 - b) False**
12. What is an example of an *even number*: _____
13. What is an example of an *odd number*: _____

Pretest

Student Copy

Name:

Date:

School Location:

1. What is a weather radio?
 - e) A radio that plays music.
 - f) A radio that gives you weather updates.
 - g) A radio that gives you weather and news updates.
 - h) None of the above.

2. Weather radio alerts are given only in what language?
 - e) Spanish
 - f) Somali
 - g) Arabic
 - h) English

3. What is an example of a weather emergency?
 - e) Severe thunderstorm
 - f) Flash flood
 - g) Tornado
 - h) All of the above

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 - e) Warning sirens
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 - e) Lots of wind
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 - g) Thunder, lightning, and rain
 - h) Snow

7. What weather conditions are necessary for a snowstorm?
 - e) Hail
 - f) Rain
 - g) Sunshine
 - h) Snow

8. If your city declares a tornado watch, what does that mean?
 - e) That the conditions are right for a tornado.
 - f) That a tornado is happening now.
 - g) That you should watch the news.
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9. If your city declares a tornado warning, what does that mean?
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 - g) That you should watch the news.
 - h) That you should turn on your weather radio.

10. What does it mean when a city declares a "snow emergency"?
 - e) That you should go in to your basement.
 - f) It recently snowed at least 3 inches.
 - g) That different parking rules apply.
 - h) B & C are both correct

11. Minneapolis and St. Paul have the same *snow emergency* rules.
 - c) True
 - d) False

12. What is an example of an *even number*: _____

13. What is an example of an *odd number*: _____

Weather Pictures



Key Words

Immediate



I was sick and went to the doctor. I wanted to know what was wrong right away. The doctor told me I would have **immediate** results so I was happy.

Emergency



My husband had a heart attack. This was an **emergency** so I called 911.

Safe



The teacher makes sure the kids are **safe** in the street.

Weather Radio



Listen to your **weather radio** to receive severe weather alerts, such as tornado warnings.

Warning Sirens



Last night there was a thunderstorm and the **warning sirens** were really loud!

Lifesaving



This man is a life guard. He helps people stay safe. He performs **lifesaving** duties.

Weather Radios

TEACHER COPY

ECHO Script

Emergency, Community, Health and Outreach



“Stay Alert Using Weather Radios”

Weather radios can keep you and your family **safe** during an **emergency**. **Severe weather** can happen any time, and often without much warning. It’s important to be ready for weather and other situations that could affect you and your family.

In any emergency, you need as much information as you can get, from as many places as you can get it. Outdoor **warning sirens**, television, radio, internet and even text alerts can provide **lifesaving** information.

The **weather radio** system is for alerting people to **IMMEDIATE** weather threats, like thunderstorms, **tornadoes** and floods. It shares weather information that could threaten you in the next few minutes to hours. So if your weather radio shares an alert, it’s happening near you, **right now** or very soon.

The **weather radio** service covers about 95% of the US population. Alerts are only in **English**. If you do not understand English fluently, it’s important that you understand certain words and know what to do in each emergency. In Minnesota, the most common weather emergencies are tornadoes, **thunderstorms** and **floods**.

Comprehension Questions

1. What do weather radios do? **Keep you and your family safe during an emergency; alerting people to immediate weather threats.**
2. What do warning sirens do? **Provide lifesaving information**
3. What are three examples of immediate weather threats? **thunderstorms, tornadoes, and floods.**
4. The weather alerts are given in what language? **English**

Weather Radios

Student Copy

ECHO Script

Emergency, Community, Health and Outreach



“Stay Alert Using Weather Radios”

_____ can keep you and your family _____ during an _____. _____ can happen any time, and often without much warning. It’s important to be ready for weather and other situations that could affect you and your family.

In any emergency, you need as much information as you can get, from as many places as you can get it. Outdoor _____, television, radio, internet and even text alerts can provide _____ information.

The _____ system is for alerting people to _____ weather threats, like thunderstorms, _____ and floods. It shares weather information that could threaten you in the next few minutes to hours. So if your weather radio shares an alert, it’s happening near you, _____ or very soon.

The _____ service covers about 95% of the US population. Alerts are only in _____. If you do not understand English fluently, it’s important that you understand certain words and know what to do in each emergency. In Minnesota, the most common weather emergencies are tornadoes, _____ and _____.

Comprehension Questions

1. What do weather radios do?
2. What do warning sirens do?
3. What are three examples of immediate weather threats?
4. The weather alerts are given in what language?

Emergency Weather Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i> Life Skill: Determine the difference between weather “watch” vs. “warning”, as well as safety measures during a weather emergency. Literacy: Read short paragraphs and answer questions. Transitions: Scan paragraphs for information. Grammar: Identify verbs within a paragraph.	Materials Make Student Copies <ul style="list-style-type: none">• Handout: Reviewing the Key Words• Handout: Staying Safe during Weather Emergencies Props, Technology, or Other Resources <ul style="list-style-type: none">• ELMO or overhead projector• Laptop, LCD Projector, & Speakers
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Lesson Plan

Review: (15mins)

Directions: Ss will match the key words to their definitions and then use them in sentences.

Materials/Prep: make copies of **Reviewing the Key Words**.

Activity 1: Life Skill/Literacy (60mins)

Description: Ss will read about the differences between a weather “watch” vs. “warning”, as well as how to remain safe during weather emergencies.

Materials/Prep: **Laptop, LCD projector, & Speakers;** make copies of **Staying Safe during Weather Emergencies**.

Activity 2: Grammar (15mins)

time permitting

Description: Ss will circle all of the verbs in a paragraph and then write sentences with them.

Materials/Prep: use the handout from the previous activity - **Staying Safe during Weather Emergencies**.

Wrap-Up

Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.

Teacher Directions: Review

- **Materials:** *Reviewing the Key Words*

Step 1: Review

Pass out **Reviewing the Key Words** as Ss come in. Give them 10 minutes to work on it. Then regroup and go over the answers.

Reviewing the Key Words

Draw a line from the key words to their matching definitions.

Key words	Definitions
immediate	a situation that requires immediate attention
emergency	free from danger
Warning Sign	right now!
Weather radio	an action that saves a life
updating	a radio that gives you weather updates
safe	an outside alarm that tells you a weather emergency is happening

Now fill in the missing key words in the sentences below.

1. A _____ will give you an update on the weather happening in your area. An alarm will sound on the radio if there is a weather emergency.
2. If there is a tornado, go to the basement in your house to be _____.
3. There is a thunderstorm warning in Minneapolis. That means I need to take _____ action because the thunderstorm is happening right now!
4. Tornadoes, floods, thunderstorms, and snow storms are all examples of weather _____.
5. A weather radio is a _____ device. If you have one, it might save your life.
6. The _____ was really loud during the tornado warning. I'm happy I heard it because I got home quickly and went to the basement.

