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Preparing for Storms in Louisiana Facilitator's Guide, 2nd Edition

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Preparing for Storms in Louisiana

Facilitator's Guide

2nd Edition



INCLUDES 14 LESSON PLANS WITH READING COMPREHENSION STRATEGIES

SUPPORTS RISK LITERACY AND ENGLISH LITERACY

USES CASAS READING COMPETENCIES AND READING CONTENT STANDARDS

Preparing for Storms in Louisiana

Facilitator's Guide

Teaching storm preparedness and reading skills simultaneously



University of New Orleans

Funded by FEMA through the LA Governor's Office of
Homeland Security and Emergency Preparedness

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Introduction

What is UNO-CHART?

The Center for Hazards Assessment, Response and Technology (UNO-CHART) is an applied social science hazards research center at The University of New Orleans. Our focus is to support Louisiana's community sustainability in light of natural, technological, environmental, and terrorist risks to which the region is vulnerable.

UNO-CHART's Risk Literacy Project

UNO-CHART's risk literacy project targets the adult populations of Louisiana that have low level literacy skills or are learning English as a second language. Through this project, we have created materials for adult literacy programs to use so that as people learn how to read, they also learn how to prepare for storms.

The materials for this project include:

1. A Student Manual
2. A Facilitator's Guide
3. A Student Take Home Guide
4. Spanish/English Storm Preparedness Flashcards

UNO-CHART partnered with the Literacy Alliance of Greater New Orleans and the Lindy Boggs National Center for Community Literacy at Loyola University to develop these materials. We incorporated national best practices while using local knowledge from focus group participants.

We received funding for this project from FEMA through the Louisiana Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP).

Who should read the student manual?

The student manual is for anyone interested in learning more about storm preparedness. It uses Plain Language and is accessible to people at any reading level.

Who should use the facilitator's guide?

The facilitator's guide uses 14 lesson plans to teach the material in the student manual. These lesson plans are accessible to instructors with a wide range of teaching experience, from novice to experienced instructors. Community leaders, literacy advocates, family members, and others interested in promoting risk literacy will also find these lesson plans straight forward and easy to implement.

Facilitator’s Guide and Student Manual Connection

Each lesson within the facilitator’s guide pairs with one or more elements of the student manual. After working through the material in each of the five sections of the student manual, facilitators can use the section assessment to measure student comprehension. For your reference, the chart below links the content of the student manual with the corresponding lessons in the facilitator’s guide.

Lesson	Student Manual Topic	Students’ Manual Pages
1	N/A	N/A
2	Hurricane Basics, Things to Know	1, 2, 3
3	Preparation Basics, Things to Know	5, 6
<i>Section I Assessment</i>		
4	Have a Family Meeting, Evacuation, Family Evacuation, Evacuation with Pets	7, 8, 9, 10, 11
5	Cost of Evacuation, Driving Times and Costs	12,13
6	Disaster Supply Kit, Important Documents	14,15
7	Communication, Family in Facilities	16, 17
<i>Section II Assessment</i>		
8	Evacuation Basics, Things to Know, Contraflow	19, 20, 21, 22
9	Parish Assistance for Evacuation, Know Your Rights, Shelter Basics	23, 24, 25
10	If You Stay: Shelter in Place, If People Stay With You	26, 27
<i>Section III Assessment</i>		
11	Returning Home, Things to Know	29, 30
12	When You Return	31
<i>Section IV Assessment</i>		
13	Long-Term Protection for Your Home, Things to Know	33, 34
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<i>Section V Assessment</i>		

Reading Comprehension Strategies

Each lesson teaches students a new reading comprehension strategy as they also learn about disaster preparedness. The following table outlines the reading comprehension strategy for each lesson.

Lesson	Reading Comprehension Strategy
1	Previewing
2	Compare and Contrast
3	Brainstorming
4	Problem-Solution Analysis
5	Problem-Solving
6	Categorize Information
7	Directed Reading-Thinking
8	Frustration Model (Vocabulary Development)
9	Think Aloud
10	Self-Questioning
11	5 W's and an H
12	Sequencing
13	Hierarchical Charting
14	Word Mapping

Materials Needed

For each lesson, **instructors** will need:

- A copy of the *Preparing for Storms in Louisiana* student manual
- A copy of the *Preparing for Storms in Louisiana* take home guide
- Chalkboard or whiteboard
- Chalk or dry erase marker(s)

For lessons which contain videos, **instructors** will need:

- A computer
- An internet connection
- A projector
- A screen or blank surface to project onto
- Speakers

For each lesson, **each student** may need:

- A copy of the *Preparing for Storms in Louisiana* student manual
- A copy of the *Preparing for Storms in Louisiana* take home guide
- A pencil or pen
- A notebook

*In addition to the materials listed above, there are materials unique to each lesson.
These materials are listed on the first page of each lesson plan.*

Lesson Plan Components

Each lesson has five steps:

Step 1: How to Begin (10 Minutes)

In Step 1, the lesson plan has the facilitator help students create or review a personalized list of important words that the student wants to learn more about. Students record these words in their notebooks.

Step 1 then guides the facilitator through the use of audio, video, images, and other resources to help students remember their prior experiences or knowledge. If this section of the lesson involves a “Previewing Video,” these videos are accessible on UNO-CHART’s YouTube channel at:

<http://bit.ly/INeOOD>

These videos are better suited for low level learners. They may be optional if a class has intermediate to advanced students.

When the students do not have experience with a topic, Step 1 allows them the opportunity to build background knowledge before they continue the lesson.

Step 1 then has students reflect on this previewing activity and record their thoughts in their notebooks.

Step 2: How to Do It (20 Minutes)

Step 2 has the facilitator demonstrate the lesson’s reading comprehension strategy to the students.

Step 3: Work Together (25 minutes)

Step 3 has the facilitator manage a group practice using the reading comprehension strategy.

Step 4: Work by Yourself (25 Minutes)

Step 4 has the facilitator manage an activity where the students practice the lesson’s reading comprehension strategy on their own or with a partner.

Step 5: Main Idea (10 Minutes)

Step 5 has the facilitator manage an activity where the students record the lesson’s main idea in their notebooks. This step assists students in summarizing the lesson in their own words.

Section Assessments

To measure student comprehension, the section assessment can be administered. The assessment is given after the students work through each section of the student manual.

What if I want to change the activities listed in the guide?

Consider this facilitator's guide as simply that---a guide. This document provides information on ways to conduct lessons on hurricane preparedness. If you have any suggestions on improving the student manual or this guide, or just want to share your ideas, please contact us.

What is the student take home guide?

UNO-CHART created two versions of the student take home guide: 1) an English only version, and 2) an English/Spanish version. In addition to using the take home guide as a classroom resource, students can keep their take home guide when they finish the course. We created the English/Spanish version to support English for Speakers of Other Languages (ESOL).

What are the Spanish/English Flashcards?

UNO-CHART created 26 flashcards that Spanish speakers can use both as a learning resource in class and at home to assist them with storm preparedness. Each of the cards has Spanish information on one side, and has the same information written in English on the back.

How can I get a copy of the curriculum materials?

To review and/or print free copies, visit:

<http://www.uno.edu/chart/community-outreach.aspx>

If you would like hard copies, please contact UNO-CHART at (504) 280-5760 or chart@uno.edu.



Introduction

Reading Comprehension Strategy: **Previewing**

Framework

Students learn introductory information about storms and storm preparation. The reading comprehension strategy teaches students to anticipate what they will learn.

Learning Objectives

The students will be able to:

- React verbally and in writing to a video introduction to storms.
- Create a personalized list of important words or phrases for Section I.
- Develop and discuss impressions about Hurricane Basics.

Materials

In addition to the materials listed on page 4 of this guide, the instructor will need:

- Copies of the *Preparing for Storms in Louisiana* take home guide for each student
- 1 video available at:
<http://bit.ly/1ifSJYC> (1:21 in length)

Procedures

A) How To Begin

1. The teacher says:

“Today, we will start a new topic. To begin, we will watch a short video. The video will show you some pictures about the new topic. After we watch the video, I want you to guess what the new topic is.”

2. The students may watch the following video available at:

<http://bit.ly/1ifSJYC> (1:21 in length)

3. Based on the material in the video, the teacher asks students to guess what today’s lesson topic will be. Next, the students write down any ideas that they learned from the video in their notebooks.

B) How to Do It

1. The teacher introduces **previewing**.

The teacher leads a question and answer session using any of these prompts:

- Have you ever seen previews at the movies?
- What do you learn about a movie when you see a preview?
- What do you learn about the setting/location of the movie?
- Do previews make you feel a certain way about a movie?
- Does it make you scared to watch, excited to see it, maybe even want to be in the movie?
- How does this movie make you feel about hurricanes?
- What do you think was the purpose of this hurricane video?

The teacher says:

“Sometimes I have questions after I watch a preview. Some questions I have from this hurricane video are:

- 1) What is a Hurricane Specialist?**
- 2) What do they mean by “deadly impact of hurricanes?”**

The teacher might ask students if they can think of a question they have after watching the video.

2. The teacher says:

“When we read something, we can also use previewing.”

The teacher holds up the *Preparing for Storms in Louisiana* take home guide and explains how the title and cover of this guide can be a preview for the material. For example, the cover might tell us that it is for people living in Louisiana. The picture tells us it may discuss things about families, houses, storms, etc.

3. The teacher passes out a copy of the take home guide to each student.

The teacher might explain that another way to preview a text is to choose words to look at from the material before reading it.

The teacher says:

“For example, if I open to page 1 of the take home guide, I see some bold words. I think these words may be important.”

(Write them down for the students to view as you say them. For example, Category 1, Wind Speed, Storm Surge, Damage, Evacuate, mph, Florence, Gustav, etc.).

The teacher says:

“Some of these words are new to me. When I see or hear these words again, I will know I need to slow down and pay attention to them.”

C) Work Together

1. The teacher explains that we can use previewing to find words we do not know. The teacher asks students guiding questions around the words on page 1 of the take home guide.

Guiding questions may include:

- What words stand out as being really important?
- What words do you not know? How can we find out what they mean?
- What do the words tell us about what we are learning today?
- Where else have you seen each of these words used?

D) Work by Yourself

1. Students look through Section 1 of the *Preparing for Storms in Louisiana* student manual and create a list of personalized words or phrases they feel will be important for them to learn more about.
2. Students write these words in their notebooks.
3. After writing their words:
 - Have students share their words with a small group or partner and discuss what these words could mean.

OR

 - Write a short (3 sentences) paragraph about their impressions of the words and the lesson.

E) Main Idea

1. The students can share their words in a visual display (on the board, on paper, etc.) and/or share their paragraph with the group. The teacher leads a discussion of the words.
2. Together, the students circle the top 8 words they think are the most important to the lesson and give the most information.



Hurricane Basics, Things to Know

(Pages 1, 2 and 3 of the *Preparing for Storms in Louisiana* student manual)

Reading Comprehension Strategy: **Compare and Contrast**

Framework

Students learn important storm terminology. The reading comprehension strategy of this lesson teaches students how to organize information effectively for easier understanding.

Learning Objectives

The students will be able to:

- Review their personalized list of important words or phrases for Section I.
- React verbally and in writing to two video introductions to hurricanes.
- Learn how to read a table.
- Develop compare and contrast awareness about tropical storms and hurricanes.
- Develop cause and effect awareness about wind scale and storm surge.

