

2nd & 3rd Grade Mini-Unit

Mini-unit summary:

- Lesson 1:** Lay out the general concept of **“Make a Plan. Build a Kit. Stay Informed.”** Begin to explore the concept of Make a Plan.
- Lesson 2:** Review school’s plan for an emergency. Apply this to making a plan with your family.
- Lesson 3:** Students learn the components of an emergency kit.
- Lesson 4:** Explore types of emergencies, such as hurricanes and fires.

Include corresponding literature so that children can explore these issues in depth independently and even as a part of work stations. Some appropriate books include:

- Preparing for Disasters by Bobbie Kalman. Published by Crabtree Publishing Company in 2009.
- Good Answers to Tough Questions About Disasters by Joy Berry. Published by Joy Berry Enterprises in 2008.
- Safety During Emergencies by Lucia Raatma. Published by Child’s World in 2003.

Materials: Paper for K-W-L chart
Post-it® Notes
Internet Connection
Blackline Master F–I



A note for Teachers...

K-W-L *The Ready Houston lessons include the use of a K-W-L Chart.*

The K-W-L teaching technique is a group instruction activity. It allows students to organize information strategically and effectively.

K – Stands for helping students recall what they **KNOW** about the subject.

W – Stands for helping students determine what they **WANT** to learn.

L – Stands for helping students identify what they **LEARN** as they read.

Teachers activate students' prior knowledge by asking them what they already know. Then, students – collaborating as a classroom unit or within small groups – set goals specifying what they want to learn. And, after exploration, students discuss what they have learned.

Students apply higher-order thinking strategies, which help them construct meaning from what they learned. The K-W-L chart also allows students to monitor their progress toward their learning goals.

Below is a sample of a K-W-L Chart:

K	W	L
What I KNOW	What I WANT to Know	What I LEARNED

Lesson 1: How can I prepare for an emergency?

Objective: Students will be able to identify what is an emergency and understand how making a plan can make emergencies safer.

Materials: Paper for K-W-L chart (to be used throughout the mini-unit); Post-it® notes; Internet connection; Blackline Master F

Time: 45 minutes

Lesson Plan: Throughout the mini-unit, you will use a K-W-L chart to help develop children's understanding and allow them to be reflective about what they have learned. Begin the mini-unit by asking each child to write down what they know about emergencies on Post-it® Notes. As a class, review these as you post them in the "What We Know" column. The idea to emphasize is that by being prepared, we are safer when emergencies occur.

Use the Ready Kids Web site to explore how making a plan can help and what the components of such a plan might be,
<http://www.ready.gov/kids/step2/index.html>.

Time should be focused on reviewing the "Talk It Out" segment. In the corresponding parent booklet, parents will be asked to create a plan similar to what is listed in the Family Plan.

Much of disaster preparedness is the responsibility of adults. However, there are definite things that children can do to be safer. Encourage them to brainstorm what they can be responsible for. As homework, they are going to be asked to gather some information they need to memorize. Empower your children to know this information as an aspect of disaster preparedness for which they can be responsible.

At the end of the lesson, allow for the children to reflect on what questions they have for being safe in an emergency and what they have already learned today. Post these in the "What We Want to Know" and "What We Learned" columns.

As homework, ask the children to fill in Blackline Master F.

Note: At any point in the unit, send home Blackline Master Q and Ready Houston booklets for children to complete with parent/guardian. Students who bring back the completed Blackline Master Q can display it on a classroom wall with the Ready Houston poster.

Lesson 2: What plan is there for an emergency at school?

Objective: Students will be able to articulate the emergency plans for a fire at school. They will see how to correlate this to creating a family plan.

Materials: Paper for K-W-L chart (to be used throughout the mini-unit); Post-it® Notes, Blackline Master G.

Time: 45 minutes

Lesson Plan: Note: If your school has additional commonly practiced emergency plans, such as for a lock down, feel free to discuss them. However, the important thing is to not scare a child. The focus here is to allow them to understand they already have emergency plans and they know how to execute them. Stick to what they are comfortable with, such as fire drills.

As a class, brainstorm what is a type of emergency we might encounter at school. Then, in partners, take turns explaining what we would do in case of such an emergency. As a whole group, share some ideas that partners discussed. Record some in the “What We Know” column of the K-W-L chart.

On the Ready Kids Web site, <http://www.ready.gov/kids/step2/index.html>, they discuss three broad questions:

- Where would we meet?
- How would we remain in contact?
- What to do with pets?

Use these questions to create a deeper understanding of fire drills. For example, our class meeting spot outside of the campus is important because we can all be safe there. By being quiet in line, we can remain in contact. Lastly, most fire drills do not address class pets, but questions may arise about them. Be ready to address them.

Make any additions to the K-W-L chart.

As a school to home connection, use Blackline Master G.

Lesson 3: What are the components of an emergency kit?

Objective: Evaluate which components are necessary for their emergency kit.

Materials: Paper for K-W-L chart (to be used throughout the mini-unit); Post-it® Notes
Internet connection; Blackline Master H copied onto card stock, scissors,
envelope or baggie per child.

Time: 45 minutes

Lesson Plan: The 3 parts of emergency preparedness are: Make a Plan. Build a Kit.
Stay Informed. Today, we will discuss building a kit with your children.
Introduce this idea by watching one of the following videos:

American Red Cross Let's Make a Kit

<http://www.youtube.com/watch?v=Qp9C9capzbw>

Sesame Street Let's Get Ready Family Emergency Kit

<http://www.sesamestreet.org/ready>

Planning Ahead in Case of Emergency

<http://www.weather.com/multimedia/videoplayer.html?from=email&bcpid=1526070510&bclid=904439480&bctid=1224769669>

Disaster Preparedness & Pets

<http://www.weather.com/multimedia/videoplayer.html?from=email&bcpid=1526070510&bclid=922000722&bctid=1631238924>

Get a Plan in Place

<http://www.weather.com/multimedia/videoplayer.html?from=email&bcpid=1526070510&bclid=922000372&bctid=1726771320>

Then, split up the class into two teams to play Pack It Up at

<http://www.ready.gov/kids/step1/packitup.html>. As the kids make a pair,
ask them why that item would be important for their emergency kit.

Using Blackline Master H, allow the children to make a puzzle. On each puzzle
piece, students can draw a component of their family's kit. Then, on the back
of the piece, they need to write why they are including it.

Conclude by adding to the K-W-L chart in the What We Learned column.

Lesson 4: Getting informed

Objective: Students will understand that there are various types of emergencies, including natural and man-made disasters.

Materials: Paper for K-W-L chart (to be used throughout the mini-unit); Post-it® Notes, Internet connection; Blackline Master I

Time: 30 – 45 minutes

Lesson Plan: Begin by discussing types of emergencies that might occur in Houston. Explore different types of disasters on <http://readyclassroom.discoveryeducation.com>. Choose Texas and explore the specific disasters associated with the Gulf Coast.

Allow children to add to the What We Learned column in the K-W-L chart.

To conclude, allow children to play “Your Brain at Work” at

<http://www.ready.gov/kids/step3/quiz.html>.

This can be done in whole group, or at stations.

To conclude the unit, reflect on the K-W-L chart. This can be done orally in a whole group, or using Blackline Master I.