

Types of Severe Weather

**For
Special
Ed**



Special Needs for Special Kids



This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves the sound of piano keys. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!

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This unit contains over 150 pages of material. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

Weather Emergencies

Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
 - *All 3 weeks will use the same vocabulary board*
- Books
 - Print out, laminate, and bind
 - There are 3 books in this unit. One book for each week.
 - Also provided is PowerPoint show of each book if you do not want to print them out. However, students love to read these books long after the unit is over.
- Vocabulary board activities
 - This unit contains a file with 10 different group activities you can do with the vocabulary board. You should plan to do one activity per day right after reading the book.

Preassessment (do day 1 before starting lesson)

- For this unit, use the quizzes for the preassessment and assessment.
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make your own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
 - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.

The lesson plans contain:

Overall tips for teaching students with significant needs

Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none">• Book 1• Vocab board introduction• Circle map	9	<ul style="list-style-type: none">• Book 2• Vocab board activity• Writing prompt
2	<ul style="list-style-type: none">• Book 1• Vocab board activity• Sorting activity	10	<ul style="list-style-type: none">• Book 2• Vocab board activity• Quiz
3	<ul style="list-style-type: none">• Book 1• Vocab board activity• Tornado experiment	11	<ul style="list-style-type: none">• Book 3• Vocab board activity• Map activity
4	<ul style="list-style-type: none">• Book 1• Vocab board activity• Writing prompt	12	<ul style="list-style-type: none">• Book 3• Vocab board activity• Matching activity
5	<ul style="list-style-type: none">• Book 1• Vocab board activity• Quiz	13	<ul style="list-style-type: none">• Book 3• Vocab board activity• Blizzard experiment
6	<ul style="list-style-type: none">• Book 2• Vocab board activity• Circle map	14	<ul style="list-style-type: none">• Book 3• Vocab board activity• Writing prompt
7	<ul style="list-style-type: none">• Book 2• Vocab board activity• Sorting activity	15	<ul style="list-style-type: none">• Book 3• Vocab board activity• Quiz
8	<ul style="list-style-type: none">• Book 2• Vocab board activity• Hurricane experiment		

The lesson plans contain:

A quick look at what you will do each day

Day 14

Activity	Notes	Materials
Read or listen to the movie of the book: Where severe weather occurs (10 minutes)	<ul style="list-style-type: none"> • Read through the story, asking lots of questions • Continue to make connections between book and vocabulary board 	<ul style="list-style-type: none"> • Book • Vocabulary board
Vocabulary board activity (10 minutes)	<ul style="list-style-type: none"> • Choose an activity to do with the vocabulary board from list 	<ul style="list-style-type: none"> • Vocabulary board •
Experiment review (5 minutes)	<ul style="list-style-type: none"> • Review the experiment done yesterday. 	<ul style="list-style-type: none"> • Activity completed yesterday
Writing Prompt (10 minutes)	<ul style="list-style-type: none"> • Students will write a story about what type of storm shelter they would build and what they would put in it • This is an errorless activity and can be done more than once • Make connections to the book as necessary 	<ul style="list-style-type: none"> • Writing paper • Scissors • Glue
Sharing (10 minutes)	<ul style="list-style-type: none"> • Each student shares their finished story with the group using the communication method of their choice 	<ul style="list-style-type: none"> • Completed stories • Communication devices

The lesson plans contain:

Detailed instructions on how that day's lesson should run

VOCABULARY BOARD/CARDS ACTIVITIES

By Christa Joy at specialneedsforpsecialkids.org

I Spy Game

Here is what you will need:

- one copy of the board for each student
- one teacher copy you have cut apart (enlarging it also helps but is not necessary)
- Counters or way for students to mark their board

How to play:

- Hold up one of the pictures from the board so only you can see it.
- Describe it with as much detail as you can
- Ask students to put their marker/counter on the picture they think you are holding
- Turn it around and ask students to raise their hand if they got it correct

Scavenger hunt

Here is what you will need:

- one copy of the board for each student
- one teacher copy you have cut apart (enlarging it also helps but is not necessary)
- Sticky notes

How to play:

- Paste the symbols around the room
- Students walk around with their vocabulary board looking for matching symbols
- Place a sticky note on their board covering the symbols as they find them

Speed matching

Here is what you will need:

- two copies of the vocabulary board cut apart

How to play:

- place all the cards in the middle of the table
- hold up a card, and the students race to find it in the pile in the middle of the table
- NOTE: for students with physical challenges, allow them to simply find the symbol on their board or communication device