Materials

In addition to the materials listed on page 4 of this guide, this instructor will need:

- 2 copies of the Venn Diagram worksheet per student (p. 16)
- 2 videos available at:
<http://bit.ly/196h3CG> (1:12 in length)
<http://bit.ly/17XN2Ki> (1:25 in length)

Procedures

A) How To Begin

1. The teacher guides students in reviewing the personalized list of important words or phrases they created for Section I of the student manual.
2. The teacher says:

“Today you may see some of the words on your list, so remember to watch for them.

Now, we will watch a short video. Some of the words you wrote down might be in the video.”

3. The students watch the following videos:
 - a) <http://bit.ly/196h3CG> (1:11 in length)
 - b) <http://bit.ly/17XN2Ki> (1:25 in length)

As they watch, the students write down words they want to learn more about in their notebooks.

Immediately following this activity, the students use their notebooks to write down:

- a) Impressions they get from the activity.
 - b) Ideas on what they think the lesson may be about.
4. The teacher explains the three steps in reading a table by using the Hurricane Fact Sheet in the take home guide.

The teacher asks students to turn to the Hurricane Fact Sheet on page 1 of the take home guide.

Step 1

The teacher says:

“We can gain a lot of information by previewing a table. Tables summarize a lot of information in one place for the reader.

“To read a table, always read the title first and then across the top of the page from left to right.”

The teacher models reading the table headings and explains how the categories increase by number from left to right.

Step 2

The teacher says:

“The second step in reading a table is to read along the left side of the page from top to bottom.”

The teacher reads the table rows and explains how the categories are broken up by characteristics (or things that describe the different categories).

Step 3

The teacher says:

“The third step in reading a table is to notice what is happening along each row as you read from left to right. For each row, as the category increases, the problems that come with that category change. For example, the wind speeds increase as you move from Category 1 to Category 5.”

5. The teacher instructs the students to take a few minutes and read the table.

B) How to Do It

1. The teacher says:

“Today we will learn many terms and words that are similar. To help us, we will learn how to compare and contrast information to understand it better.”

2. The teacher says :

“When we compare and contrast, we find what is the same and what is different about two things. For example, I want to compare and contrast cars and buses. First, I ask what is the same about them and what is different.”

3. First, the teacher calls on students to list characteristics of cars and buses and creates a list on the board.

4. The teacher draws a large Venn Diagram on the board.

5. The teacher says:

“We can use this to show the differences and similarities between two things. Where the circles overlap, we see the similarities. Where the circles do not overlap, we see the differences.”

5. The teacher fills in a Venn Diagram of cars and buses.

C) Work Together

1. The teacher says:

“We can use this to better understand the differences between tropical storms and hurricanes.”

2. The teacher passes out a copy of the Venn Diagram Worksheet (p. 16) to each student.

3. The students label the diagram with “Tropical Storms” above one circle and “Hurricanes” above the other.

4. The teacher passes out the student manual to each student and ask them to turn to page 2.

5. The teacher reads aloud the two lists of characteristics underneath tropical storm and hurricane, as the students follow along.

6. The students use the information on page 2 of the student manual to fill in their Venn Diagram worksheet while the teacher monitors progress.

7. After all students have had the chance to fill in their Venn Diagram, the teacher completes a master Venn Diagram on the board by taking suggestions from students and correcting suggestions as necessary.

D) Work by Yourself

1. The teacher asks students to use this strategy for the information on page 3 of the student manual for “Wind Scale” and “Storm Surge”.

2. The teacher monitors progress as the students complete a new Venn Diagram Worksheet.

3. After all students have had the chance to fill in their worksheet:
 - Have students share their Venn Diagram with a partner or small group and compare answers.
 - Create a master Venn Diagram on the board by taking suggestions from students and correcting suggestions as necessary.

E) Main Idea

1. The teacher says:

“Remember that sometimes a Category 1 storm can cause more damage than a Category 5. Even tropical storms can cause a lot of flooding.”

2. The teacher asks:

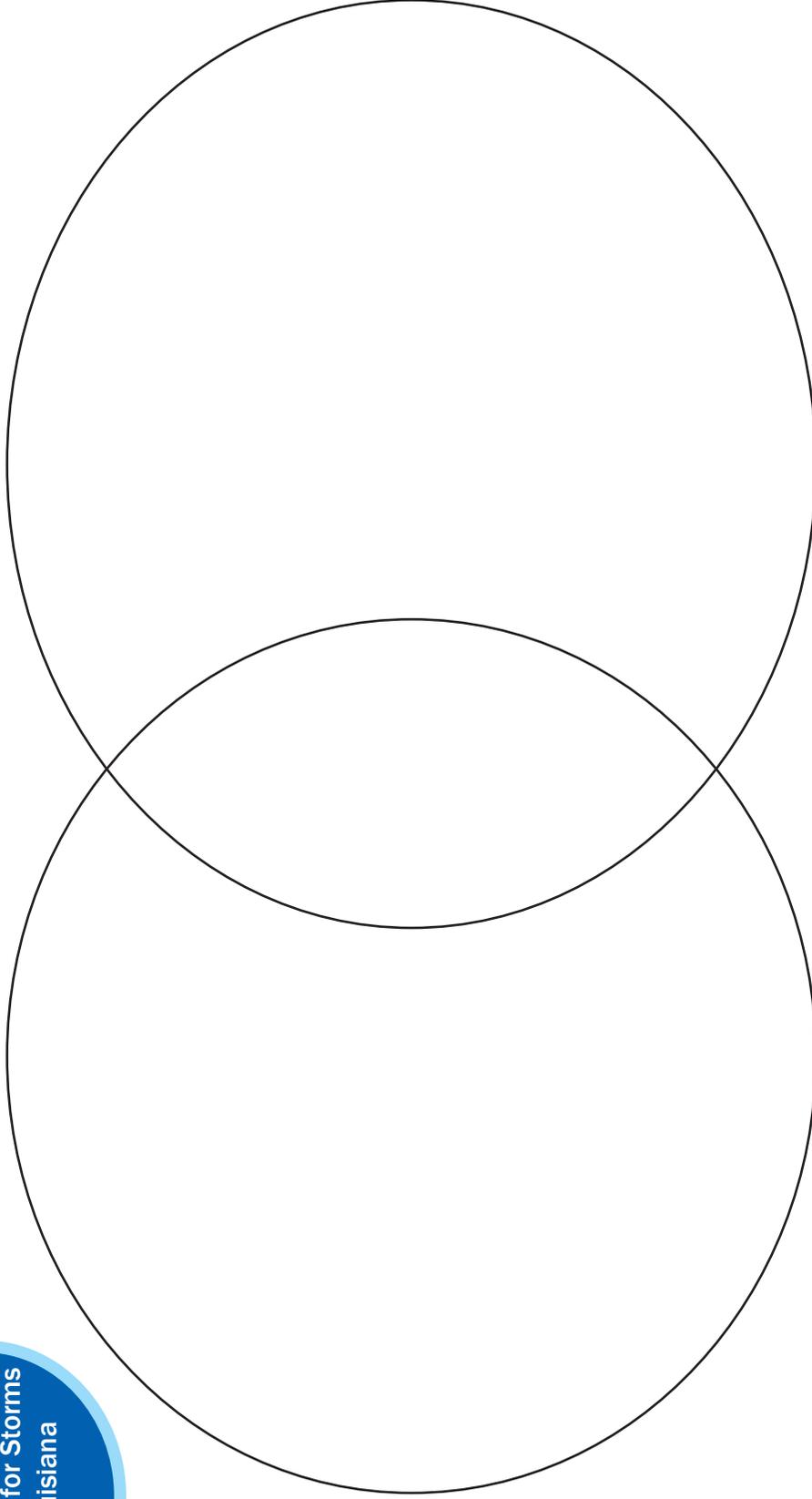
“Do you know what a main idea is?”

To explain this concept, the teacher says:

“If you think about the headline of a newspaper, it tells you what the big story of the day is about. For example, ‘The New Orleans Saints Win’ might be the headline of a story about a big football game. A good headline is short. It answers the question: ‘What is the point?’”

3. Students take 5 minutes to write down headlines for 3 main ideas about the lesson in their notebooks.
4. The teacher and students share their headlines with the class. Possible teacher headlines might include:
 - Hurricane season is here.
 - Tropical storms and hurricanes cause serious problems.
 - 5 categories of hurricanes, and all are dangerous.
 - Storm surge and wind cause damage and danger.

Title: _____ and _____



Section I Assessment

Directions for teacher:

After completing Lessons 1 and 2, the teacher administers this short assessment to test student comprehension.

Copies of the following assessment are located on page 18 and 19 of this guide. The box below contains the answers to this assessment.

Section I Assessment Answers

Part 1.

1. storm surge
2. tropical storm
3. hurricane

Part 2.

1. 4
2. 2
3. 1
4. 5
5. 3

Section I Assessment: Hurricanes

Name: _____ Date: _____

Part 1

Directions: Read the news reports below. Ask yourself, is the news about a hurricane, tropical storm, or storm surge? Circle your answer. You can use your notebook, student manual, or take home guide to help you.

1. We are reporting from the Gulf Coast. All residents must evacuate. Sea levels will be very high. Some homes along the coast may flood.

Is this a..... (hurricane, tropical storm, or storm surge)?

2. We are reporting from St. Tammany Parish. Weather reports show that wind speeds will be 50 mph. There may be flood and wind damage to your homes.

Is this a..... (hurricane, tropical storm, or storm surge)?

3. We are reporting live from New Orleans. Weather reports show that the storm will make landfall by tomorrow. By that time, winds speeds will be as high as 100 mph. Please board your windows. If your house isn't raised and you live in a neighborhood that floods easily, you should evacuate. We are expecting some flooding.

Is this a..... (hurricane, tropical storm, or storm surge)?

Section I Assessment: Hurricanes

Part 2

Directions: The teacher will read the weather reports on this page aloud. As he/she does, ask yourself, what category hurricane is the report talking about? Circle your answer, then underline the part of the story that supports your choice. You can use your notebook, student manual, or take home guide to help you.

1. I'm here on the Northshore where wind speeds may be 135 mph. Water levels in some places are 15 feet high because of the storm surge. High winds have damaged many homes. We hope all people listened to the warning and evacuated.

Is this a Category..... (1, 2, 3, 4, 5)?

2. We are reporting live from New Orleans. Weather reports show that the storm will make landfall by tomorrow. By that time, winds speeds will be as high as 100 mph. Please board your windows. If your house is not raised and you live in a neighborhood that floods easily, you should evacuate because we are expecting some major flooding. The flooding may be 7 feet high in some places.

Is this a Category..... (1, 2, 3, 4, 5)?

3. This is a small hurricane. People with mobile homes should know that wind speeds as high as 80 mph can damage their homes. If you stay home, please know that in some areas there could be up to 4 or 5 feet of flooding. Seek higher ground.

Is this a Category..... (1, 2, 3, 4, 5)?

4. I have never seen a hurricane this size. Scientists think that the hurricane will have wind speeds over 165 mph with storm surges that can reach over 18 feet. Towns in the path of this hurricane will have major damage. If you are in the path of the storm get out while you still can!