Teacher Directions: Activity 2: Life Skill/Literacy

- **Materials:** Laptop, LCD projector, Speakers; *Staying Safe during Weather Emergencies*

Step 1: Prep

Set up the Laptop and LCD projector and open up your internet browser. Then type in this link: [youtube.com/MLCESLlistening](https://www.youtube.com/watch?v=MLCESLlistening) and click on **Weather Radio**. NOTE: The video quality is not the best; this video is more to show your Ss what a weather radio is and how it looks/sounds.

Step 2: Setting the Context

Ask your class what kinds of weather emergencies occur in MN → *thunderstorm, tornado, flooding, and snowstorms*. (They learned these terms yesterday.) Write down any appropriate answers on the board and supply the ones they missed. Then ask them what “conditions” are necessary for each weather emergency to occur (i.e., thunderstorm = thunder, lightning, rain; tornado = winds, rain; etc.) Discuss these conditions and write them on the board.

Tell your class that they are going to listen to a weather radio broadcast, and that they need to determine what the weather emergency is. Play the **Weather Radio** video at least twice.

Afterward, ask the Ss what the weather emergency was → *Thunderstorm*. Discuss briefly what a thunderstorm is and if anyone has ever experienced one before.

Step 3: Weather “watch” vs. “warning”

Write these two words on the board: “watch” and “warning”. Tell your class to *now* listen for whether the weather radio broadcast is a *thunderstorm WATCH* or *thunderstorm WARNING*. Play the **Weather Radio** video again for them and discuss afterward.

Ask them what they think the differences are between “watch” and “warning”. Discuss briefly and then project **Staying Safe during Weather Emergencies** on the board. Read ONLY the paragraph on *Watch vs. Warning* (cover up the rest of the paragraphs.) Read this paragraph once for your class; then have them read along with you for a second time.

Staying Safe during Weather Emergencies

ECHO Script
Emergency, Community, Health and Outreach

ECHO
REACHING WEATHER-PRONE AREAS

"Stay Alert Using Weather Radios"

Watch vs. Warning
There are two important types of severe weather alerts you need to know: Sometimes alerts are issued for a "watch", such as a tornado watch. A "watch" is when the conditions are right for that type of weather emergency to happen, but it hasn't happened yet in your area. The other type of alert is a "warning". Warnings are issued when that weather event is happening in your area. "Watch" means, "be ready for an emergency". "Warning" means, "the emergency is happening now, and you must take action".

Remaining Safe
Before severe weather strikes, designate one room or area in your home as the "safe place". When high wind or tornadoes threaten, the safest place is in a basement. If you don't have a basement, the best place is a room on the lowest floor, or a room away from windows and outside doors.

Weather Radios
Weather radios are very useful. Many weather radios have a screen that shows what the weather emergency is in your area, such as tornado, flash flood or duststorm.

Weather radios are electronic devices. To work right, they must be plugged in or have batteries in them, or both. If your weather radio isn't plugged in, or if it doesn't have batteries, you might not get information that could save your life. Keep it ready.

Many weather radios have an alarm mode. This means that the radio remains silent until there is a weather emergency in your area. At that time, it will automatically turn itself on, and sound an alarm and share important information for your area. Remember, if your weather radio sounds an alarm, it's not for tomorrow or the next day, it's an emergency happening right now very near you.

A few small areas in rural Minnesota do not get weather radio reception. And even in areas with generally good reception, some low areas, like basements, may not get good reception. This is another reason not to rely on any one source of information during an emergency. Still, safety experts agree that weather radios are a big piece of lifesaving equipment and should be in every home.

Questions

1. During a weather emergency, what does "watch" mean?
2. During a weather emergency, what does "warning" mean?
3. During a tornado, where should you go?
4. What should you do during a tornado if you live in an apartment and don't have a basement?

Discuss what the differences are between “watch” and “warning”. **Ask your Ss:** “For a thunderstorm watch, what conditions might there be for this weather emergency?” Look for them to say things like, *raining, dark clouds, thunder, lightning, etc.* Then discuss the conditions for a *tornado, snowstorm, and flooding.*

Step 4: Remaining Safe

Ask your class what they should do if they are at home and there is a *tornado WATCH* in their area. Then ask what they think they should do if there is a *tornado WARNING*. Discuss.

Read the paragraph on *Remaining Safe* for your class and discuss afterwards. Ask how many people in your class live in apartments. Talk about what they can do if a tornado strikes in their area.

Next, read the first two paragraphs of *Weather Radios* for your class, and then have them read along with you for a second time. Discuss. Talk about why it’s a good thing to have batteries in a weather radio → *in case of power outages.*

Finally, read the remaining paragraphs of *Weather Radios* for your class. Ask your Ss what happened to the weather radio in the video when it went in to alarm mode. Ask them what flashed across the screen → *thunderstorm watch*. Also talk about what “reception” means and why it’s good to not just rely on your weather radio for information. Then discuss what other sources are available for weather emergency information → *TV, text alerts, sirens, etc.*

Step 5: Checking Comprehension

Now pass out the **Staying Safe during Weather Emergencies** reading to your Ss. Tell them to read the paragraphs again *before* answering the comprehension questions. Walk around the room and assist as necessary.

As Ss finish, pair them up so they can check their answers.

Teacher Directions: Activity 2: Grammar

- **Materials: *Staying Safe during Weather Emergencies***

Step 1: Finding the verbs

Use the handout from the previous activity, **Staying Safe during Weather Emergencies**. Tell your Ss to reread the first paragraph, “Watch vs. Warning”, and have them circle all of the verbs in the paragraph. After about 5-10 minutes, regroup as a class and project that paragraph on the board. Have your Ss come up to the board, read a sentence, and then circle the verb(s) in that sentence. Have the rest of the class check for accuracy.

The handout is titled "Staying Safe during Weather Emergencies" and features the ECHO Script logo. It is divided into three main sections: "Watch vs. Warning", "Remaining Safe", and "Weather Radio".

- Watch vs. Warning:** Explains that there are two important types of severe weather alerts: "Watch" (conditions are right for a weather emergency to happen) and "Warning" (weather is happening). It includes the phrases: "Watch" means "be ready for an emergency"; "Warning" means "an emergency is happening now, and you must take action".
- Remaining Safe:** Advises to designate one room or area as the "safe place". When high wind or tornadoes threaten, "take shelter in a basement". If no basement, the best place is a room on the lowest floor, away from windows and outside doors.
- Weather Radio:** States that weather radios are very useful and should be plugged in or have batteries in them, or both. If not plugged in or no batteries, you might not get information that could save your life. Keep it ready.