Puzzles

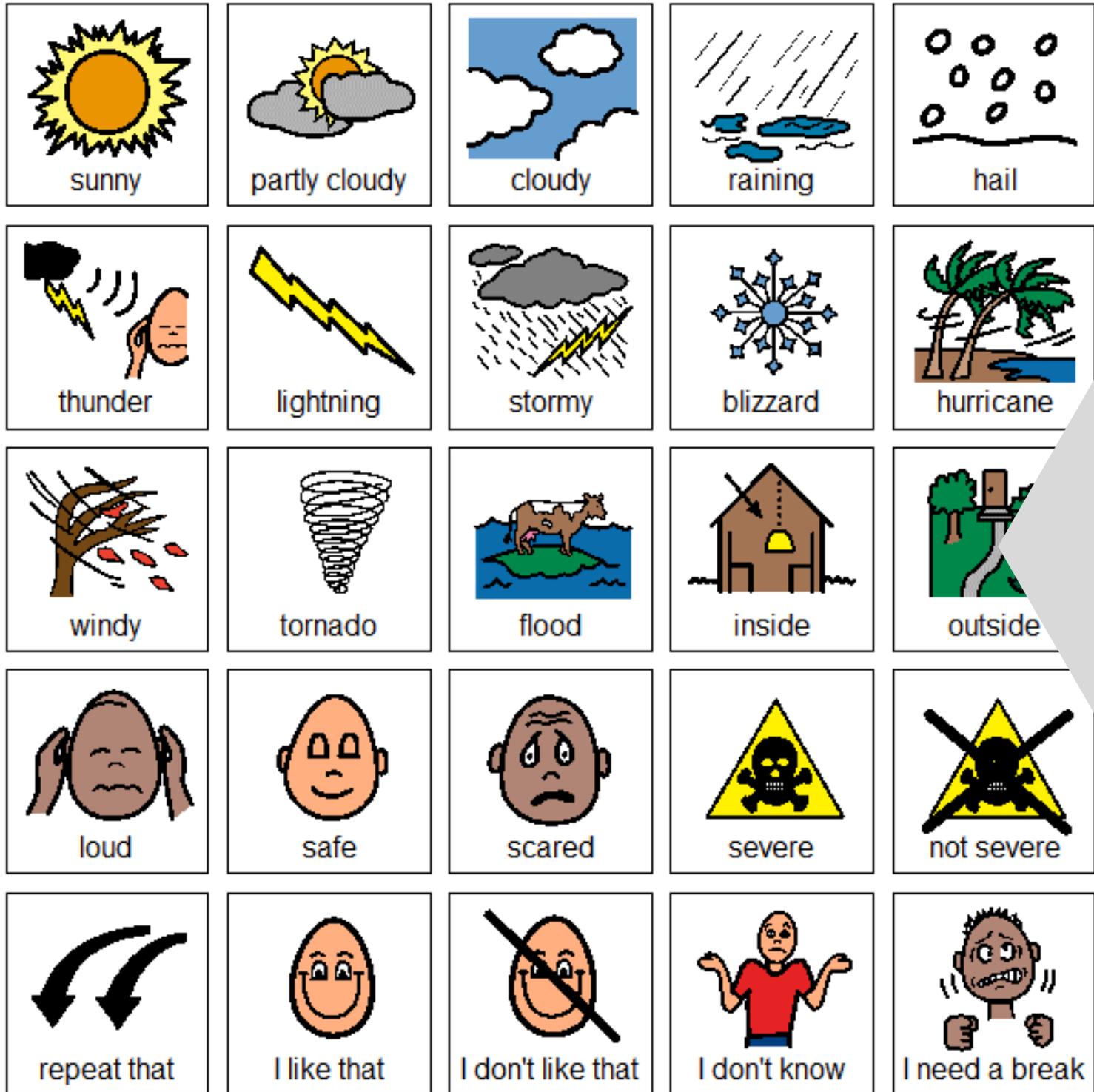
Here is what you will need:

- One copy of the vocabulary board with each symbol cut in half

How to play:

- Give each student a pile of pieces

There is a separate file that contains 10 group activities to choose from each day. These activities utilize the vocabulary board and strengthen the knowledge of new vocabulary.



This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!



There are many types of weather.