Is this a Category..... (1, 2, 3, 4, 5)?

5. I'm here live in Chalmette. The winds from the hurricane are reaching as high as 120 mph! Reports show that in some parts of the city flood waters are reaching as high as 10 feet. Some of the smaller buildings in the town have major damage from the high winds and water. The mayor issued an evacuation notice yesterday, so everyone is gone.

Is this a Category..... (1, 2, 3, 4, 5)



Preparation Basics, Things to Know

(Pages 5 and 6 of the *Preparing for Storms in Louisiana* student manual)

Reading Comprehension Strategy:	Brainstorming
---------------------------------	----------------------

Framework

Students learn basic things that are important to consider when preparing for storms. The reading comprehension strategy of this lesson teaches students how to think creatively about a particular topic.

Learning Objectives

The students will be able to:

- Create a personalized list of important words or phrases for Section II.
- React verbally and in writing to a picture introduction to storm preparation activities.
- Learn how to brainstorm.
- Develop an awareness of personal hurricane preparedness.

Materials

In addition to the materials listed on page 4 of this guide, the instructor will need:

- 5 printed pictures (pages 25-29 of this guide)

Procedures

A) How to Begin

1. The students skim Section II of the student manual and create a personalized list of important words or phrases they want to learn more about. They may record these words on a blank page in their notebooks.
2. The teacher says:

“Today you may see some of the words on your list, so remember to watch for them.”
3. The teacher tapes pictures of the following images to the display board (found at the end of this lesson).
 - a) A hurricane
 - b) A disaster supply kit
 - c) Trimming tree branches
 - d) Having a family meeting
 - e) Putting gas in your car
4. After taping the pictures up, the teacher asks students if they can tell a single story using all of the pictures. For example, “A hurricane is coming, and a family is talking about what they need to do, such as getting gas, trimming trees, and so on.”

Immediately following this activity, the students may use their notebooks to write down:

- a) Impressions that they get from the activity.
- b) Ideas on what they think the lesson may be about.

B) How to Do It

1. Based on the previous activity, the teacher shares his or her idea about the lesson topic.
2. The teacher gives the topic overview and reading strategy by saying:

“Today, we will learn about ‘preparation’. Preparation means being ready for something. When we prepare for something, we need to think about a lot of things. One way to think about a lot of different things is called ‘brainstorming.’”

3. The teacher might give an example of brainstorming by saying:

“For example, if I want to have a party this weekend, I know I need to do a lot of things to get ready for my party. So, one way to start brainstorming is by writing the topic at the top of the page.

If my topic was ‘Have a Party’ I can write that at the top, and then I can write some things that I need to do or prepare in order to make this happen.”

4. The teacher can write the following examples on the board:

Have a Party

- 1) Make a list of friends to invite
- 2) Call my friends
- 3) Buy a cake
- 4) Clean my house
- 5) Make some pizza
- 6) Create a playlist

C) Work Together

1. The teacher explains that we can use this skill to help us think about what we need to do to prepare for a hurricane or a tropical storm.
2. The students turn to page 6 of the student manual. The teacher explains that this page has examples of some things that are important to think about when we prepare for a hurricane.
3. The teacher instructs students to listen as (s)he reads aloud the items under the “To prepare” list on page 6 of the student manual. Next, the teacher might ask the following questions:
 - a) Why is it important to make an evacuation plan before June 1st?
 - b) Why do you think we need to save money?
 - c) Why do we need to gather important documents?
 - d) Why do we need to trim trees?
4. The teacher asks the students to brainstorm additional things that may be important for this list. The teacher records these things on the board.

D) Work by Yourself

1) The teacher says:

“While these things on page 6 are very important, it can help if you brainstorm things that are specific for you.”

2. The students each make a plan in their notebooks for what they need to do to prepare for a storm.

Their lists should include things on page 6, but they can modify these things for themselves.

For example, a student may write the following:

- “Tell Sam and Michelle we will have our family meeting on the 1st of next month”
- “Save \$20 dollars every month for emergency gas, food, and housing”.

3. The teacher monitors students’ progress and makes suggestions.

4. After all students have finished the brainstorming activity, the students may break into pairs and share their list with their partners.

5. The teacher can share other ideas by writing selected student ideas on the board.

E) Main Idea

1. The teacher says:

“Everyone should have a plan before hurricane season.”

2. The teacher asks:

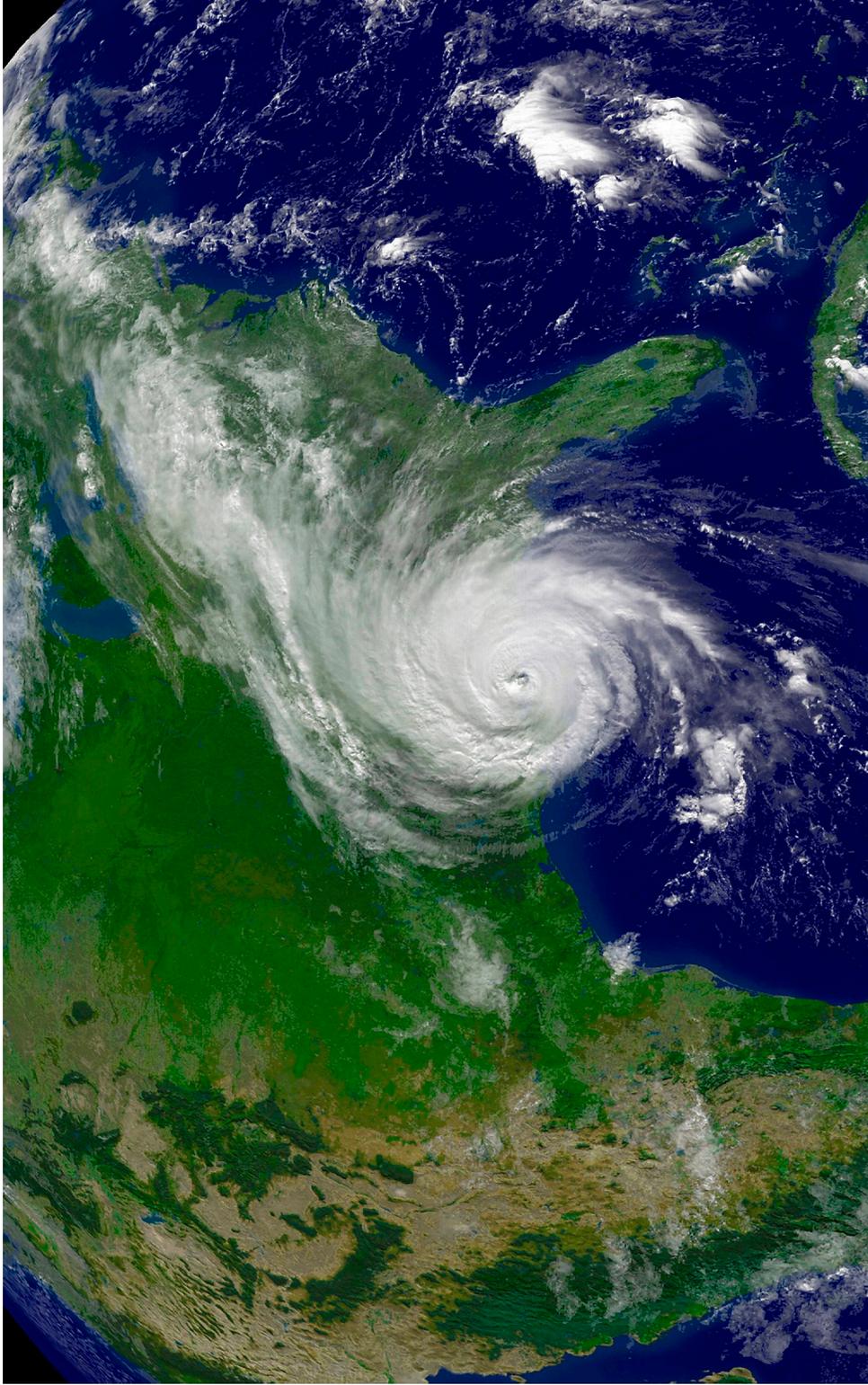
“Do you know what a main idea is?”

The students may remember from Lesson 2. If not, the teacher says:

“If you think about the headline of a newspaper, it tells you what the big story of the day is about. For example, ‘The New Orleans Saints Win’ might be the headline on a story about a big football game. A good headline is short. It answers the question: ‘What is the point?’”

3. Students take 5 minutes to write down headlines for 3 main ideas about the lesson in their notebooks.
4. The teacher and students may share their headlines with the class. Possible teacher headlines might include:
 - Preparation for storms is very important.
 - Prepare now, don't worry later!
 - Preparation can keep you safe.

A hurricane



Trimming tree branches



Having a family meeting



Putting gas in your car



Source: FEMA/Photo by Leif Skoogfors - June 8, 2005



Family Meeting, Evacuation, Family Evacuation, Evacuation with Pets

(Pages 7-11 of the *Preparing for Storms in Louisiana* student manual)

Reading Comprehension Strategy: **Problem-Solution Analysis**

Framework

Students learn about evacuation preparation and family meetings. The reading strategy of this lesson teaches students how to think about solutions for current or potential problems.

Learning Objectives

The students will be able to:

- Review their personalized list of important words or phrases for Section II.
- React verbally and in writing to a video introducing family meetings, evacuating with family and pets, and evacuation in general.
- Create a problem-solution analysis for a reading passage.
- Develop awareness of things they need to consider when having their family meeting and preparing for evacuation.

Materials

In addition to the materials listed on page 4 of this guide, the instructor will need:

- The lesson 4 previewing video:
<http://bit.ly/QyZMzP> (3:08 minutes in length)
- Copies of the “Donna’s Problem” handout (page 36) for each student
- Copies of the “Karl’s Life” handout (page 37) for each student

Procedures

A) How To Begin

1. The teacher guides students in reviewing the personalized list of important words or phrases that they created for Section II in their notebooks.
2. The teacher says:

“Today we will see some of the words you wrote down, so remember which words are important for you to stop and learn.

Now, we will watch a short video. Some of the words you wrote down might be in the video.”

3. The students watch the lesson 4 previewing video.

<http://bit.ly/QyZMzP> (3:08 minutes in length)

As they are watching, the students can write down words they want to learn more about in their notebooks.