Additional text on the right side of the handout includes: "Many weather radios have an alarm mode... This means that the radio remains silent until there is a weather emergency in your area... A few small areas in rural Minnesota do not get weather radio reception... This is another reason not to rely on any one source of information during an emergency... Questions: 1. During a weather emergency, what does 'watch' mean? 2. During a weather emergency, what does 'warning' mean? 3. During a tornado, where should you go? 4. What should you do during a tornado if you live in an apartment and don't have a basement?"

Step 2: Grammar Tense

Afterwards, ask your class what TENSE these verbs are in → *present*. Ask them how they know that. Then write “to be” on the board, and underneath it the following diagram:

I
You → *are*
He/She/It → *is*
You (all)
We
They

Ask your class to fill in the rest of the remaining *present* “to be” verbs (i.e., I → *am*; you (all) → *are*; etc.). Then have them write 10 sentences using these verbs.

** If Ss finish really quickly, have them conjugate these verbs into the *past* and then write 10 more sentences.

Step 3: Checking Comprehension * Time permitting *

Have Ss share their sentences and have the rest of the class correct for grammar accuracy.

Reviewing the Key Words

Draw a line from the key words to their matching definitions.

Key words

Immediate

Emergency

Warning Siren

Weather radio

Lifesaving

Safe

Definitions

a situation that requires immediate attention

free from danger

right now!

an action that saves a life

a radio that gives you weather updates

an outside alarm that tells you a tornado is happening

Now fill in the missing key words in the sentences below.

1. A _____ will give you an update on the weather happening in your area. An alarm will sound on the radio if there is a weather emergency.
2. If there is a tornado, go to the basement in your house to be _____.
3. There is a thunderstorm warning in Minneapolis. This means I need to take _____ action because the thunderstorm is happening right now!
4. A snow storm is an example of a weather _____.
5. A weather radio is a _____ device. If you have one, it might save your life.
6. The _____ was really loud during the tornado warning. I'm happy I heard it because I got home quickly and went to the basement.

Staying Safe during Weather Emergencies

ECHO Script

Emergency, Community, Health and Outreach



“Stay Alert Using Weather Radios”

Watch vs. Warning

There are two important types of severe weather alerts you need to know. Sometimes alerts are issued for a “**watch**”, such as a tornado watch. A “watch” is **when the conditions are right** for that type of weather emergency to happen, but it hasn’t happened yet in your area. The other type of alert is a “**warning**”. Warnings are issued when that weather threat **is happening** in your area. “**Watch**” means, “be ready for an emergency”. “**Warning**” means, “the emergency is happening now, and you must take action”.

Remaining Safe

Before severe weather strikes, designate **one room** or area in your home as the “**safe place**”. When high wind or tornadoes threaten, the safest place is in a basement. If you don’t have a basement, the best place is a room on the lowest floor, or a room away from windows and outside doors.

Weather Radios

Weather radios are very **useful**. Many weather radios have a **screen** that shows what the **weather emergency** is in your area, such as tornado, flash flood or thunderstorm.

Weather radios are **electronic devices**. To work right, they must be **plugged in** or have **batteries** in them, or both. If your weather radio isn’t plugged in, or if it doesn’t have batteries, you might not get information that could save your life. Keep it ready.

Many weather radios have an **alarm mode**. This means that the radio remains **silent until** there is a **weather emergency** in your area. At that time, it will automatically turn itself on, and sound an alarm and share important information for your area. Remember, if your weather radio sounds an alarm, it's not for tomorrow or the next day, it's an **emergency happening right now** very near you.

A few small areas in rural Minnesota **do not** get **weather radio reception**. And even in areas with generally good reception, some low areas, like basements, may not get good reception. This is another reason not to rely on any one source of information during an emergency. Still, safety experts agree that weather radios are a big piece of lifesaving equipment and should be in every home.

Questions

1. During a weather emergency, what does "watch" mean?
2. During a weather emergency, what does "warning" mean?
3. During a tornado, where should you go?
4. What should you do during a tornado if you live in an apartment and don't have a basement?

5. What happens when a weather radio goes in to alarm mode?
6. If a weather radio alarm turns itself on, does that mean the weather emergency is a "watch" or "warning"?
7. Why is it important to have batteries in a weather radio?
8. Why is it good to rely on multiple sources of information during a weather emergency, and not just a weather radio?

Emergency Weather Unit: Week 1, Wednesday

<p>Objectives <i>Learners will be able to...</i></p> <p>Life skill: Scan diagrams for important information.</p> <p>Literacy/Listening: Read/dictate sentences about weather emergencies.</p> <p>Transitions: Identify between even and odd numbers.</p>	<p>Materials</p> <p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Parking Rules – Day 2 • Handout: Even and Odd Numbers <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Volunteer Manual, 2012</u>: Walking Dictation, p. 59 • <u>Cut out sentences</u>: The Weather Radio Says... • <u>Cut out the pictures</u>: Snow Emergency Pictures • Parking Rules – Day 1 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • Scissors
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Lesson Plan

Review: Literacy/Listening (30mins)

Description: Ss will do a walking dictation to review the weather conditions for *thunderstorms, tornados, flash floods, and snowstorms*.

Materials/Prep: make one copy of *The Weather Radio Says...; Volunteer Manual, 2012: Walking Dictation, p. 59*; ELMO or overhead projector; scissors.

Activity 1: Life Skill/Transitions (60mins)

Description: Ss will learn about snow emergencies and scan diagrams for information on parking rules; they will also learn about *even* and *odd* house numbers and practice identifying these numbers.

Materials/Prep: make one copy of *Snow Emergency Pictures* and *Parking Rules – Day 1*; make multiple copies of *Parking Rules – Day 2* and *Even and Odd Numbers*; ELMO or overhead projector.

Wrap-up

Time permitting, ask Ss to tell you what they learned today.

Teacher Directions: Review: Literacy/Listening

- **Materials:** *Volunteer Manual, 2012: Walking Dictation, p. 59; The Weather Radio Says...*; ELMO or overhead projector; scissors

Step 1: Prep

Reference **p. 59** in the **Volunteer Manual, 2012**. Then cut out the 10 sentences on the first page of **The Weather Radio Says...(numbers 1 & 2)**. Tape the individual sentences out in the hall or around the room.