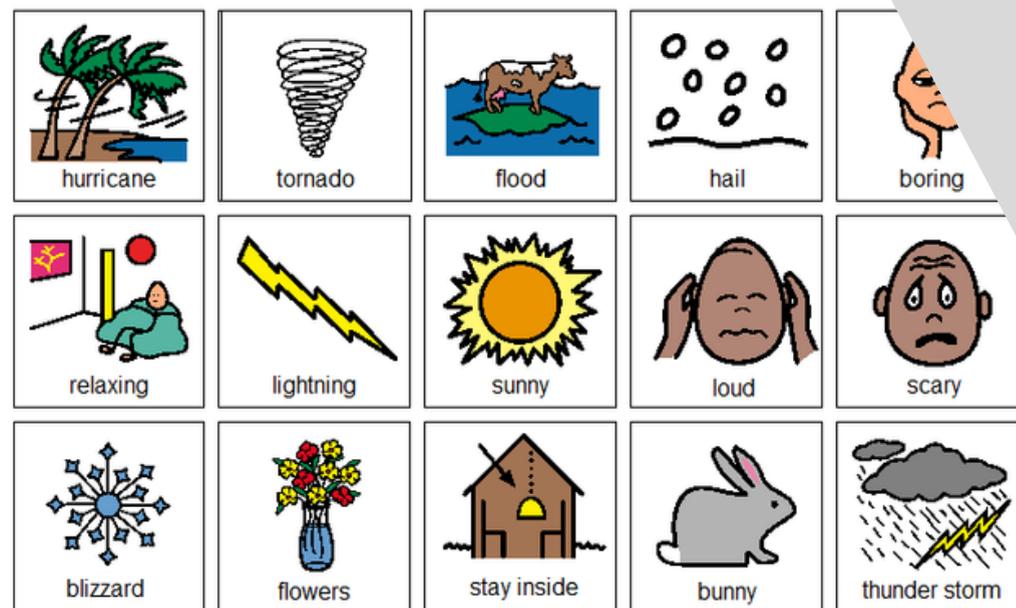
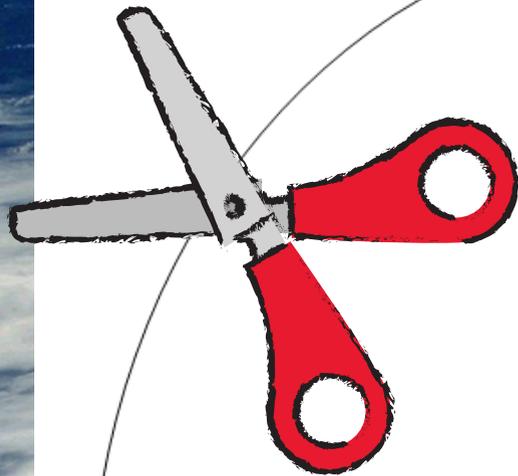
Christa Joy, Special Needs for Special Kids



Severe weather can happen in the summer.

There are 3 books with this unit that cover various aspects of severe weather. Each week uses a different book.

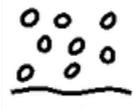
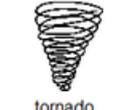
Both come in pdf versions as well as a voice recorded powerpoints (so you don't have to print it out.)



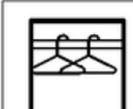
There are 2 circle maps. One is for week 1 and one is for week 2.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

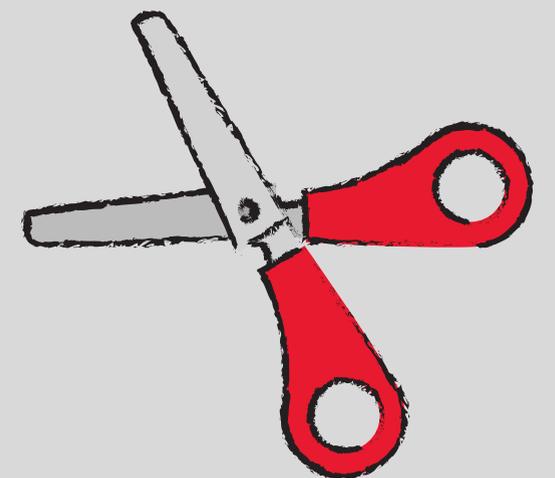
- One is errorless
- One has wrong answers mixed in students will have to set aside

 severe		 not severe		
 hurricane	 partly cloudy	 flood	 see the moon	 stormy
 play outside	 sunny	 stay inside	 loud	 scary
 go for a picnic	 safe	 partly sunny	 hail	 rainbow
 raining	 tornado	 blizzard	 foggy	 nice outside

Where are some safe and unsafe places you can be in a bad storm?

 safe		 unsafe		
 golf course	 basement	 hill	 closet	 outside
 by a flagpole	 near a window	 in school	 under a tree	 in the mall
 in a bathroom	 in a field	 in a car	 inside	 flying a kite

There are 2 sorting activities. One is for week 1 and one is for week 2



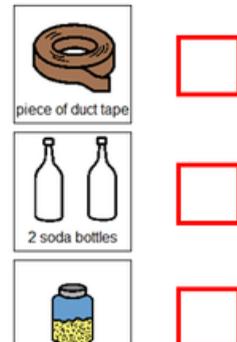
Tornado Teacher Directions

- Divide students into groups.
- Allow each group to gather their supplies and check them off on their first page.
- I would have the duct tape already torn into a piece that is about 3 inches x 3 inches.
- Place tape over the top of one bottle (caps have been removed). Help them to seal it down tightly.
- Make a hole in the tape (into the bottle) with a pen.
- Fill the other bottle three-quarters (3/4) of the way with water.
- Add some glitter to the water. This will simulate the debris that would fly around in a tornado.
- Place the two mouths of the bottles together (the empty one upside-down on top of the water-filled one), and tape them carefully together with the duct tape, making sure not to leave any holes. Test for leakage by carefully rotating the bottles.
- To create the tornado affect, turn the bottles upside-down so that the water should be flowing through the hole into the bottom, empty bottle. Swirl slowly to help create the funnel.