Immediately following this activity, the students can use their notebooks to write down:

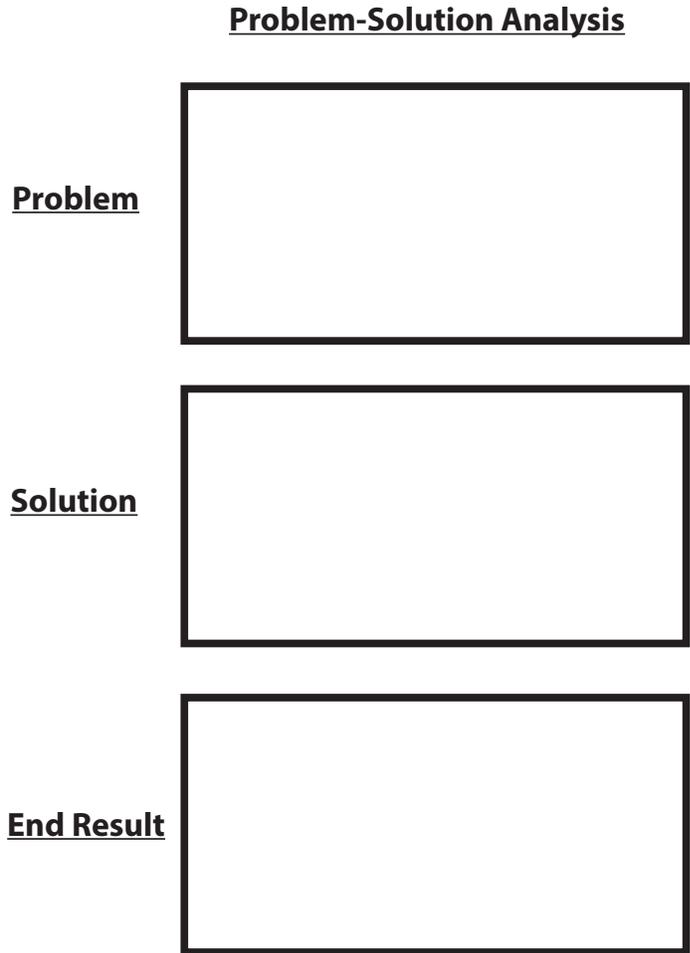
- a) Impressions that they get from the activity.
- b) Ideas on what they think the lesson may be about.

B) How to Do It

1. Based on the previous activity, the teacher shares his or her idea about what the lesson topic will be.
2. The teacher introduces the lesson’s reading comprehension strategy by saying:

“Today we will learn about a strategy that can help us solve problems. This strategy is called the “Problem-Solution Analysis”.

3. The teacher might draw the following chart on the board:



4. The teacher shows how to use this chart by saying:

“If I have a problem I can use this chart.

- **First I can write a problem in the top box. For example, if I get into a car accident, one problem I may have is that I can't go to work. So I can write my problem in the problem box, 'I can't go to work'.**
- **Now, what is a possible solution to my problem? Maybe I can take the bus. So I can write 'take the bus' in the solution box.**
- **What would the end result be? I arrive at work. I can write this in the end result box.”**

5. The teacher explains how this can be used for today's topic by saying:

"Today we will read about evacuation.

Before we start, I'm going to write three questions on the board that I want you to think about as we read:

- **What is the problem?**
- **What is the solution?**
- **What is the end result?"**

6. The teacher passes out the student manuals and asks the students to open to page 8.
7. The teacher reads the material on page 8 aloud, with the students following along.
8. After reading, the teacher and class identify a problem, solution, and an end result based on this information.

Problem: Hurricanes and tropical storms are dangerous.
Solution: My family has an evacuation plan.
End Result: My family will be safe.

9. Next, the students can think more about an evacuation plan. The teacher asks the students:

- 1. What are some of problems you would have if a hurricane came?**
- 2. One solution to the problem is an evacuation plan. What kind of things do you need to do to make an evacuation plan?**
- 3. Is every evacuation plan the same?**

The teacher explains that people have different problems and different solutions.

Teacher Activity

10. The teacher says:

“Today we will think about problems and solutions that people may have during a hurricane or a tropical storm.”
11. The teacher passes out the “Donna’s Problem” handout to each student.
12. The teacher reads the story aloud as the students follow along. The teacher then does activity one to show the students how to create a problem-solution analysis for Donna’s Story. The answers for this activity are on page 120 of this guide.

C) Work Together

1. The teacher divides the class into **four** groups.
2. The teacher passes out copies of the “Karl’s life” handout to each student.
3. The teacher instructs students to open their student manuals to pages 7, 9, 10, and 11.
4. The teacher says:

“We’re going to imagine that a hurricane is coming to New Orleans and Karl wants to be prepared.”
5. The teacher assigns one of these pages to each group. The class reads these pages and thinks about a potential problem that Karl might have (based upon his story on the handout). Each group creates a problem-solution analysis chart for Karl. Possible answers for this activity can be found on page 121 of this guide.
6. The teacher has each group present their conclusions. The teacher makes connections between why or why not a particular item may be important for Karl, by referencing the relevant part of his story. The teacher writes the titles of each page on the board and references them as they are being discussed.

D) Work by Yourself

1. The teacher says:

“Some of the problems and solutions that were important for Karl when preparing for evacuation may be different for you.”

2. The students fill out the answers to the questions on page 3 of the take home guide. They can get ideas and help from pages 7, 8, 9, 10, and 11 in the student manual. If they think they may have a potential problem with any of these questions at home, they can make a problem-solution analysis to solve their own problem.

3. At the end of the exercise, the teacher reminds students that they can use their work in their take home guide during their real family meeting.

E) Main Idea

1. The teacher says:

“Everyone should have a family meeting and think about their evacuation plan and how they can prepare for storms.”

2. The teacher asks:

“Do you know what a main idea is?”

The students may remember from Lesson 2. If not, the teacher might say:

“If you think about the headline of a newspaper, it tells you what the big story of the day is about. For example, ‘The New Orleans Saints Win’ might be the headline on a story about a big football game. A good headline is short and answers the question: ‘What is the point?’”

3. Students take 5 minutes to write down headlines for 3 main ideas about the lesson in their notebooks.

4. The teacher and students share their headlines with the class. Possible teacher headlines include:

- Evacuation involves many things.
- Preparing for evacuation involves your family.
- Evacuation preparation can keep you safe.

Donna's Problem



Problem-Solution Analysis

--

Problem

Activity 1

Donna lives with her husband and two children. Donna needs to go to work, but she is very late. Her children are hungry, but she doesn't have time to make them breakfast.

Solution

--

End Result

--

Help Donna fill in the Problem-Solution Analysis Chart.

Karl's Life



Lesson 4
HANDOUT
Preparing for Storms
in Louisiana

Problem-Solution Analysis

Problem

Hi. My name is Karl. I have a big family. I have two children. My son is 8 years old and my daughter is 10 years old. I have a grandmother. She is 96 years old. She uses a wheelchair. I have one brother named Sam. He lives in Houston. I have 2 big dogs and 1 small cat too! I work in New Orleans as a taxi driver and my wife works at a bank.

Solution

End Result



Cost of Evacuation, Driving Times and Costs

(Pages 12 and 13 of the *Preparing for Storms in Louisiana* student manual)

Reading Comprehension Strategy: **Problem-Solving**

Framework

Students learn about evacuation costs and driving times. The reading comprehension strategy of this lesson teaches students how to make a matrix to solve mathematical problems.

Learning Objectives

The students will be able to:

- Review their personalized list of important words or phrases for Section II.
- React verbally and in writing to an evacuation previewing activity.
- Learn how to form math problems from reading passages.
- Develop awareness for evacuation costs and driving time calculations.

Materials

In addition to the materials listed on page 4 of this guide, the instructor will need:

- The lesson 5 previewing video:
<http://bit.ly/1jrZSmN> (1:29 in length)
- Copies of the “Karl’s Grocery Costs” handout (page 43) for each student
- Copies of the “Popular Evacuation Cities” handout (page 44) for each student
- Copies of the “Donna’s Evacuation Costs” handout (page 45) for each student
- Copies of the “Evacuation Costs Word Problems Worksheet” handout (page 46) for each student

Procedures

A) How To Begin

1. The teacher guides students in reviewing the personalized list of important words or phrases that they created for Section II of the student manual.

2. The teacher says:

“Today you may see some of the words on your list, so remember to watch for them.

Now, we will watch a short video. Some of the words you wrote down might be in the video.”

3. The students watch the lesson 5 previewing video.

<http://bit.ly/1jrZSmN> (1:29 in length)

As they are watching, the students write down words they want to learn more about in their notebooks.

Immediately following this activity, the students use their notebooks to write down:

- a) Impressions they get from the activity.
- b) Ideas on what they think the lesson may be about.

B) How to Do It

1. Based on the previous activity, the teacher shares his or her idea about the lesson topic.

2. The teacher introduces the lesson's topic by saying:

“It's very important to think about what things we need to have to prepare for a storm. We also have to think about the cost of everything and how much money we need to save. Today, we are going to be reading about money and the cost of evacuation.”

3. The teacher distributes the “Karl’s Grocery Costs” handout and reads the story aloud to the class.
4. The teacher says:

“In this story, Karl wants to think about how much money he needs to save to buy groceries for his family. So, we need to turn this story into a math problem.”
5. The teacher uses the chalkboard/whiteboard to first calculate the total for each of the 3 foods on the worksheet, then adds them together. The teacher can use the matrix below:

Item	Quantity	Cost	Total Cost
Peanut Butter	2	\$4.00	\$8.00
Baked Beans	3	\$1.00	\$3.00
Rice	3	\$3.00	<u>\$9.00</u>
TOTAL			\$20.00

C) Work Together

1. The teacher says:

“We can use math to figure out evacuation costs too. Today, we will learn how much money people usually spend when they evacuate.”
2. The teacher distributes copies of the student manual and reads page 12 with the class.
3. The teacher uses page 13 and discusses travel expenses. The teacher uses the map of popular evacuation cities to show where these places are (this map is on page 44 of this guide).

The teacher asks the following questions:

1. How far is it from New Orleans to Baton Rouge?
2. How far is it from New Orleans to Shreveport?
3. Which costs more?

PREPARING FOR STORMS IN LOUISIANA **FACILITATOR'S GUIDE**

4. The teacher continues asking a variety of questions in a similar format, changing the departure city and destination.
5. The teacher writes students' answers on the board.
6. The teacher passes out the "Donna's Evacuation Costs" handout to students.
7. The teacher reads the "Donna's Evacuation Costs" story aloud while the students follow along.
8. After reading the story, the teacher guides students in filling out the chart on their handout, using the information within the story. The teacher can make a new chart on the board.

The answers are below:

Item	Quantity	Cost	Total Cost
Roundtrip Gas to Houston	1	\$250	\$250
Hotel	3 Nights	\$100	\$300
Meals	9	\$10	<u>\$ 90</u>
TOTAL			\$640

D) Work by Yourself

1. The teacher passes out the "Evacuation Costs Word Problems Worksheet" handout.
2. The students work in pairs to complete the empty spaces in the tables.
3. After the pairs have finished, the teacher guides the class in reviewing the answers as a group. Possible answers for this activity can be found on page 122 of this guide.

E) Main Idea

1. The teacher says:

"Everyone should think about how much money you need to save if you evacuate."

2. The teacher asks:

"Do you know what a main idea is?"

The students may remember from Lesson 2. If not, the teacher says:

"If you think about the headline of a newspaper, it tells you what the big story of the day is about. For example, 'The New Orleans Saints Win' might be the headline on a story about a big football game. A good headline is short and answers the question: 'What is the point?'"

3. Students take 5 minutes to write down headlines for 3 main ideas about the lesson in their notebooks.

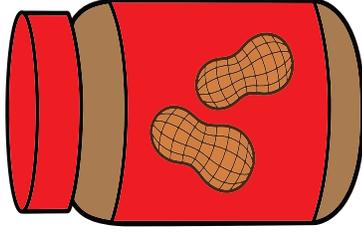
4. The teacher and students may share their headlines with the class. Possible teacher headlines might include:

- Save money for evacuation.
- Evacuation can be expensive.
- Saving money for gas, food, and hotels is important.