Step 2: Dictation

(This activity provides a buffer for the late Ss.) Project the second page of **The Weather Radio Says...(numbers 3 & 4)** on the board

and cover it up. Tell your Ss that you will show them a sentence, read it for them, and that they

should write the sentence down correctly in their notebooks. Only show each sentence for 10 seconds.

After you do the final sentence of each paragraph review the sentences by having Ss read them for you. Reveal each sentence as they're read, so Ss can correct any mistakes. After the last sentence is read, ask your class what the weather radio would say for these weather conditions: **#1 = snowstorm; #2 = tornado; #3 = flooding/flash floods; #4 = thunderstorms.**

Step 3: Walking Dictation

Follow the instructions on **p. 59** of the **Volunteer Manual, 2012** in order to perform the walking dictation.

Afterwards, call on Ss to share their sentences. Reveal each one on the board as they are read, so Ss can correct mistakes. Discuss what the weather radio would say for each of the paragraphs.

The Weather Radio Says...	#3
#1	It is raining a lot today.
Today is cold.	Cars can't drive.
It is snowing a lot.	Basements have water in them.
Schools are closed.	The weather radio says...
It's not safe to drive.	#4
The weather radio says...	The sky is dark.
#2	It is raining and hailing.
It is summer and raining.	There is thunder and lightning.
The sky looks green.	The weather radio says...
It is really windy.	
The warning sirens are loud.	
The weather radio says...	

Teacher Directions: Activity 1: Life Skill/Transitions

- **Materials:** ELMO or overhead projector; *Snow Emergency Pictures, Parking Rules – Day 1, Parking Rules – Day 2; Even and Odd Numbers*

Step 1: Setting the Context

Show the picture of the *Snow Emergency Route* sign on the **Snow Emergency Pictures** handout. Ask Ss what it is and if they've seen them before. Ask them what they think a "snow emergency" is. Discuss.

Then ask your Ss to raise their hands if they have a car. Ask them to raise their hands if they have to park on the street. Ask those Ss what they have to do if there is a lot of snow → Look for them to say, *move car*, or something to that effect.

Step 2: Snow Emergencies

Project the picture of the *numbered houses* from the **Snow Emergency Pictures** handout on the board. Ask Ss what houses are the ODD numbered houses. If they look confused, circle the #1 and #3 houses. Then ask them the question again. Hopefully they will tell you houses #5, #7, and so on are ODD. Then ask them what houses are the EVEN numbered houses. Hopefully they will tell you the numbers on the other side of the street. If they don't know, circle houses #2 and #4 and then ask the question again.

Explain that during a snow emergency, different parking rules go in to effect. Those parking rules generally involve knowing which side of the street is *even* or *odd*. Show the *Day 2* picture from the **Snow Emergency Pictures** handout to reinforce the point.

Then briefly explain that an even number is any number that can be divided by 2 *evenly*. Do a couple of examples: $4/2 = 2$; $8/2 = 4$... $3/2 = 1.5$ → 3 is NOT even, then, it is ODD. Tell them that odd numbers can NOT be divided by 2 evenly.

Next, project the **Minneapolis Snow Emergencies** handout on the board. Read the "Don't get towed this winter" part together as a class. Discuss what "towed" means, as well as any other important information. Then read the second part of the handout. Encourage your Ss to write down the important information listed, especially the "text alerts".



For St. Paul sites, give them the following information *instead of* reading the second portion of the handout: 651-266-PLOW (7569) for info on snow emergencies; www.stpaul.gov/snowalert to set up text alerts.


Step 3: Scanning diagrams for information

Project the **Parking Rules – Day 1, Teacher Copy** handout on the board. Explain what the diagram is and that you are going to ask them several questions about it. Then read them the corresponding comprehension questions. For each answer, have a student come up to the board and **CIRCLE** where they found the correct information. Do this for all of the questions.

Parking Rules – Day 1

Teacher copy

Snow Emergency Parking Rules
Day 1 (Day 2 / Day 3)
Day 1 - 9 p.m. to 8 a.m. (overnight)
Do not park on either side of the street with the red sign: Snow Emergency Route. Snow plows will clear these streets first.
A Snow Emergency will be declared no later than 6 p.m. on any given day. At 9 p.m. on that day, Snow Emergency parking rules begin. Park on either side of non-Snow Emergency routes (these streets DO NOT have the red sign: Snow Emergency Route).



Day 1
9 p.m. - 8 a.m.

After a street is fully plowed, feel free to park there, even if Snow Emergency parking rules are still in effect. Fully plowed means the street is completely cleared and plowed as wide as possible. Plows may come through more than once, so make sure that it is fully plowed as wide as possible before parking.

Comprehension Questions

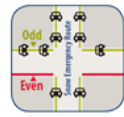
1. Are these rules for Day 1, 2 or 3?
2. Do these rules apply at 8pm?
3. Do these rules apply at 1am?
4. What streets are plowed first?
5. Can you park on the Snow Emergency Route side of the street?
6. Can you park on the NON-snow emergency route?
7. What does "fully plowed" mean?
8. Once the streets are fully plowed, can you park anywhere?

Then pair Ss up together and pass out the **Parking Rules – Day 2, Student Copy** to your class. (Pair up a weaker student with a stronger one.) Tell them that they are going to have to read this diagram and answer the related questions.

Parking Rules – Day 2

Student Copy

Day 2 - 8 a.m. to 8 p.m.
At 8 a.m., Day 2 parking rules begin.
Do not park on the ODD side of non-Snow Emergency routes. (Example: house address number: 1328 Maple or 2018 17th Ave.)
Do not park on either side of parkways.
Park on the odd side of non-Snow Emergency Route streets (example: house address number: 1328 Maple or 2018 17th Ave.)
 Park on either side of streets with the red sign: Snow Emergency Route.



Day 2
8 a.m. - 8 p.m.

After a street is fully plowed, feel free to park there, even if Snow Emergency parking rules are still in effect. Fully plowed means the street is completely cleared and plowed as wide as possible. Plows may come through more than once, so make sure that it is fully plowed as wide as possible before parking.

Comprehension Questions

1. Are these rules for Day 1, 2 or 3?
2. Do these rules apply at 8pm?
3. Do these rules apply at 1am?
4. Can you park on the even side of non-snow emergency routes?
5. What is ONE example of an even house address number?
6. What does "fully plowed" mean?
7. Once the streets are fully plowed, can you park anywhere?

Once almost everyone has finished, go over the questions/answers together as a class.

Step 4: Even and Odd numbers * Time permitting*

Pass out the **Even and Odd Numbers** handout and let your Ss work on it individually. As Ss finish, pair them up to correct answers. Go over the worksheet as a class if you have time.