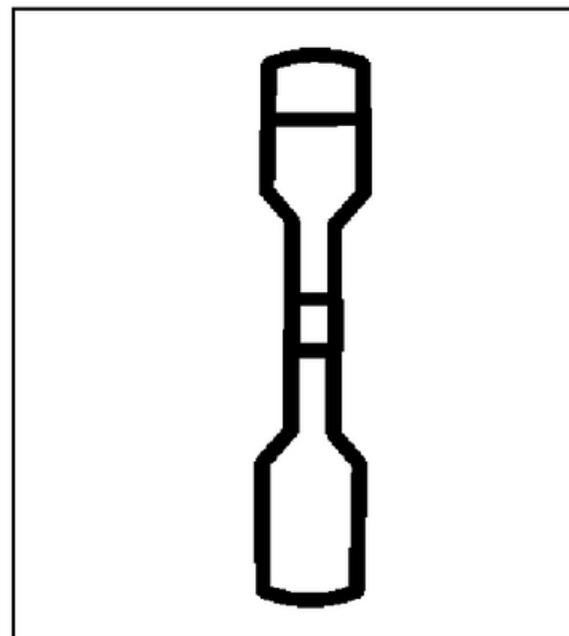
Tornado Experiment

People on my team: _____

Materials needed:



Draw or take a picture of what you saw



Steps to make a tornado

- Remove caps from bottles. 
- Place tape over top of bottle #1. 
- Press down all-around edge. 
- Poke hole in tape with pen. 
- Fill bottle #2 half-way v 
- Add glitter to the water. 
- Place empty bottle on top of bottle with water. 
- Tape together. 
- Check for leaks. 
- Turn upside down and watch for a tornado! 

Each week has an experiment. Included are teacher directions, student pages (collecting materials, instructions with picture prompts, and recording observations.)

Tornados



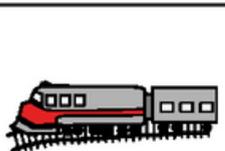
1

2

3

Use the following choices to complete the sentence on the previous page about tornados.

3



train



scary



wet



strong



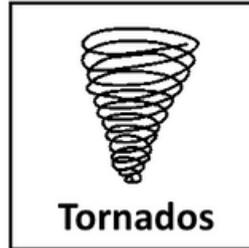
howling



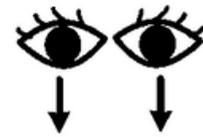
dangerous

Use the following choices to complete the sentence on the previous page about tornados.

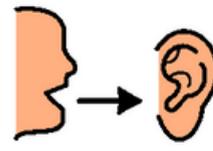
1



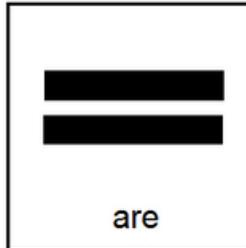
Tornados



look like



sound like

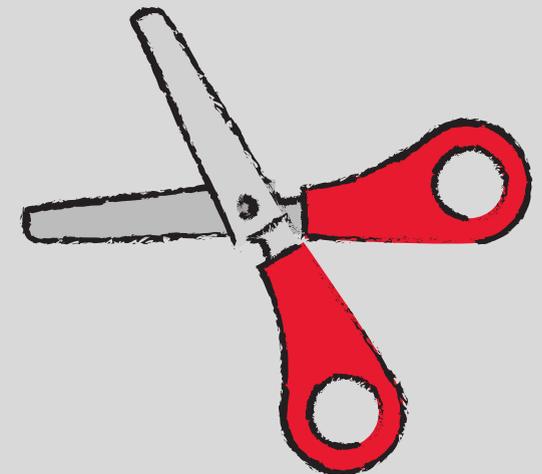


are

2

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Each week has a different writing prompt. This one is on tornados.



My Storm Shelter

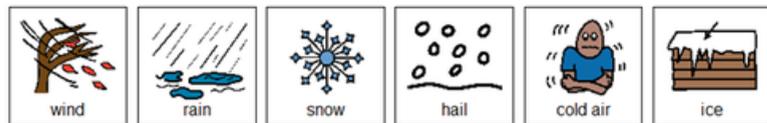
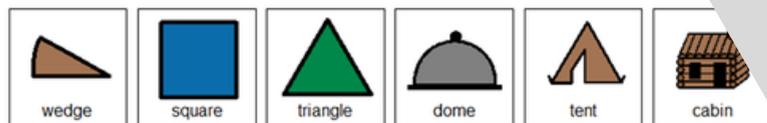
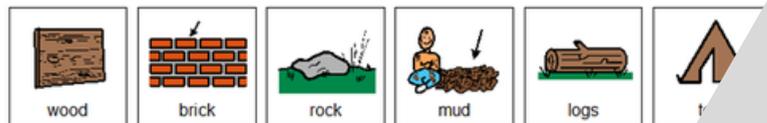
1. My storm shelter will be made from .