Karl's Grocery Costs



\$4.00



\$3.00



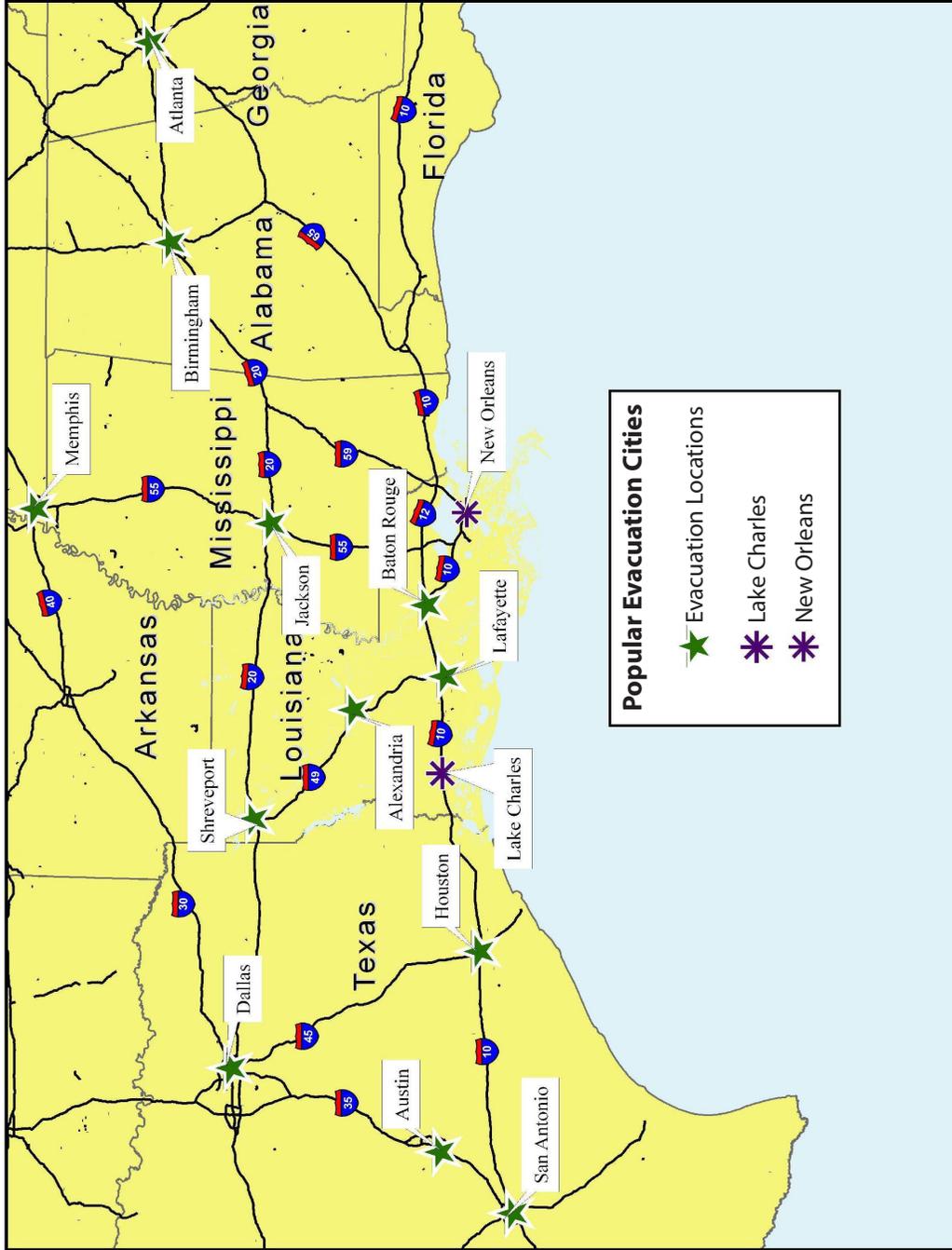
Hi my name is Karl. This week I will buy groceries for my family. A jar of peanut butter costs 4 dollars, and I need 2 jars. I also need to buy 3 cans of red beans. A can of red beans costs 1 dollar. Then, I need to buy 3 bags of rice. A bag of rice costs 3 dollars.

\$1.00



Popular Evacuation Cities

Lesson 5
HANDOUT
Preparing for Storms
in Louisiana





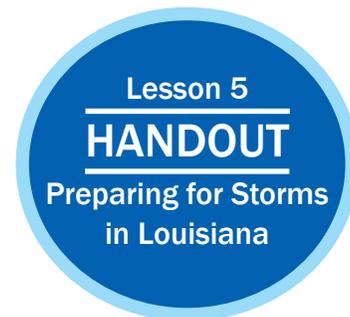
Donna's Evacuation Costs

Hi. My name is Donna. I will evacuate from New Orleans to Houston for Hurricane Laura. I will stay in a hotel for 3 days. I will eat 3 meals each day. Then I will drive back to New Orleans.



Item	Quantity	Cost	Total Cost
Roundtrip Gas to Houston			
Hotel			
Meals			
TOTAL			

Evacuation Costs Word Problems Worksheet



Directions: Read the story and fill in the empty spaces in the table.
You can use page 12 of the student manual to help you.

1. Randy and his mom will evacuate for Hurricane Laura. They will go from New Orleans to Alexandria. They will stay for two days. Randy will eat 3 fast food meals each day. His Mom will eat three fast food meals each day. How much should they save?

Item	Quantity	Cost	Total Cost
Gas	1		
Hotel		\$100	\$200
Meals	12	\$20	\$240
TOTAL			\$600

2. Diana and her two sons will evacuate for Hurricane Hanna. They will leave their home in New Orleans and go to Shreveport. They will stay in a hotel for one night. They will each eat 3 fast food meals. How much money does Diana need to save?

Item	Quantity	Cost	Total Cost
Gas	1	\$240	\$240
Hotel		\$120	
Meals		\$5	\$45
TOTAL			\$405

3. Karl will evacuate for Hurricane Omar. He will go to Houston, Texas from New Orleans for three days. He will rent a hotel and eat three restaurant meals each day. How much money does Karl need to save?

Item	Quantity	Cost	Total Cost
Gas	1		
Hotel	3	\$100	\$300
Meals	9	\$10	
TOTAL			\$640



Disaster Supply Kit, Important Documents

(Pages 14 and 15 of the *Preparing for Storms in Louisiana* student manual)

Reading Comprehension Strategy: **Categorize Information**

Framework

Students learn which things are important to put in a disaster supply kit. The reading comprehension strategy of this lesson teaches students how to sort things into logical categories.

Learning Objectives

The students will be able to:

- Review their personalized list of important words or phrases for Section II.
- React verbally and in writing to a picture introduction of disaster supply kits.
- Learn how to categorize information.
- Develop awareness for things they need to put in their disaster supply kits and which documents are important to bring.

Materials

In addition to the materials listed on page 4 of this guide, the instructor will need:

- Copies of the “Craig’s Box” handout (page 52) for each student
- 1 video available at:
<http://bit.ly/1ifTH6U> (2:51 in length)
- Copies of the “Help Karl pack a disaster supply kit” handout (page 53) for each student

Procedures

A) How to Begin

1. The teacher guides students in reviewing the personalized list of important words or phrases they created for Section II of the student manual.
2. The teacher says:

“Today you may see some of the words on your list, so remember to watch for them.”

3. The teacher passes out the “Craig’s Box” handout. The students follow along as the teacher reads the story aloud.

The students write down words they want to learn more about in their notebooks.

After reading the story, the teacher asks students to volunteer and say things they think Craig put in his box.

Immediately following this activity, the students may use their notebooks to write down:

- a) Impressions they get from the activity.
- b) Ideas on what they think the lesson may be about.

B) How to Do It

1. Based on the previous activity, the teacher might share his or her idea about the lesson topic.
2. The teacher says:

“Another word for a collection of things that people use for disasters is called a disaster supply kit.”

Today we are going to learn about all the different types of items we should put in our disaster supply kit.

Since there are a lot of different things people put in these boxes, we're going to learn how to use a strategy that can help us decide what to bring. This strategy is called categorizing.

For example, I have this table on my board:

New York	Crackers	Four
Six	Beans	Miami
Sandwich	Eleven	New Orleans

In this table I have a lot of different words. I want to make three categories and put each word in a category. So if I look at each of these words, I think I can make these three categories:

Cities Food Numbers

Now, I can write my words in their right category.

<u>Cities</u>	<u>Food</u>	<u>Numbers</u>
New York	Crackers	Four
Miami	Beans	Six
New Orleans	Sandwich	Eleven

This was very easy with only a few things, but thinking in categories can also help us plan for the things we need to put in our disaster supply kits."

C) Work Together

1. The teacher passes the student manual to each student.
2. Next, the teacher reads page 14 of the manual aloud as the students follow along.
3. After reading the items in the "basic items" section, the teacher asks the students if they can help the teacher think of a category for each box.

For example, the students could say "Safety" or "Health" for the first box. For the second box, the students could say "Tools" or "Equipment". For the third box, students could say "Bathroom".

4. Students watch a video of someone making a disaster supply kit.

<http://bit.ly/1ifTH6U> (2:51 in length)

5. Students open their take home guide to pages 5, 6, 7, and 8. The teacher reviews the different categories and items in each category. The teacher points out that the items in the take home guide are just helpful examples, and students may have other things in their kits.
6. The teacher asks students the following questions:
 - **What category are baby bottles under?**
 - **What category is shampoo under?**
 - **What category are canned beans under?**

7. The teacher says:

"It's also very important to put important documents in our disaster supply kit. If a storm damages our home, we may lose our important documents if they are not safe."

8. The teacher reads page 15 of the student manual aloud as students follow along.
9. The students look at page 9 of the take home guide and the teacher asks which categories there are and which category certain items are under.

For example:

- **What category are medical records under?**
- **What category is your driver's license under?**
- **What category is your house deed under?**

D) Work by Yourself

1. The teacher introduces the "Help Karl pack a disaster supply kit" handout by saying:

“Now, we will do a worksheet titled ‘Help Karl pack a disaster supply kit’. He doesn’t have a disaster supply kit. He has questions about what he should bring.”

2. The teacher passes out the “Help Karl pack a disaster supply kit” handout to each student. The teacher reads the worksheet aloud as the students follow along.
3. The students complete the handout.
4. The teacher walks around the room and assists students in completing the handout. Possible answers for this activity can be found on page 123 of this guide. After the students finish, the teacher leads a group review of the activity and checks answers.

E) Main Idea

1. The teacher says:

“Everyone should make a disaster supply kit before hurricane season. You can use the take home guide to help you make your kit.”

2. The teacher asks:

“Do you know what a main idea is?”

The students may remember from Lesson 2. If not, the teacher says:

“If you think about the headline of a newspaper, it tells you what the big story of the day is about. For example, ‘The New Orleans Saints Win’ might be the headline on a story about a big football game. A good headline is short and answers the question: ‘What is the point?’”

