

## **Competency: Understand Hurricanes**

**Lesson Overview:** The purpose of this lesson is to teach students to understand what hurricanes are, how they form, and what kinds of dangers they pose to people and property.

This lesson includes the following:

1. Hurricane Vocabulary
2. Hurricane Vocabulary Matching
3. Hurricanes (story)
4. Hurricane Sentence Completion
5. Conversation about Hurricanes
6. Pictures of Hurricanes
7. Hurricane Vocabulary Flash Cards
8. Hurricane Poster (optional)
9. Fact-Sheet: Hurricanes (optional and for instructor information only)
10. World Wide Tropical Cyclone Names (optional and for instructor information only)
11. Referenced books and textbooks

**Approximate Time:** 2 hours

**Prerequisite Skills:** Students must be able to read and write simple sentences, recognize the months of the year, and be able to follow simple one-step directions.

**Prerequisite Vocabulary:**

weather  
cloud(s)  
cold  
month(s)

rain  
storm  
thunderstorm  
water

wind  
warm  
season(s)  
ocean (picture enclosed)

Vocabulary:

clockwise  
counterclockwise  
damage  
dangerous  
destroy  
form  
hurricane

**Vocabulary for Optional Activities:**

warning  
watch  
eye  
wall  
storm surge

Materials Needed: White board or flip chart, erasable markers, handouts, ***pictures of hurricanes, pictures of the ocean***, and prizes (optional).

Materials Needed for optional activities: ***Hurricane Vocabulary Flash Cards, Poster of Hurricanes.***

Equipment Needed: Multimedia computer with Internet access (optional)

Activities:

1. Explain the purpose of the lesson. Show students ***enclosed pictures of hurricanes.***
2. Write down the word hurricane on the board or flip chart. Read the word to the students and have students repeat it in unison. Repeat as necessary.
3. Ask the students what they know about hurricanes. Write down student responses on the board or flip chart.
4. Go over new vocabulary. You may want to write the words on the board.
  - a. Make sure that each student can correctly pronounce the new words by having them pronounce the words aloud as a group and then individually
  - b. Give students ***Handout: Hurricane Vocabulary.*** Carefully explain each word and make sure that students understand the meanings.
5. Give students ***Handout: Hurricanes.*** Read the story to the class as the students follow along. Explain in appropriate detail any new information or vocabulary words. Make sure to point out that Hurricane Season is June through November. Ask the students "Is it hurricane season now?"

6. After having discussed the story, have students get in pairs or small groups and take turns reading a paragraph in the story until the entire story is completed. Repeat as necessary.
7. Give students **Handout: Hurricane Vocabulary Matching**. Review the answers orally.
8. Using the lesson's vocabulary and after having made sure that the students know the meanings of the words, have the students complete the exercise **Hurricane Sentence Completion**. Review the answers orally.
9. Have students practice the **Conversation about Hurricanes**. You can have them do this in pairs at their seats, in pairs at the front of the room, or both. Repeat as necessary. The teacher can also participate by reading the script of one of the students.
10. Ask students if there are a lot of hurricanes in the country they are from. Also ask if any of the students have ever been in a hurricane before.
11. Have the students write down what kind of weather takes place during a hurricane. Have them read their responses.
12. Have the students draw a picture or write a story of what a hurricane looks like. Post the drawings/stories around the room. Have students tell about their drawings or read their stories.

#### Assessment/Evaluation of Learning:

1. Teacher observation of students' participation.
2. Evaluation of completed worksheets/handouts.

#### Optional or follow-up Activities/Ideas:

1. Historic Hurricanes by Jennifer Boudart has more activities about hurricanes. This book includes pictures, great activities, and reproducible worksheets for classroom use. (This book is available from Learning Resources or a state or local vendor carrying their products.)
2. The Oxford Picture Dictionary, Oxford University Press, "Emergencies and Natural Disasters", pages 102-103.

3. The Oxford Picture Dictionary Beginning Workbook, Oxford University Press, "Emergencies and Natural Disasters", pages 102-103.
4. Real-Life English Student Book, Book 3, Steck-Vaughn Company, pages 32-35. Page 35 is about "Weather Warnings."
5. The Basic Oxford Picture Dictionary by Margot F. Gramer, "Emergencies and Natural Disasters, page 74.
6. The Basic Oxford Picture Dictionary Workbook by Jayme Adelson-Goldstein, Fiona Armstrong, and Norma Shapiro, "Emergencies and Natural Disasters", page 74.
7. Word by Word Basic Picture Dictionary by Steven J. Molinsky and Bill Bliss, "The Weather and Seasons", pages 162-163
8. Explain how different parts of the world have hurricanes using the ***Hurricanes Poster***. This poster is available from McDonald Publishing or a state or local vendor carrying their products.
9. Use ***Hurricanes Vocabulary Flash Cards*** for further vocabulary development. You may also have the students make up their own flash cards on 3" X 5" index cards.
10. Students can practice writing sentences using hurricane vocabulary.
11. Show the students the ***Hurricane Poster***. Explain the following facts from the poster in a way that your students will understand:
  - a. Explain what a hurricane is.
  - b. Show students where hurricanes occur most often. Use the picture on the poster.
  - c. For more advanced students explain other details on the poster.
12. Use the ***Fact Sheet: Hurricanes*** for additional information on hurricanes. This is available from the Federal Emergency Management Agency (FEMA) at their website [www.fema.gov/library/hurricaf.htm](http://www.fema.gov/library/hurricaf.htm). Make sure to explain the important safety precautions to take during a hurricane. This fact sheet is not a handout for the students.
13. Have a very basic discussion about any recent hurricanes or major hurricanes in the past. You can write the names of the hurricanes on the board. Make sure to ask the students the names of any major hurricanes they remember. (Remember to include hurricanes from other parts of the world as appropriate)

14. Explain to the students how hurricanes are named. Use the **World-Wide Tropical Cyclone Names**. This is available from National Hurricane Center at their website [www.nhc.noaa.gov/aboutnames.html](http://www.nhc.noaa.gov/aboutnames.html). This is not a handout to be given to students.
15. If you have Internet access go to the following websites to hear sound clips of hurricanes or find out more information on current hurricanes:
- <http://www.christiananswers.net/kids/sounds.html> (Click on #29 Hurricane/Typhoon this will open up the Real Player box)
  - <http://www.nhc.noaa.gov/> (National Hurricane Center)
  - <http://www.fema.gov/kids/hurr.htm> (This site has sounds of a hurricane as soon as you enter it)