2. My storm shelter will be shaped like a .

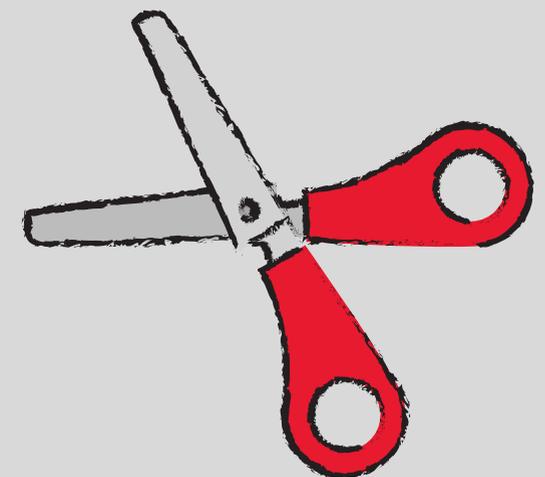
3. It will keep out the , and keep me safe.

4. There will be enough room for my to come too.

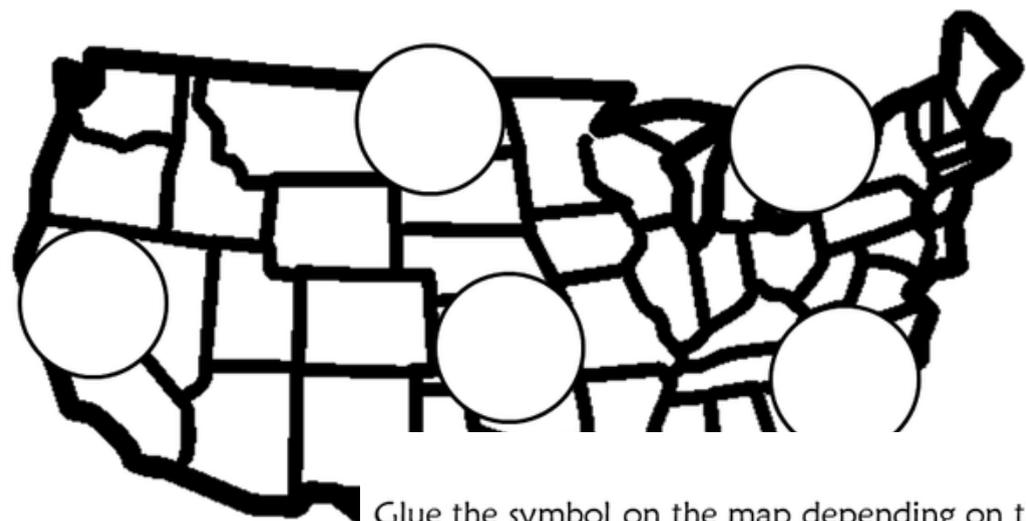
5. I will bring plenty of with me.



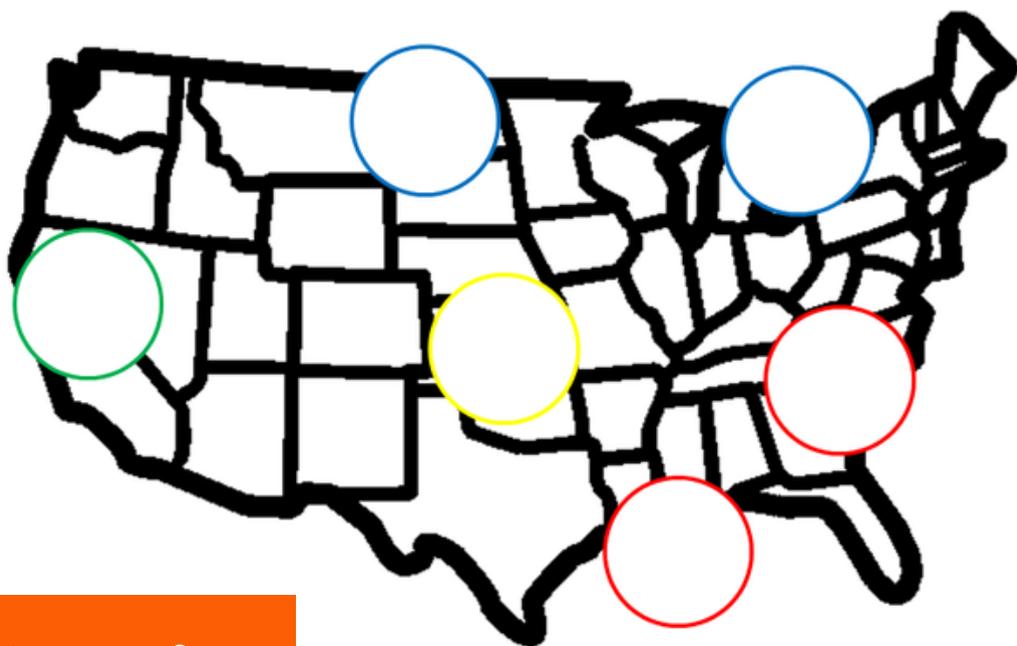
Each writing prompt is errorless and can be done more than once so students can create more than one story



