***Hurricanes and Blizzards***

***October 29, 2013***

***Name: Miss Yvonne Yoder***

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

***Goal /Objective: Students will fill out a paper with at least 75% accuracy about hurricanes and blizzards by finding answers in books.***

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**Materials:**

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| 1.worksheets2. picture books about hurricanes and blizzards3.vocabulary words4. weather pictures | 5. 6.7.8. | 9.10.11.12. |

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**Review:**

Review vocab.

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

*Now I will show you a picture of a certain kind of weather. Raise your hand if you know what kind of weather it shows.* (have child say thunderstorm or tornado)

*What is one thing you know about this kind of weather?* (take a few thoughts from the classroom)

Then show another picture or two. For each picture, have the class identify what kind of weather, then tell something they remember about it.

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

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**Lesson:**

*Hurricanes are storms that start out over the ocean. Most hurricanes happen in the fall. They become bigger and bigger. When they come to land, they can be very dangerous if you live close to the ocean. Do we live close to the ocean? We don’t usually have bad hurricanes here. Some of you will study about hurricanes with a partner again.*

Blizzards—when do they happen? Do we have them here?

Work in groups to study about hurricanes and blizzards.

Blizzards: Shelby, André and Trevor, Alex and Regan

Hurricanes: Nicholas and Travis, Christian and Natalie

Each group shares what they have written on their paper.

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**Closing:**

Talk about the dangers of each storm:

Hurricane—flooding, storm surge up to 18 feet

Blizzard—freezing, frostbite to fingers and toes

*What different things that make weather are necessary for these storms?* (water, wind, cold temperature for blizzard, warm temperature for hurricane)

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**Homework / Assignment:**

*What storm do you think would be the worst to be in? Why?*

Have students work together in pairs to draw and label the water cycle. Have the words (condensation, evaporation, and precipitation) on the board for them to see how to spell them, but erase your drawing before they do this.

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