Even and Odd Numbers

Name: _____

Odd or Even?

Odd numbers end with these digits: 1, 3, 5, 7, or 9
 Even numbers end with these digits: 0, 2, 4, 6, or 8

Directions: Tell whether each number is odd or even.

a. 6 _____	b. 36 _____
c. 23 _____	d. 74 _____
e. 54 _____	f. 0 _____
g. 90 _____	h. 932 _____
i. 100 _____	j. 500 _____
k. 41 _____	l. 67 _____
m. 20 _____	n. 89 _____
o. 72 _____	p. 58 _____
q. 43 _____	r. 724 _____
s. 9 _____	t. 1,378 _____

An apple tree has 62 apples on it.
 Are there an odd or even number of apples on the tree? _____

Samantha has 17 cookies.
 Does she have an odd or even number of cookies? _____

Is the sum of 7+3 odd or even? _____

Super Teacher Worksheets - <http://www.superteacherworksheets.com>

The Weather Radio Says...

#1

Today is cold.

It is snowing a lot.

Schools are closed.

It's not safe to drive.

The weather radio says....

#2

It is summer and raining.

The sky looks green.

It is really windy.

The warning sirens are loud.

The weather radio says...

#3

It is raining a lot today.

Cars can't drive.

Basements have water in them.

The weather radio says...

#4

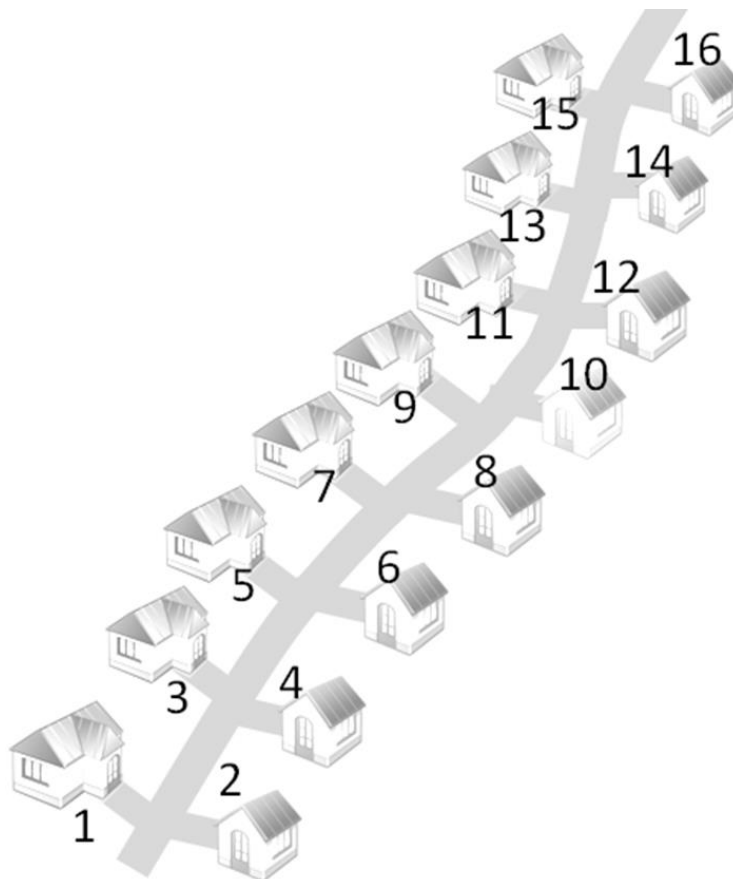
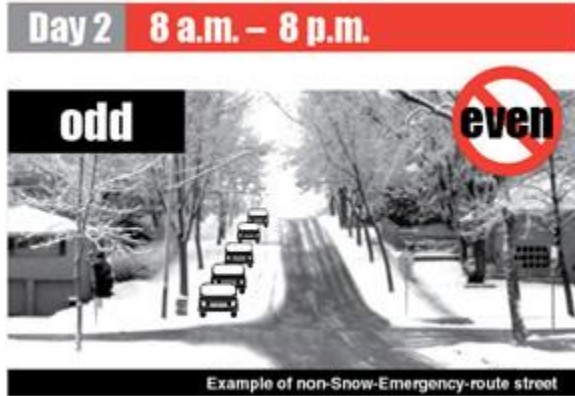
The sky is dark.

It is raining and hailing.

There is thunder and lightning.

The weather radio says...

Snow Emergency Pictures



Minneapolis Snow Emergencies



DON'T GET TOWED THIS WINTER

When a Snow Emergency is declared, parking rules go into effect so plows can clear the streets.

Plows clear the streets so fire trucks, police cars, ambulances and drivers like you can get around and park. Plowing your street completely requires parked cars to be moved. If you don't follow the parking rules, your car may be ticketed and towed.

HOW DO I KNOW WHEN THE CITY OF MINNEAPOLIS DECLARES A SNOW EMERGENCY?



- ▶ Call **348-SNOW (7669)**.
TTY callers can use MN Relay Service or call 673-2157.
- ▶ Go to **www.minneapolismn.gov**.
- ▶ Watch **local TV** news or **City cable TV** channel 14 or 79, or listen to the **radio**.

SIGN UP

Sign up for a text message, email alert or phone call and the City will notify you when a Snow Emergency is declared.

Sign up at **www.minneapolismn.gov/snow**.

Parking Rules – Day 1

Teacher copy

Snow Emergency Parking Rules

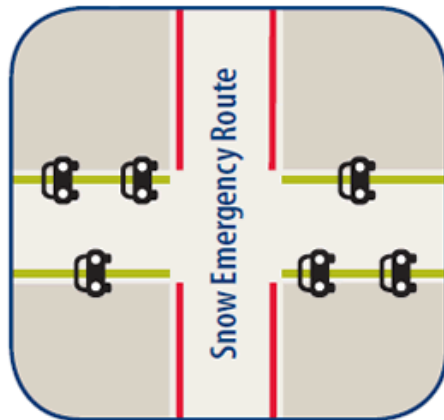
[Day 1](#) | [Day 2](#) | [Day 3](#)

Day 1 - 9 p.m. to 8 a.m. (overnight)

Do not park on either side of the street with the red sign: *Snow Emergency Route*. Snow plows will clear those streets first.

A Snow Emergency will be declared no later than 6 p.m. on any given day. At 9 p.m. on that day, Snow Emergency parking rules begin.

Park on either side of non-Snow Emergency routes (these streets DO NOT have the red sign: *Snow Emergency Route*).



Day 1
9 p.m. - 8 a.m.