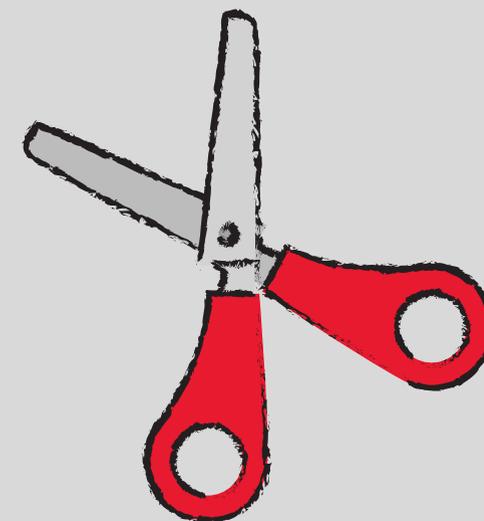
Glue the symbol on the map depending on the type of severe weather that might occur there.



Glue the symbol on the map depending on the type of severe weather that might occur there.



Week 3 has a map of the United States. Students can identify what types of severe weather occurs where.

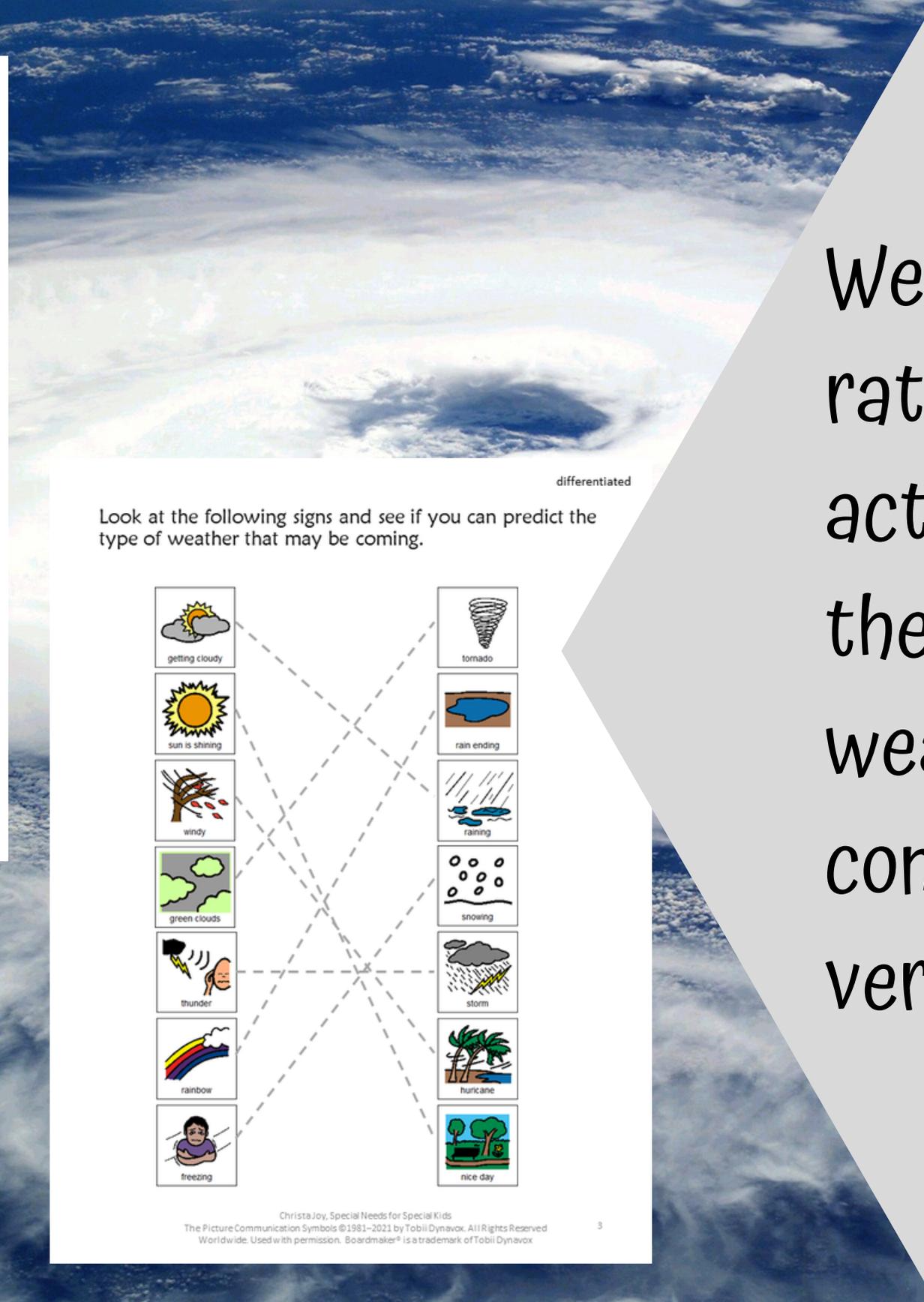
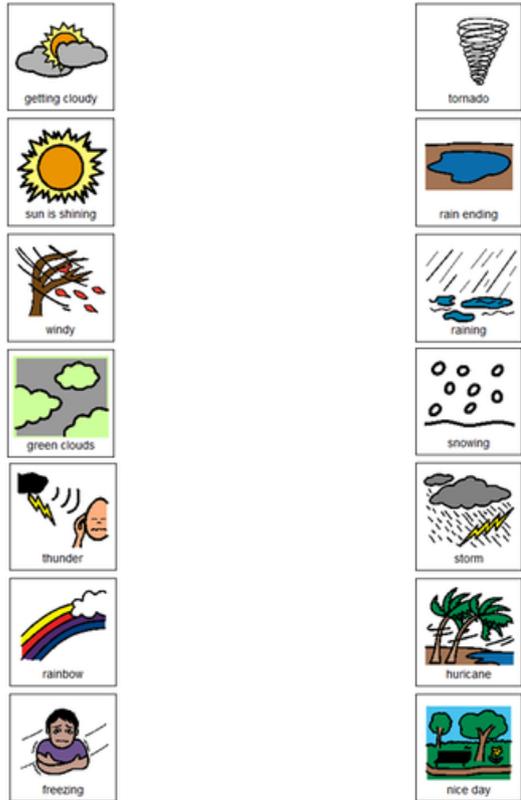