3. Students take 5 minutes to write down headlines for 3 main ideas about the lesson in their notebooks.
4. The teacher and students share their headlines with the class. Possible teacher headlines include:
 - Disaster supply kits keep me and my documents safe.
 - Disaster supply kits and categories.
 - Use categories to make a disaster supply kit.

Name _____

Craig's Box

Lesson 6
HANDOUT
Preparing for Storms
in Louisiana



Craig lives in New Orleans. He is evacuating with his family. They will go to Houston. Before hurricane season, Craig makes a box. When a hurricane comes and Craig evacuates, he brings this box with him. It has everything his family needs.

What do you think is in Craig's Box?



Help Karl pack a disaster supply kit

Directions:

Draw a circle around “yes” or “no” to answer each question. If you circle “yes” for a question, use pages 5 - 9 of the take home guide to write the item’s category.



Should I pack my birth certificate?	Yes	No	Which Category?
Should I pack my favorite cup?	Yes	No	
Should I pack my favorite movie poster?	Yes	No	
Should I pack water?	Yes	No	
Should I pack a flashlight?	Yes	No	
Should I pack food for my dog?	Yes	No	
Should I pack milk?	Yes	No	
Should I pack my medical records?	Yes	No	
Should I pack ice cream?	Yes	No	
Should I pack my first aid kit?	Yes	No	



Communication, Family in Facilities

(Pages 16 and 17 of the *Preparing for Storms in Louisiana* student manual)

Reading Comprehension Strategy: **Directed Reading-Thinking**

Framework

Students learn the importance of pre-storm communication. The reading strategy of this lesson teaches students how to think about specific questions of interest while they are reading a passage.

Learning Objectives

The students will be able to:

- Review their personalized list of important words or phrases for Section II.
- React verbally and in writing to a short video illustrating communication and power outages.
- Learn how to use and prepare Directed Reading-Thinking questions to engage with a reading passage.
- Understand the importance of communication before a hurricane.

Materials

In addition to the materials listed on page 4 of this guide, the instructor will need:

- The lesson 7 previewing video:
<http://bit.ly/1dKAbxK> (3:47 in length)
- Copies of the "The Power Went Out" handout (page 59) for each student

Procedures

A) How to Begin

1. The students review the personalized list of important words or phrases they created for Section II in their notebooks.
2. The teacher says:

“Today you may see some of the words on your list, so remember to watch for them.

Now, we will watch a short video. Some of the words you wrote down might be in the video.”

3. The students watch the lesson 7 previewing video.

<http://bit.ly/1dKAbxK> (3:46 in length)

The students write down words they want to learn more about in their notebooks.

Immediately following this activity, the students use their notebooks to write down:

- a) Impressions they get from the activity.
- b) Ideas on what they think the lesson may be about.

B) How to Do It

1. Based on the previous activity, the teacher shares his or her ideas about the lesson topic.
2. The teacher introduces the lesson's topic by saying:

“Today we will use questions to help us think about what we are reading.”

(The teacher writes these questions on the board)

- 1) Why did the power go out?
- 2) Where was Joe when the power went out?
- 3) Where was Joe's son when the power went out?
- 4) Why is Joe worried?

“While I’m reading this story I’m going to think about these questions. When I read the story, if I think I see an answer to a question, I’m going to stop and think about it.”

3. The teacher passes out “The Power Went Out” handout to each student.
4. The teacher demonstrates this strategy by reading the story aloud, and stopping to answer each of the questions on the board when they find the answer.

C) Work Together

1. The teacher says:

“Now we will practice answering questions for a story together.”

(The teacher writes these questions on the board.)

- 1) Why is it important to communicate before a hurricane?
 - 2) Why do you think it is important to have an out-of-state contact?
 - 3) What kinds of communication can we use to prepare for a hurricane?
 - 4) Does anyone in your family use smartphone apps? Can we use these to prepare for a hurricane?
2. The students turn to page 16 of the student manual. The teacher asks students to follow along as the teacher reads aloud. The students raise their hand when they think they see an answer to a question.

3. The teacher suggests the following answers for each respective question:
 - 1) It is important to communicate before a hurricane because we may be unable to find people after a hurricane.
 - 2) If we have an out-of-state contact and my family becomes separated, we can find each other through that person.
 - 3) We can use phones, e-mails, and talking with people face-to-face.
 - 4) The information on page 16 has many free smartphone apps that give us hurricane information.

D) Work by Yourself

1. The students do a directed reading-thinking activity on their own.
2. The teacher writes the following questions on the board:
 - 1) What do you think a facility is?
 - 2) What kinds of facilities are there?
 - 3) Why do I need to communicate with a facility before a hurricane?
 - 4) What information should we give facilities and our family members in facilities?
3. The teacher directs students to turn to page 17 of the student manual. The students read this page and write answers to the above four questions in their notebooks.

Possible Answers:

- 1) A facility is a place where family members live or stay away from home.
 - 2) There are nursing homes, prisons, schools, hospitals, and others.
 - 3) We need to know each facility's plan if they need to evacuate. Where will they take our family members? Do we need to come and get them?
 - 4) We should give them our emergency contact information.
4. After all students have finished this activity, the students share their answers with the class.

E) Main Idea

1. The teacher says:

"Sometimes communication is difficult during and after a disaster. It is important to have a communication plan ready."

2. The teacher asks:

"Do you know what a main idea is?"

The students may remember from Lesson 2. If not, the teacher might say:

"If you think about the headline of a newspaper, it tells you what the big story of the day is about. For example, 'The New Orleans Saints Win' might be the headline on a story about a big football game. A good headline is short and answers the question: 'What is the point?'"

3. Students take 5 minutes to write down headlines for 3 main ideas about the lesson in their notebooks.
4. The teacher and students share their headlines with the class. Possible teacher headlines include:
 - Communicate before a disaster with your family.
 - Communicate with facilities.
 - Have a plan for communication.

The Power Went Out!



Hi my name is Joe. Today, the power in my city went out because there was a big storm!

I am at work, my son is at school, and my wife is at home.

My phone doesn't work, the television doesn't work, and my computer doesn't work!

I am worried because I can't talk with my family.



Source: FEMA/Photo by Jacinta Quesada - July 24, 2008



Section II Assessment

Directions for teacher:

After completing Lessons 3 - 7, the teacher administers this short assessment to test student comprehension regarding the material covered.

Copies of the following assessment (on page 61 and 62 of this guide) is given to each student. The box below contains the answers to this assessment.

Section II Assessment Answers

Part 1.

Circles should be around: Birth Certificate, Last Report Card, Immunization Records, Housing Lease, Last Bank Statement, Car Title, Passport

Part 2.

\$250 for gas and \$5-15 for fast food. For a total of about \$260.

Part 3.

- | | | |
|------------------|--------------|-------------|
| 1. family | 2. documents | 3. pets |
| 4. communication | 5. traffic | 6. branches |

Section II Assessment: Preparation

Name: _____ Date _____

Part 1

Directions: Circle the documents that you would pack in your disaster supply kit. Use your notebook, student manual, or take home guide to help you.

Birth Certificate

Movie Ticket Stub

Last Report Card

Wall Poster

Immunization Records

Housing Lease

Cooking Recipe

Meeting Agenda

Former Textbooks

Last Bank Statement

Car Title

Passport

Part 2

Directions: Use page 12 of the student manual to answer the question.

1. Donna is evacuating from New Orleans to Houston. She will stay with her friends in Houston. She will buy 1 fast food meal. How much money should she save to evacuate?

Section II Assessment: Preparation

Part 3

Directions: Circle the correct word. Use your notebook, student manual, or take home guide to help you.

1. Have a _____ meeting to discuss your evacuation plans.
pets family documents
2. Create a disaster supply kit and gather important _____ and phone numbers.
branches traffic documents
3. Your disaster plan should include your family members, those with disabilities, the elderly, and _____.
pets family traffic
4. Stay in _____ during a disaster with those in your plan.
traffic branches communication
5. Avoiding _____ by leaving early can cut gas costs in half.
documents family traffic
6. Prepare your home by trimming tree _____ and bushes away from the roof and windows.
family branches documents



Evacuation Basics, Things to Know, Contraflow

(Pages 19-22 of the *Preparing for Storms in Louisiana* student manual)

Reading Comprehension Strategy: **Fruyer Model**

Framework

Students learn about hurricane watches, hurricane warnings, and traffic contraflow. The reading strategy of this lesson teaches students how to understand a word in a deeper way.

Learning Objectives

The students will be able to:

- Create a personalized list of important words or phrases for Section III.
- React verbally and in writing to a hurricane watch emergency alert.
- Develop their skills in using the Fruyer Model.
- Develop an awareness of the difference of hurricane watches and hurricane warnings.
- Understand the meaning of contraflow.

Materials

In addition to the materials listed on page 4 of this guide, the instructor will need:

- The lesson 8 previewing video:
<http://bit.ly/1jQfqDN> (2:28 in length)
- 1 Contraflow Video:
<http://bit.ly/1hiQrGy> (10:02 in length)

Procedures

A) How to Begin

1. The students skim Section III of the student manual and create a personalized list of important words or phrases they want to learn more about. They will record their words in their notebooks.

2. The teacher says:

“Today you may see some of the words on your list, so remember to watch for them.

Now, we will watch a short video. Some of the words you wrote down might be in the video.”

3. The students watch the lesson 8 previewing video:

<http://bit.ly/1jQfqDN> (2:01 in length)

The students write down words they want to learn more about in their notebooks.

Immediately following this activity, the students use their notebooks to write down:

- a) Impressions they get from the activity.
- b) Ideas on what they think the lesson may be about.

B) How to Do It

1. Based on the previous activity, the teacher shares his or her idea about what the lesson topic will be.

2. The teacher introduces the lesson’s topic by saying:

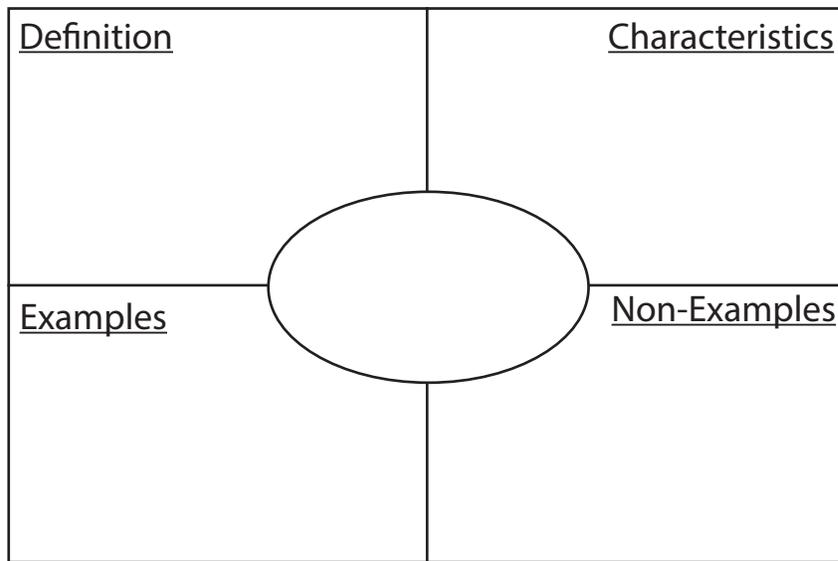
“Today we’re starting the section on evacuation. Before, we learned about what to do *before* an evacuation. In this lesson, we will learn about what to do *during* an evacuation. Also, we will learn when we may need to evacuate.”

