

## Storm Safety Lesson Plan

### Michigan Grade Level Content Expectations and Common Core State Standards

#### Kindergarten

##### SCIENCE

###### Inquiry Analysis and Communication

- S.IA.00.12 Share ideas about science through purposeful conversation.
- S.IA.00.13 Communicate and present findings of observations.

###### Inquiry Process

- S.IP.00.11 Make purposeful observation of the natural world using the appropriate senses.
- S.IP.00.12 Generate questions based on observations.

##### ENGLISH LANGUAGE ARTS

###### Reading Standards for Informational Text (RI)

###### Integration of Knowledge and Ideas

- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

###### Writing Standards (W)

###### Text Types and Purposes

- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

###### Research to Build and Present Knowledge

- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

###### Speaking and Listening Standards (SL)

###### Comprehension and Collaboration

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and text with peers and adults in small and large groups.
- SL.K.1A Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1B Continue a conversation through multiple exchanges.

###### Presentation of Knowledge and Ideas

- SL.K.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

###### Language Standards (L)

###### Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

##### SOCIAL STUDIES

###### Social Studies

###### P4.2 Citizen Involvement

- K – P4.2.2 Participate in projects to help or inform others.

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## 1<sup>st</sup> Grade

### SCIENCE

#### Inquiry Analysis and Communication

- S.IA.01.12 Share ideas about science through purposeful conversation.
- S.IA.01.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).

#### Inquiry Process

- S.IP.01.11 Make purposeful observation of the natural world using the appropriate senses.
- S.IP.01.12 Generate questions based on observations.

#### Earth Science - Weather

- E.ES.01.21 Compare daily changes in the weather related to temperature (cold, hot, warm, cool); cloud cover (cloudy, partly cloudy, foggy); precipitation (rain, snow, hail, freezing rain); wind (breezy, windy, calm).
- E.ES.01.23 Describe severe weather characteristics.
- E.ES.01.24 Describe precautions that should be taken for human safety during severe weather conditions (thunder and lightning, tornadoes, strong winds, heavy precipitation).

### ENGLISH LANGUAGE ARTS

#### Reading Standards for Informational Text (RI)

##### Integration of Knowledge and Ideas

- RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

#### Writing Standards (W)

##### Text Types and Purposes

- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

##### Research to Build and Present Knowledge

- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Speaking and Listening Standards (SL)

##### Comprehension and Collaboration

- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and large groups.
- SL.1.1A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
- SL.1.1B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1C Ask questions to clear up any confusion about the topics and texts under discussion.

##### Presentation of Knowledge and Ideas

- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

#### Language Standards (L)

##### Conventions of Standard English

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### SOCIAL STUDIES

#### Social Studies

##### P4.2 Citizen Involvement

- 1 – P4.2.2 Participate in projects to help or inform others.

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**2<sup>nd</sup> Grade****SCIENCE****Inquiry Analysis and Communication**

- S.IA.02.12 Share ideas about science through purposeful conversation.
- S.IA.02.14 Develop strategies and skills for information gathering and problem solving (books, internet, ask an expert, observation, investigation, technology tools).

**Inquiry Process**

- S.IP.02.11 Make purposeful observation of the natural world using the appropriate senses.
- S.IP.02.12 Generate questions based on observations.

**ENGLISH LANGUAGE ARTS****Reading Standards for Informational Text (RI)****Integration of Knowledge and Ideas**

- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works contribute to and clarify a texts.

**Writing Standards (W)****Text Types and Purposes**

- W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**Research to Build and Present Knowledge**

- W.2.8 Recall information from experience or gather information from provided sources to answer a question.

**Speaking and Listening Standards (SL)****Comprehension and Collaboration**

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.
- SL.2.1A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1B Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Presentation of Knowledge and Ideas**

- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Language Standards (L)****Conventions of Standard English**

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**SOCIAL STUDIES****Social Studies****P4.2 Citizen Involvement**

- 2 – P4.2.2. Participate in projects to help or inform others

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### Lesson Outcome

Students will have a raised awareness about storm dangers and how to remain safe during a storm. Students will also learn how to prepare for an electrical power outage.