Color-Coded version

Christa Joy, Special Needs for Special Kids The Picture
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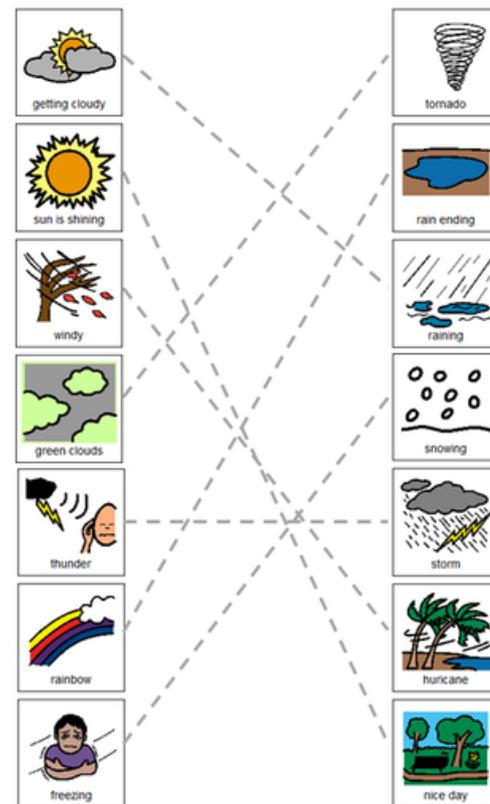
Look at the following signs and see if you can predict the type of weather that may be coming.



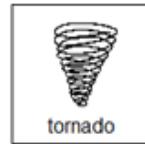
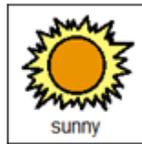
Week 3 has a matching rather than sorting activity. Students match the sign to the severe weather that could be coming. A differentiated version is included.

Look at the following signs and see if you can predict the type of weather that may be coming.

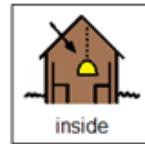
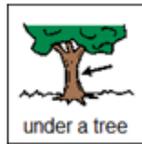
differentiated



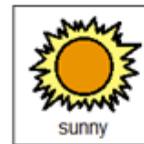
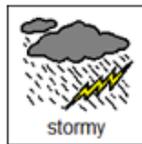
1. Which is an example of severe weather?



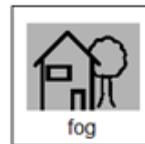
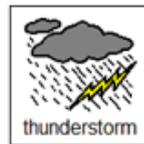
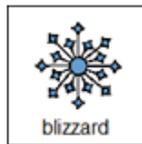
2. Where should you go if there is severe weather?