3. The teacher introduces today's reading strategy by saying:

"For today's strategy, we will learn a technique that we can use when we learn a new word. This is called the Frayer Model."

The teacher makes this chart on the board:

Frayer Model



4. The teacher provides an example of how to use this model when we find a new word.

The teacher says:

"For example, if I am learning the word 'bank,' I need to write 'bank' in the center circle."

The teacher writes "bank" in the center circle.

Next, the teacher asks these questions and writes the answers in the box on the board:

What is the definition of bank?	-	"A place where people can get money"
What is a characteristic of a bank?	-	"A building, has money, has security"
What is an example of a bank?	-	"Chase, Regions, Capital One"
What is a non-example of a bank?	-	"McDonalds, Shell"

5. The teacher says:

"This is an easy example of how to use the Frayer Model to help us to more deeply understand a word. Now, we are going to use it for a new word."

C) Work Together

1. The teacher passes out a copy of the student manual to each student.
2. The students open the manual to page 20.
3. The teacher reads this page aloud, with the students following along.
4. The teacher says:

"Now that we have read this page together, let's see if we can make a Frayer Model for 'hurricane watch.'

We can use the information on page 20 and the knowledge we have already learned in the Hurricane Basics Lesson on pages 2 and 3."

5. The students draw the Frayer Model diagram in their notebooks.
6. The teacher draws a new Frayer Model diagram on the board.

7. Together, the teacher guides the students in completing the diagram for the word "hurricane watch." The teacher records the answers from the class for each part of the diagram.

Possible Answers:

Hurricane Watch

Definition: means "dangerous weather is possible in the area within 36 hours." Possible means "could" happen.

Characteristics:

High winds or possible storm surge could happen where I am.

Radio or TV will alert me.

Check to make sure the evacuation plan is ready to go.

Examples:

If today is Tuesday afternoon, there might be bad weather by Thursday morning.

Non-Examples:

A hurricane warning or a tornado warning

D) Work by Yourself

1. The teacher reads the material on page 22 of the student manual aloud as the students follow along.
2. The teacher shows students a video of contraflow:

<http://bit.ly/1hiQrGy> (10:03 in length)

The students do not need to watch the entire video. The teacher can click through to save time.

3. The students create a Frayer Model for the word "contraflow". The students can use page 22 of the student manual to do this.
4. The teacher corrects and clarifies as necessary.

E) Main Idea

1. The teacher says:

“Everyone should understand the difference between a hurricane watch and a hurricane warning. Also, remember that traffic can be very crowded during contraflow.”

2. The teacher asks:

“Do you know what a main idea is?”

The students may remember from Lesson 2. If not, the teacher says:

“If you think about the headline of a newspaper, it tells you what the big story of the day is about. For example, ‘The New Orleans Saints Win’ might be the headline on a story about a big football game. A good headline is short and answers the question: ‘What is the point?’”

3. Students take 5 minutes to write down headlines for 3 main ideas about the lesson in their notebooks.

4. The teacher and students share their headlines with the class. Possible teacher headlines include:

- A Hurricane Warning means dangerous weather will happen.
- A Hurricane Watch means dangerous weather could happen.
- Contraflow is when both sides of the interstate go one way.



Parish Assistance for Evacuation, Know Your Rights, Shelter Basics

(Pages 23-25 of the *Preparing for Storms in Louisiana* student manual)

Reading Comprehension Strategy: **Think Aloud**

Framework

Students learn where to find evacuation help and basic information about shelters. The reading comprehension strategy of this lesson teaches students to generate questions as they are reading a passage.

Learning Objectives

The students will be able to:

- Review their personalized list of important words or phrases for Section III.
- React verbally and in writing to evacuation buses and shelters.
- Engage with a passage by vocalizing questions.
- Learn where to find help during an evacuation.
- Learn their rights in a shelter.
- Learn basic tips for staying at a shelter.

Materials

In addition to the materials listed on page 4 of this guide, the instructor will need:

- The lesson 9 previewing video:
<http://bit.ly/1kiKhEE> (1:27 in length)
- 2 videos available at:
<http://bit.ly/18os33P> (0:23 in length)
<http://bit.ly/1giRMKG> (0:41 in length)

Procedures

A) How To Begin

1. The students review the personalized list of important words or phrases they created for Section III in their notebooks.
2. The teacher says:

“Today you may see some of the words on your list, so remember to watch for them.

Now, we will watch a short video. Some of the words you wrote down might be in the video.”

3. The students watch the lesson 9 previewing video.

<http://bit.ly/1kiKhEE> (1:27 in length)

The students write down words they want to learn more about in their notebooks.

Immediately following this activity, the students may use their notebooks to write down:

- a) Impressions they get from the activity.
- b) Ideas on what they think the lesson may be about.

B) How to Do It

1. Based on the previous activity, the teacher shares his or her ideas about the lesson topic.
2. The teacher demonstrates the “think aloud” strategy by using the following steps:

a) Replay the previewing video.

b) Pause the video during certain pictures and stop to think aloud.
For example, for each picture, the teacher might say:

“I see someone helping a person in a wheelchair, maybe this lesson will be about helping people with disabilities during evacuation.”

Now, I see a picture of a bus that says 'evacuation' on it. Maybe this lesson will also be about using buses to evacuate.

Now, I see some pictures of people in a large room with a lot of beds. Maybe I will also learn about these places."

3. The teacher explains the "think aloud strategy" by saying:

"Today we will learn the 'think aloud strategy.'"

The teacher writes the steps for this strategy on the board, which are listed below:

- 1) Ask questions.
- 2) Try to answer these questions.
- 3) Think about our experiences.

4. The teacher passes out copies of the student manual.
5. The students follow along as the teacher uses the "think aloud" strategy for the material on page 23 of the student manual.

Begin by reading the title of the page aloud. Then after reading, think aloud. You might say:

"I see the word 'Parish' in the title, so maybe that means something with the government? Hmmm, I know I live in _____ Parish.

I also see the word 'assistance,' and I know that assistance means help.

Maybe this page will teach me about government help."

The teacher continues in this format, first reading a line or section, then demonstrating the "think aloud" strategy.

C) Work Together

1. The teacher directs students in using the think aloud strategy for page 24 of the student manual.

The teacher asks the class to give impressions about the background picture of the page, and what the title means.

The students say their ideas for each thing they read.

The teacher records a list of notes on the board with connections to the students' lives.

D) Work by Yourself

1. The teacher directs the students in a paired 'think aloud' activity for page 25 of the student manual.

The students work with their partner to read the page and practice the think aloud strategy. They take turns line by line or pick sections to complete.

The teacher monitors progress and provides guiding questions for groups having difficulty.

2. After the students finish, the teacher writes the word "shelter" on the board and says:

"Now we will watch two short videos on shelters."

3. The students view the following videos:

<http://bit.ly/18os33P> (0:23 in length)
<http://bit.ly/1giRMKG> (0:41 in length)

4. The teacher summarizes and restates important information selected from page 25.

E) Main Idea

1. The teacher says:

"It is important to set up your evacuation assistance before hurricane season."

2. The teacher asks:

“Do you know what a main idea is?”

The students may remember from Lesson 2. If not, the teacher says:

“If you think about the headline of a newspaper, it tells you what the big story of the day is about. For example, ‘The New Orleans Saints Win’ might be the headline on a story about a big football game. A good headline is short and answers the question: ‘What is the point?’”

3. Students take 5 minutes to write down headlines for 3 main ideas about the lesson in their notebooks.

4. The teacher and students share their headlines with the class. Possible teacher headlines include:

- Be prepared for shelters.
- Know your rights at shelters.
- Find help during evacuations.



If You Stay: Shelter in Place, If People Stay With You

(Pages 26 and 27 of the *Preparing for Storms in Louisiana* student manual)

Reading Comprehension Strategy: **Self-Questioning**

Framework

Students learn about “shelter in place” and hosting evacuees. The reading comprehension strategy of this lesson teaches students how to ask critical questions when they read a passage.

Learning Objectives

The students will be able to:

- Review their personalized list of important words or phrases for Section III.
- React verbally and in writing to a picture introduction to sheltering in place.
- Formulate and ask questions about what they read.
- Develop awareness for things they need to do if they shelter in place.
- Develop awareness for things they need to do if people evacuate to their home.

Materials

In addition to the materials listed on page 4 of this guide, the instructor will need:

- Copies of the “Smith Family” handout (page 79) for each student
- 2 videos available at:
 - <http://bit.ly/1bovYxK> (1:34 in length)
 - <http://bit.ly/1b4YqPf> (2:08 in length)

Procedures

A) How to Begin

1. The students review the personalized list of important words or phrases they created for Section III in their notebooks.
2. The teacher says:

"Today you may see some of the words on your list, so remember to watch for them.

Now, we will be looking at a picture and reading a short story. Some of the words you wrote down might be in the story."
3. The teacher passes out a copy of the "Smith Family" handout to each student.
4. The teacher reads the "Smith Family" text to the class. After reading the story, the teacher asks students what they think "sheltering in place" means.
5. The teacher says that another phrase for "sheltering in place" is "staying at home." While the last lesson talked about evacuation, or leaving, this lesson will talk about not evacuating.
6. Next, the teacher asks students to volunteer and say things they think the family would do to prepare to shelter in place during a storm. Possible answers may include boarding windows, making a disaster supply kit, filling up the bathtub with water, and so on.

Immediately following this activity, the students use their notebooks to write down:

- a) Impressions they get from the activity.
- b) Ideas on what they think the lesson may be about.

B) How to Do It

1. Based on the previous activity, the teacher shares his or her idea about the lesson topic.

2. The teacher introduces the lesson's reading strategy by saying:

"Today, we will learn a strategy that readers use when they are trying to understand what they read. This strategy is called 'Self-Questioning'.

I have this sentence on the board:

(The teacher might write this sentence on the board.)

1. Yesterday, Sam went to the store.

When I read this sentence, I have a lot of questions. Some of my questions might be:

1. Why did Sam go to the store?
2. What store did Sam go to?
3. What did Sam buy at the store?

When I read that first sentence, there are a lot of things that I don't know, I can ask questions like this when I read."

3. The teacher explains that we will use this strategy when we read about "sheltering in place."

C) Work Together

1. The teacher passes out the student manual to each student.
2. The teacher explains together they will read page 26 of the manual and as they are reading, they should stop and ask themselves questions at any time.

Examples:

After reading the title "If you Stay: Shelter in Place," the teacher might ask:

"Why would I stay if a hurricane is coming?"

3. The teacher reads the next two sentences on the page and show the students that the answer is here, "If there is no mandatory evacuation, you might choose to stay."
4. The teacher asks "What does mandatory evacuation mean?"

5. The teacher asks students to volunteer a question they might ask for the first bullet point under “if you stay.” For example, the students might say:

“Why should I turn the fridge to the coldest setting?”

The answer to this question is answered in the second bullet; if the power goes out, the food in the fridge will spoil if it is not cold. Having a very cold fridge might save food if the power goes out.

6. The teacher continues doing this self-questioning activity with the whole group in the same format.
7. Next, the students watch 2 videos.

