***Thunderstorms and Tornados***

***October 28, 2013***

***Name: Miss Yvonne Yoder***

***Grade Level: 2 Subject: Science***

***Goal /Objective: Students will fill out 75% of a paper about tornados and thunderstorms by reading nonfiction books with a partner.***

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**Materials:**

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| 1.picture books about tornados, thunderstorms, and bad weather  2. worksheets  3.flashcards | 4. book *Franklin and the Thunderstorm*  5.  6. | 7.  8.  9.  10. |

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**Intro:**

Review flashcards from previous lessons.

What are some things that make different weather? (sun, wind, water, land, temperature)

Draw the water cycle on board. Have the class tell you where to label it with condensation, precipitation, and evaporation.

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**Lesson:**

*Today we are going to learn about some bad weather, or some dangerous weather.*

Read the first few pages of *Franklin and the Thunderstorm.*

*How do you feel about thunderstorms? Are they dangerous?* (turn and tell)

*What about tornados? Are they dangerous?* (turn and tell)

*Do you know what to do if there is a thunderstorm or tornado to help keep you safe?*

*Read some books—scan over them—find out what tornados and thunderstorms look like, what they do.*

*Work together with a partner to fill out a paper telling about tornadoes and thunderstorms, what you should do if there is one, and what you should* ***not*** *do if there is one.*

Explain the worksheet thoroughly to them.

Come back together and talk about what answers they found.

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**Closing:**

Finish reading *Franklin and the Thunderstorm*

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**Homework / Assignment:**

Have the class draw the water cycle from what you have drawn on the board. They should label it with the three words: condensation, precipitation, evaporation.

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