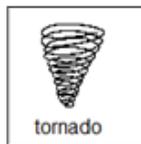
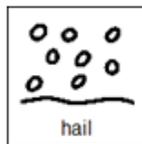
3. What type of weather might you see before it starts to hail?



4. As the clouds get dark and you hear loud booms, what type of severe weather should you watch for?



5. In our experiment, what type of weather did we make in the bottle?



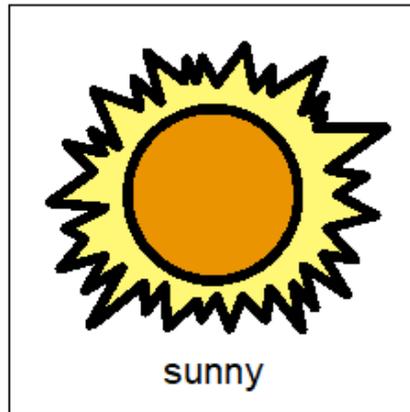
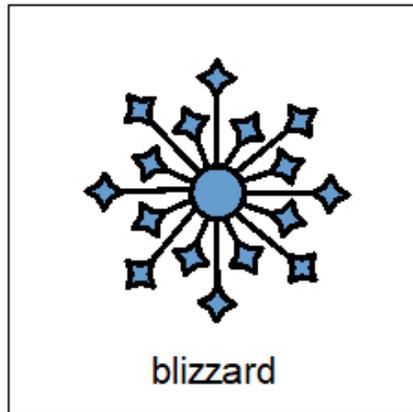
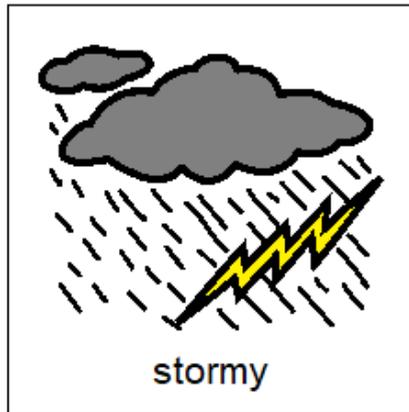
Each week has a 5 question quiz.

There are 3 versions. This version has 5 questions with 3 picture choices for each question.

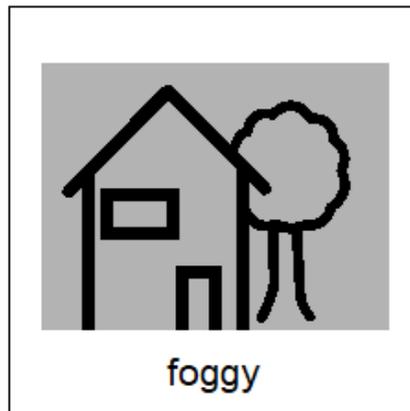
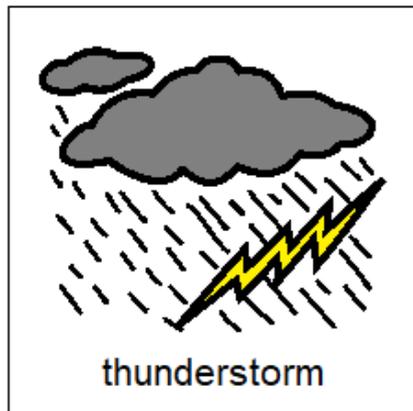
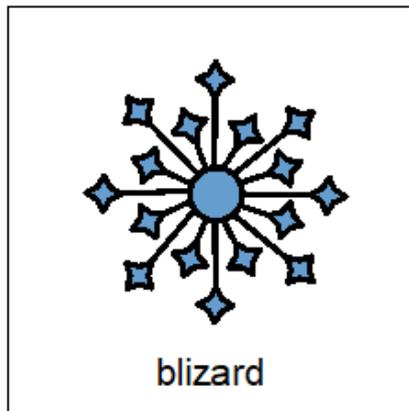
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 3



Q 4



With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. Which is an example of severe weather?
 - A. Sunny
 - B. Rain
 - C. Tornado
2. Where should you go if there is severe weather?
 - A. Under a tree
 - B. To the playground
 - C. Inside
3. What type of weather might you see before it starts to hail?
 - A. Stormy
 - B. Blizzard
 - C. Sunny
4. As the clouds get dark and you hear loud booms, what type of **severe** weather should you watch for:
 - A. Blizzard
 - B. Thunderstorm
 - C. Fog
5. In our experiment, what type of weather did we make in the bottle?
 - A. Hail
 - B. Tornado
 - C. Blizzard

This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.



[Click Here to read more!!](#)

I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

All of the activities (except the books) come in color and black and white.