After a street is **fully plowed**, feel free to park there, even if Snow Emergency parking rules are still in effect. *Fully plowed* means the street is **completely cleared and plowed as wide as possible**. Plows may come through more than once, so make sure that it is fully plowed as wide as possible before parking.

Comprehension Questions

1. Are these rules for Day 1, 2 or 3?
2. Do these rules apply at 8pm?
3. Do these rules apply at 1am?
4. What streets are plowed first?
5. Can you park on the *Snow Emergency Route* sides of the street?
6. Can you park on the NON-snow emergency routes?
7. What does “fully plowed” mean?
8. Once the streets are *fully plowed*, can you park anywhere?

Parking Rules – Day 2

Student Copy

Day 2 - 8 a.m. to 8 p.m.

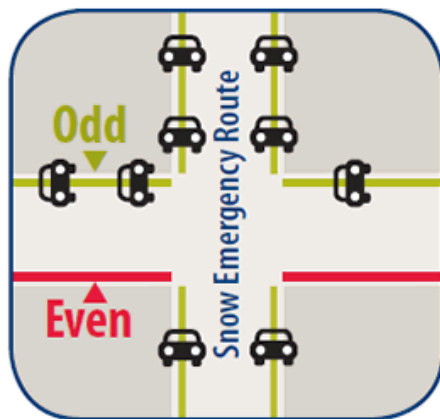
At 8 a.m., Day Two parking rules begin.

Do not park on the EVEN side of non-Snow Emergency routes. (Example: house address number: 1356 Maple or 2512 17th Ave.)

Do not park on either side of parkways.

Park on the **odd side** of non-Snow Emergency Route streets (example: house address number 1359 Maple or 2513 17th Ave.).

Park on either side of streets with the red sign: *Snow Emergency Route*.



Day 2
8 a.m. - 8 p.m.

After a street is **fully plowed**, feel free to park there, even if Snow Emergency parking rules are still in effect. *Fully plowed* means the street is **completely cleared and plowed as wide as possible**. Plows may come through more than once, so make sure that it is fully plowed as wide as possible before parking.

Comprehension Questions

1. Are these rules for Day 1, 2 or 3?
2. Do these rules apply at 8pm?
3. Do these rules apply at 7am?
4. Can you park on the *even* side of non-snow emergency routes?
5. What is ONE example of an *even* house address number?
6. What does “fully plowed” mean?
7. Once the streets are *fully plowed*, can you park anywhere?

Even and Odd Numbers

Name: _____

Odd or Even?

Odd numbers end with these digits: 1, 3, 5, 7, or 9

Even numbers end with these digits: 0, 2, 4, 6, or 8

Directions: Tell whether each number is odd or even.

- | | | | |
|--------|-------|----------|-------|
| a. 6 | _____ | b. 36 | _____ |
| c. 23 | _____ | d. 74 | _____ |
| e. 54 | _____ | f. 0 | _____ |
| g. 98 | _____ | h. 952 | _____ |
| i. 100 | _____ | j. 500 | _____ |
| k. 41 | _____ | l. 67 | _____ |
| m. 20 | _____ | n. 89 | _____ |
| o. 72 | _____ | p. 58 | _____ |
| q. 41 | _____ | r. 714 | _____ |
| s. 9 | _____ | t. 1,378 | _____ |

An apple tree has 62 apples on it.
Are there an odd or even number of apples on the tree? _____

Samantha has 17 cookies.
Does she have an odd or even number of cookies? _____

Is the sum of $7+3$ odd or even? _____

Emergency Weather Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life Skill/Listening: Listen for specific information on an authentic weather broadcast.</p> <p>Transitions: Identify even and odd numbers and scan a diagram for information.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Even and Odd Numbers • Handout: Parking Rules – Day 3 • Handout: Post Test <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Fly Swatter Game <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Fly swatters • Laptop, LCD projector, & speakers

Lesson Plan

Review: Transitions (30-40mins)

Description: Ss will identify *even* and *odd* numbers, and scan a diagram for snow emergency parking information.

Materials/Prep: make copies of ***Even and Odd Numbers*** and ***Parking rules – Day 3***.

Activity 1: Listening/Life Skill (30mins)

Description: Ss will listen to an authentic weather broadcast for specific information and then take a practice reading test.

Materials/Prep: make copies of ***Reading Test Practice***; **Laptop, LCD projector, & speakers**.

Activity 2: Review (20-30mins)

Description: Ss will play the flyswatter game to review key terms/concepts learned this week.

Materials/Prep: make one copy of the ***Flyswatter Game*** handout and cut out the sentences; **flyswatters**.

Post Test (15mins)

Make copies of the **Post Test** and give them to Ss. **Make sure they write their names on their tests.** Collect the tests afterwards and give them to your Coordinator.

Teacher Directions: Review: Transitions

- **Materials:** *Even and Odd Numbers, Parking Rules – Day 3*

Step 1: Even and Odd Numbers

Pass out the **Even and Odd Numbers** handout as Ss come in to class. (They did this yesterday, but this activity can be used as a buffer for those late Ss.) Allow Ss 10 minutes to work on this worksheet.

Project the worksheet on the board and go over it as a class

Even and Odd Numbers

Name: _____

Odd or Even?

Odd numbers end with these digits: 1, 3, 5, 7, or 9
Even numbers end with these digits: 0, 2, 4, 6, or 8

Directions: Tell whether each number is odd or even.

a. 6 _____	b. 36 _____
c. 23 _____	d. 74 _____
e. 54 _____	f. 0 _____
g. 90 _____	h. 952 _____
i. 100 _____	j. 500 _____
k. 41 _____	l. 67 _____
m. 20 _____	n. 89 _____
o. 72 _____	p. 58 _____
q. 41 _____	r. 714 _____
s. 9 _____	t. 1,378 _____

An apple tree has 62 apples on it.
Are there an odd or even number of apples on the tree? _____

Samantha has 17 cookies.
Does she have an odd or even number of cookies? _____

Is the sum of 7+3 odd or even? _____

Super Teacher Worksheets - <http://www.superteacherworksheets.com>

Step 2: Snow Emergencies

Ask these questions to your class:

- “Why do you need to know the difference between *even* and *odd* numbers during a snow emergency?” → *because parking rules apply to those sides of the streets.*
- “What is a snow emergency?” → *when there is more than 3 inches of snow on the ground, a city will enforce new parking rules so the streets can be plowed.*
- “Are the snow emergency parking rules the same for Minneapolis and St. Paul?” → *NO.*
- “How can you find out if a snow emergency has been declared in your area?” → *receive text alerts, go on the city’s website, check the news, etc.*
- “What will happen if you do NOT follow the snow emergency parking rules?” → *They will get a ticket and/or get towed.*

Finally, discuss what “towing” is and why it’s something they want to avoid.