### Rationale / Purpose for Lesson

The Red Cross recommends having enough supplies for each member of your family to last 72 hours in an emergency situation. Power outages occur for a number of reasons, but those caused by severe storms may also prevent people from having access to stores (trees blocking roads, ice creates slick roads, etc.). It is important to be prepared for this type of situation. Additionally, being prepared for storms may ease any anxieties students may have about storms.

### Resources / Materials Required

- Paper and writing utensil to make list
- Optional: Bag to put materials in when completing activity in class or at home
- Optional: Materials (supplies) for the bag
- Optional: Virtually make a bag with clip art and smart board interactive whiteboard

### Anticipatory Set

- Talk with students about how major storms (wind storm, thunderstorms, winter storm, etc.) can cause power outages and downed power lines.
- Talk about what the different 'warnings' mean from the news/weather stations (tornado watch vs. warning, severe thunderstorm, etc.)
- Discuss times when students have lost power and what actions they took. Be sure to inquire about resources they used (candles, flashlights, etc.) and things they couldn't use (refrigerator, microwave, TV, etc.).
- Briefly talk about how it can take a long time to turn power back on after a storm (tree removal, downed wires, icy roads, etc.). Inform them that 72 hours is 3 days.
- Tell students about the dangers of downed power lines. Remember to stay at least 25 feet away from down wires! Always call 911 or Consumers Energy (800-477-5050) immediately.
- Review the Consumers Energy [Outage Map](#) with students. Feel free to use it during the lesson to see if anyone in the state is currently without power.

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## Procedures

- Print copies of Storm Safety Handout for each student.
- After discussing the items mentioned in the Introduction, have a brief class discussion including personal stories from the students. You may also choose to have the students write a brief story about their experiences.
- Have students talk to their parents about things their entire family will need to have for 72 hours without electricity. Each family situation is unique, but all families should be prepared.

## Closure

- Review with students the types of storm warnings and watches.
- Have students discuss the safest places to be during a storm.
- Allow students to share their stories about storms.

## Extensions

- Have students locate the nearest shelter than provides services during difficult times.
- Conduct research to learn more about storms and how to prepare. Different areas in the country have to worry about different types of storms and other emergencies, and therefore they prepare differently (ex: hurricanes, tornados, earth quakes).
- When a large storm or emergency causes destruction, people need help rebuilding their communities. Learn more about agencies who help in these types of situations (ex: Red Cross, National Guard, etc.)
- Discuss special needs of elderly people, babies, and animals. Are there medicines you will need to have? Formula or diapers? Food for your pets?

## Storm Kit Recommendations

During a power outage, you will want to have some important supplies on hand. Listed below are a few items to get your gears turning. Visit our Storm Safety page on [Brain station](#) for a bigger list of items to consider for your storm safety kit.

Batteries

Flashlight or Lantern

Radio

Snacks

Games, books, cards

First Aid Kit

Blankets

Paper plates, napkins, etc.

Bottled Water

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## Storm Safety Handout

**Name:** \_\_\_\_\_

1. Identify the 3 types of storms pictured below.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Below are some important items you may not be able to use in a power outage. For each one, list how you could swap a non-electrical item in its place. (Ex: clock – use a watch that runs on batteries.)

Lights → \_\_\_\_\_

Refrigerator → \_\_\_\_\_

Television → \_\_\_\_\_

Stove → \_\_\_\_\_

Home phone → \_\_\_\_\_

3. What are some important tools you might need if the power goes out?

4. Draw a picture of 3 things you could do without electricity to pass time until your power comes back on.

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### Checklist Items

Here are some important things to keep in your bag to make sure you are ready if the power goes out. Talk with your family about other things they would like to have in the bag.

- Flashlight or lantern with extra batteries



- Radio with extra batteries



- Food: granola bars, canned vegetables and fruit, can opener



- Bottled water



- First aid kit



- Warm blanket or clothes



- Games, books, crayons



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