Then pair Ss up and pass out the **Parking Rules – Day 3** handout. (They did Days 1 and 2 yesterday so they should be familiar with the diagram and questions).

Once everyone is finished, project the handout on the board and go over the answers. For each answer, have a student come up to the board and **CIRCLE** where they found the correct information. Do this for all of the questions.

Parking Rules – Day 3

Day 3 - 8 a.m. to 8 p.m.

At 8 a.m. Day Three parking rules begin.

Do not park on the **ODD** side of non-snow Emergency Route streets (unless house address number 1318 or 2012 17th Ave.)

Park on even side of non-snow Emergency Route streets (except house address number 1068 Ridge or 2012 17th Ave.)

Park on either side of streets marked with the red sign. Snow Emergency Route and you may park on parkways.

Day 3
8 a.m. - 8 p.m.

After a street is fully plowed, feel free to park there, even if Snow Emergency parking rules are still in effect. Fully plowed means the street is completely cleared and plowed as wide as possible. Plow may come through more than once, so make sure that it is fully plowed as wide as possible before parking.

Comprehension Questions

1. Are these rules for Day 1, 2 or 3?
2. Do these rules apply at midnight?
3. Do these rules apply at noon?
4. Can you park on the even side of non-snow emergency routes?
5. What is ONE example of an odd house address number?
6. What does “fully plowed” mean?
7. Once the streets are fully plowed, can you park anywhere?

Teacher Directions: Activity 1: Listening/Transitions

- **Materials: Laptop, LCD projector, & Speakers; Reading Test Practice**

Step 1: Prep

Set up the laptop, LCD projectors, and speakers. Open up your internet browser and type in the following link: [youtube.com/MLCESLlistening](https://www.youtube.com/MLCESLlistening). Then click on the **Winter Storm Warning** video.

Step 2: Setting the Context

Review the following key words by asking your class what they are: *thunderstorm, floods, tornados, snowstorms; watch vs. warning*. Then ask what happens when a snow emergency is called → *schools close, different parking rules apply*. Next ask how someone can find out if a snow emergency has been declared → *weather radio, broadcast, warning sirens, etc.*

Step 3: Listening

Tell Ss they are going to watch a TV weather broadcast and that they are going to have to listen for specific pieces of information. (You are going to play it 5 times for them. Before each time you are going to tell them what to listen for.)

Listening #1: **Tell your Ss to listen for what weather is being talked about** . (Play video and discuss.)



Listening #2: *Listen for if there is a weather **watch or warning***. (Play video and discuss.)

Listening #3: *Listen for **how many inches of snow** are predicted*. (Play video and discuss.)

Listening #4: *Listen for when the **warning ends***. (Play video and discuss.)

Listening #5: *Listen for if there is a **school delay***. NOTE: This is challenge activity, as the broadcaster doesn't talk about the delay, but the delay information is displayed at the bottom of the screen. Challenge your class to search for this information without explicitly telling them what to look for. (Play video and discuss.)

After you have played the video 5 times and have listened for all of the specific pieces of information, pass out the **Reading Test Practice**. Explain that this is just practice for when they take their CASAS reading tests. Give your class 5 minutes to answer the questions. Afterwards, project the test on the board and go over the answers.

Reading Test Practice	
	
<p>1. What is this weather broadcast about?</p> <p>A. Current temperatures B. A tornado watch C. How much snow is on the ground D. A flash flood warning</p>	<p>2. What are the current temperatures in Minneapolis and Owatonna?</p> <p>A. 20 degrees B. 22 degrees C. 27 degrees D. 25 degrees</p>
<p>3. What is this weather broadcast about?</p> <p>A. A tornado warning B. A winter storm warning C. A car crash D. A thunderstorm watch</p>	<p>4. How many inches of snow is expected?</p> <p>A. 7 inches B. 8-10 inches C. 6-10 inches D. 10 inches</p>

Teacher Directions: Activity 2: Review

- **Materials:** *Flyswatter Game*; flyswatters

Step 1: Prep

Cut out the sentences on the **Flyswatter Game** handout. Ask your coordinator for two flyswatters and write the words in parentheses on the board.

Step 2: Flyswatter Game

Put your class into two teams. Have two Ss go up to the board with flyswatters. Tell them that one student will read a sentence and that they will have to listen to the sentence and decide which word on the board the sentence describes. They will then have to SLAP the word on the board with their flyswatter. (Do an example so they know what you want them to do.) Do this until all of the sentences have been read and there is a winner! If you need further clarification, ask your coordinator to explain the rules of the game.

Flyswatter Game

Words to write on board	Sentences the students will read
(radio)	A radio that gives you weather updates
(emergency)	Tornadoes, severe thunderstorms, snowstorms, and flash floods are all examples of what?
(outside alarm)	An outside alarm that tells you a weather emergency is happening
(wind)	There is a lot of wind during this weather emergency.
(thunderstorm)	Lightning, rain, and thunder happen during this weather emergency.
(city)	A city will declare this if the conditions are right for a weather emergency.
(city)	A city will declare this if the weather emergency is happening right now.
(city)	A city will declare this if there are more than 3 inches of snow on the ground.
(numbers)	2, 4, and 6 are examples of what kind of numbers?
(numbers)	3, 5, and 7 are examples of what kind of numbers?

Sentences to cut out for the students

A radio that gives you weather updates.

Tornadoes, severe thunderstorms, snowstorms, and flash floods are all examples of what?

An outside alarm that tells you a weather emergency is happening.

There is a lot of wind during this weather emergency.

Lightning, rain, and thunder happen during this weather emergency.

A city will declare this if the conditions are right for a weather emergency.

A city will declare this if the weather emergency is happening right now.

A city will declare this if there are more than 3 inches of snow on the ground.

2, 4, and 6 are examples of what kind of numbers?

3, 5, and 7 are examples of what kind of numbers?

Even and Odd Numbers

Name: _____

Odd or Even?

Odd numbers end with these digits: 1, 3, 5, 7, or 9

Even numbers end with these digits: 0, 2, 4, 6, or 8

Directions: Tell whether each number is odd or even.

- | | | | |
|--------|-------|----------|-------|
| a. 6 | _____ | b. 36 | _____ |
| c. 23 | _____ | d. 74 | _____ |
| e. 54 | _____ | f. 0 | _____ |
| g. 98 | _____ | h. 952 | _____ |
| i. 100 | _____ | j. 500 | _____ |
| k. 41 | _____ | l. 67 | _____ |
| m. 20 | _____ | n. 89 | _____ |
| o. 72 | _____ | p. 58 | _____ |
| q. 41 | _____ | r. 714 | _____ |
| s. 9 | _____ | t. 1,378 | _____ |

An apple tree has 62 apples on it.

Are there an odd or even number of apples on the tree? _____

Samantha has 17 cookies.

Does she have an odd or even number of cookies? _____

Is the sum of $7+3$ odd or even? _____

Parking Rules – Day 3

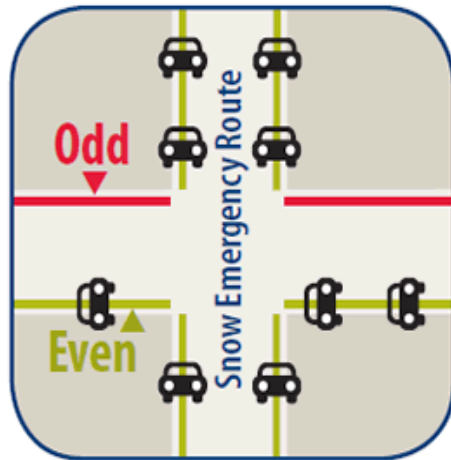
Day 3 - 8 a.m. to 8 p.m.

At 8 a.m., Day Three parking rules begin.

Do not park on the ODD side of non-Snow Emergency Route streets (example: house address number 1359 or 2513 17th Ave.).

Park on even side of non-Snow Emergency Route streets. (Example: house address number: 1356 Maple or 2512 17th Ave.)

Park on either side of streets marked with the red sign: *Snow Emergency Route* and you may park on parkways.



Day 3
8 a.m. - 8 p.m.

After a street is **fully plowed**, feel free to park there, even if Snow Emergency parking rules are still in effect. *Fully plowed* means the street is **completely cleared and plowed as wide as possible**. Plows may come through more than once, so make sure that it is fully plowed as wide as possible before parking.

Comprehension Questions

1. Are these rules for Day 1, 2 or 3?
2. Do these rules apply at midnight?
3. Do these rules apply at noon?
4. Can you park on the *even* side of non-snow emergency routes?
5. What is ONE example of an *odd* house address number?
6. What does “fully plowed” mean?
7. Once the streets are *fully plowed*, can you park anywhere?

Reading Test Practice



1. What is this weather broadcast about?

- A. Current temperatures
- B. A tornado watch
- C. How much snow is on the ground
- D. A flash flood warning

2. What are the current temperatures in Minneapolis and Owatonna?

- A. 20 degrees
- B. 22 degrees
- C. 27 degrees
- D. 25 degrees



3. What is this weather broadcast about?

- A. A tornado warning
- B. A winter storm warning
- C. A car crash
- D. A thunderstorm watch

4. How many inches of snow is expected?

- A. 7 inches
- B. 8-10 inches
- C. 6-10 inches
- D. 10 inches

Flyswatter Game

Words to write on board

(weather radio)

(weather emergency)

(warning siren)

(tornado)

(thunderstorm)

(watch)

(warning)

(snow emergency)

(even number)

(odd number)

Sentences the students will read

A radio that gives you weather updates

Tornados, severe thunderstorms, snowstorms, and flash floods are all examples of what

An outside alarm that tells you a tornado warning is happening

There is a lot of wind during this weather emergency.

Lightning, rain, and thunder happen during this weather emergency

A city will declare this if the conditions are right for a weather emergency

A city will declare this if the weather emergency is happening right now

A city will declare this if it snows more than 3 inches

2, 4, 6 are examples of what kind of numbers?

3, 5, 7 are examples of what kind of numbers?

Sentences to cut out for the students

A radio that gives you weather updates

Tornados, severe thunderstorms, snowstorms, and flash floods are all examples of what?

An outside alarm that tells you a tornado warning is happening.

There is a lot of wind during this weather emergency.

Lightning, rain, and thunder happen during this weather emergency.

A city will declare this if the conditions are right for a weather emergency.

A city will declare this if the weather emergency is happening right now.

A city will declare this if it snows more than 3 inches.

2, 4, and 6 are examples of what kind of numbers?

3, 5, and 7 are examples of what kind of numbers?

Post Test

Teacher Copy

Name:

Date:

School Location:

1. What is a weather radio?
 - a) A radio that plays music.
 - b) A radio that gives you weather updates.**
 - c) A radio that gives you weather and news updates.
 - d) None of the above.

2. Weather radio alerts are given only in what language?
 - a) Spanish
 - b) Somali
 - c) Arabic
 - d) English**

3. What is an example of a weather emergency?
 - a) Severe thunderstorm
 - b) Flash flood
 - c) Tornado
 - d) All of the above**

4. What are the loud noises you hear outside alerting you of a tornado warning?
 - a) Warning sirens**
 - b) Thunder
 - c) People screaming
 - d) Lightning

5. What weather conditions are necessary for a tornado?
 - a) Lots of wind**
 - b) Blue skies
 - c) Snow
 - d) Hail

6. What weather conditions are necessary for a thunderstorm?
- a) Lots of wind
 - b) Blue skies
 - c) Thunder, lightning, and rain**
 - d) Snow
7. What weather conditions are necessary for a snowstorm?
- a) Hail
 - b) Rain
 - c) Sunshine
 - d) Snow**
8. If your city declares a tornado watch, what does that mean?
- a) That the conditions are right for a tornado.**
 - b) That a tornado is happening now.
 - c) That you should watch the news.
 - d) That you should buy a weather radio.
9. If your city declares a tornado warning, what does that mean?
- a) That the conditions are right for a tornado.
 - b) That a tornado is happening now.**
 - c) That you should watch the news.
 - d) That you should turn on your weather radio.
10. What does it mean when a city declares a “snow emergency”?
- a) That you should go in to your basement.
 - b) It recently snowed at least 3 inches.
 - c) That different parking rules apply.
 - d) B & C are both correct**
11. Minneapolis and St. Paul have the same *snow emergency* rules.
- a) True
 - b) False**
12. What is an example of an *even number*: _____
13. What is an example of an *odd number*: _____

Post Test

Student Copy

Name:

Date:

School Location:

1. What is a weather radio?
 - a) A radio that plays music.
 - b) A radio that gives you weather updates.
 - c) A radio that gives you weather and news updates.
 - d) None of the above.

2. Weather radio alerts are given only in what language?
 - a) Spanish
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 - a) True
 - b) False

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13. What is an example of an *odd number*: _____