Before watching the videos, tell the students they will need to write one question they have about the video. They can write this question in their notebooks.

The first video is about generators:

<http://bit.ly/1bovYxK> (1:34 in length)

After viewing the video, the teacher helps answer the students’ questions or guides them in answering their own questions.

The second video is of flood damage from Hurricane Isaac in LaPlace, Louisiana:

<http://bit.ly/1b4YqPf> (2:08 in length)

After viewing the video, the teacher can help answer the students’ questions or guide them in answering their own questions. The teacher can ask, “What would happen if the family in this house stayed during a hurricane?”

D) Work by Yourself

1. The teacher tells students that page 26 was about sheltering in place. The teacher says, “next, we will read about what to do if other people evacuate to your house on page 27.”
2. To clarify this concept, the teacher says:

“Maybe you have a home in a safer area away from water, or maybe your home is in a different city. You may have family members that will evacuate and come to your house. So we need to learn about what to do if this happens.”

3. Students get into pairs and read page 27 of the student manual. As they do this, they will practice the “self-questioning” technique. As they are reading, they stop and write down questions they may have for the material.
4. After students are finished, they share their questions with other groups. The teacher answers these questions if desired.
5. Finally, the teacher explains that sometimes people have to evacuate twice by saying:

“Sometimes, a hurricane changes direction, and you will have to evacuate again. That is why the material on the third section of page 27 is important.”

E) Main Idea

1. The teacher says:

“Sometimes, people will not evacuate for a hurricane. If you don’t evacuate, it is important to be prepared to shelter in place.”

2. The teacher asks:

“Do you know what a main idea is?”

The students may remember from Lesson 2. If not, the teacher says:

“If you think about the headline of a newspaper, it tells you what the big story of the day is about. For example, ‘The New Orleans Saints Win’ might be the headline on a story about a big football game. A good headline is short and answers the question: ‘What is the point?’”

3. Students take 5 minutes to write down headlines for 3 main ideas about the lesson in their notebooks.
4. The teacher and students share their headlines with the class. Possible teacher headlines might include:
 - Be safe if you shelter in place.
 - Things to think about when we shelter in place.
 - Sheltering in place tips.

Smith Family



The Smith family lives in New Orleans. A hurricane is coming to New Orleans, but the Smith family will not evacuate. They will prepare their home and shelter in place.

Question:

How will the Smith family prepare to shelter in place?

Section III Assessment

Directions for teacher:

After completing Lessons 8 - 10, the teacher administers this short assessment to test student comprehension regarding the material covered.

Copies of the following assessment (on page 81 and 82 of this guide) are given to each student. The box below contains the answers to this assessment.

Section III Assessment Answers

Part 1.

1. hurricane watch
2. hurricane warning

Part 2.

1. B

Part 3.

1. F 2. T 3. T 4. T 5. T 6. F
7. F 8. T 9. T

Section III Assessment: Evacuation

Name: _____ Date _____

Part 1

Directions: Circle the correct word for each sentence. Use your notebook, student manual, or take home guide to help you.

A _____ means dangerous weather could happen.

hurricane watch hurricane warning

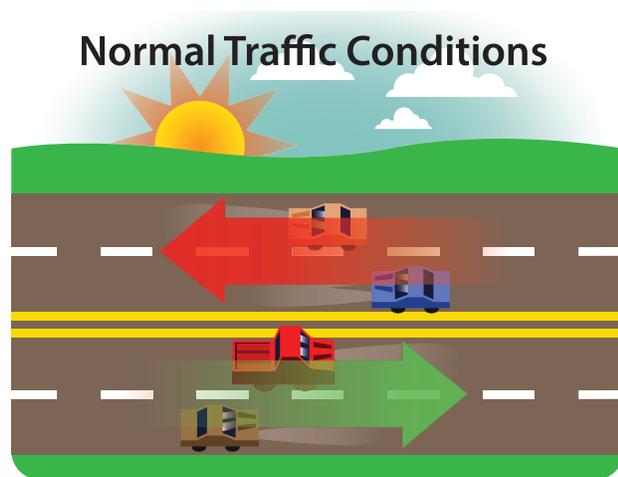
A _____ means dangerous weather will happen.

hurricane watch hurricane warning

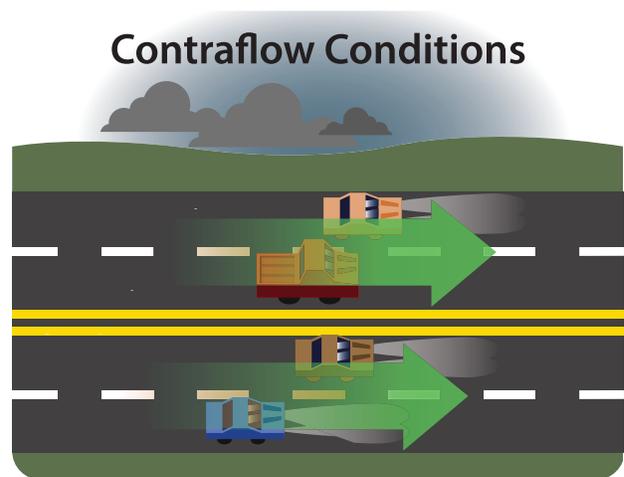
Part 2

Directions: Circle A or B for "Contraflow"

A.



B.



Section III Assessment: Evacuation

Part 3

Directions: Answer true or false for these sentences about sheltering in place. If the statement is correct, circle T for true. If the statement is not true, circle F for false. Use the "If You Stay" section of your student manual, on page 26, for help.

1. Turn on propane tanks. T or F
2. To keep food fresh, turn the refrigerator to the coldest setting and only open it if you have to. T or F
3. Keep an axe in your attic. T or F
4. Unplug small appliances. T or F
5. Lie under a table or a sturdy object if winds become strong. T or F
6. Leave all utilities on. T or F
7. If winds become strong, stay on the second floor. T or F
8. Fill bathtubs and large containers with water. T or F
9. If winds become strong, stay away from all windows. T or F



Returning Home, Things to Know

(Pages 29 and 30 of the *Preparing for Storms in Louisiana* student manual)

Reading Comprehension Strategy: **5 W's and an H**

Framework

Students learn tips about returning home safely after a storm. The reading comprehension strategy of this lesson teaches students how to identify the who, what, when, where, why and how components of a reading passage.

Learning Objectives

The students may be able to:

- Create their personalized list of important words or phrases for Section IV.
- React verbally and in writing to a previewing video about returning home after a storm.
- Learn to identify the 5 W's and H components of a reading passage.

Materials

In addition to the materials listed on page 4 of this guide, the instructor will need:

- The lesson 11 previewing video:
<http://bit.ly/1mq6hPn> (2:49 in length)
- Copies of the "New Orleans Saints" handout for each student (on page 88)
- Copies of the "Karl is Returning Home" handout for each student (on page 89)

Procedures

A) How to Begin

1. The students skim Section IV of the student manual and create a personalized list of important words or phrases they want to learn more about. They will record their words in their notebooks.

2. The teacher says:

“Today you may see some of the words on your list, so remember to watch for them.

Now, we will watch a short video. Some of the words you wrote down might be in the video.”

3. The students watch the lesson 11 previewing video.

<http://bit.ly/1mq6hPn> (2:49 in length)

Immediately following this activity, the students use their notebooks to write down:

- a) Impressions they get from the activity.
- b) Ideas on what they think the lesson may be about.

B) How to Do It

1. Based on the video we looked at today, the teacher shares his or her idea about the lesson topic.
2. The teacher introduces today’s strategy by saying:

“Today we will learn some things we need to do when we return home after a storm. There are many things we need to think about.”

(The teacher writes these example questions on the board.)

1. When do we return home?
2. Who should return home?
3. What should we bring?
4. Where is there clean water?
5. Why do we need to be careful?
6. How do we return home?

3. The teacher says:

"If you look at my list, we have 5 'w' questions, and 1 'h' question."

(The teacher underlines the "w" words and the word "how" in the six questions on the board.)

"Today, we will use a strategy called '5 W's and an H.' I can remember this strategy by using my hand."

(The teacher draws a hand on the board, and labels each finger with a different w-word, then labels the palm with how.)

"We can use this strategy for any reading passage. Now, I want to show you how I can use this strategy in a reading passage about the New Orleans Saints."

4. The teacher passes out the "New Orleans Saints" handout and reads it aloud as the students follow along.

Next, the teacher says:

"Now, I want to find all of the 'who' parts in this passage."

The teacher writes "Saints" and "Drew Brees" in the "who" finger.

Next, the teacher might say,

"Now I want to find the 'what' parts."

The teacher writes "football" and "game" in the "what" finger.

The teacher continues doing this for all of the 5 W's and 1 H.

5. The teacher models how this strategy can be used to answer questions.

The teacher says:

"Now when I read this story, I can use this strategy to answer these questions:"

1. Who played?
 2. What was this story about?
 3. When was the game?
 4. Where was the game?
 5. Why did they play?
 6. How did they win?
- (Write these on the board as you read them aloud)*

The teacher references the hand to show these questions are easy to answer. The teacher says:

“You can use this strategy to find important information. Now let’s use this strategy for the student manual.”

C) Work Together

1. The teacher reads page 30 of the manual to the students as they follow along.

After reading the page, the teacher draws a blank hand diagram on the board while the students draw a blank hand in their notebooks.

Next, the teacher asks the students which words they need to write in each finger.

2. The teacher guides the students in filling in their hand diagram based on the passage.

D) Work by Yourself

1. The teacher passes out the “Karl Is Returning Home” handout and says:

“This story is about Karl. He is returning home after a hurricane. We will use the 5 W’s and an H strategy for this story.”

2. The students draw a hand on a new page in their notebooks.
3. The teacher walks about the room and assists students in filling in their hand’s 5 W’s and an H based on Karl’s story.
4. When they are done, the teacher reviews the students’ work as a class.
5. The teacher asks questions about the story, directing students to use their diagram to help them answer the questions. For additional practice, students write complete sentences to answer the questions.

E) Main Idea

1. The teacher says:

"Everyone should be very careful when they return home after a storm. You can use the information from today's lesson to stay safe."

2. The teacher asks:

"Do you know what a main idea is?"

The students may remember from Lesson 2. If not, the teacher says:

"If you think about the headline of a newspaper, it tells you what the big story of the day is about. For example, 'The New Orleans Saints Win' might be the headline on a story about a big football game. A good headline is short and answers the question: 'What is the point?'"

3. Students take 5 minutes to write down headlines for 3 main ideas about the lesson in their notebooks.

4. The teacher and students share their headlines with the class. Possible teacher headlines include:

- Be careful when you come home.
- Returning home can be dangerous.
- Ask yourself the 5W's and an H when reading to make sure you understand.

Name _____

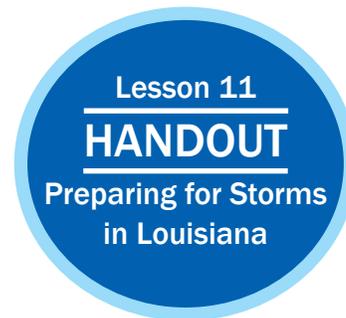
New Orleans Saints

Lesson 11
HANDOUT
Preparing for Storms
in Louisiana



Yesterday, the New Orleans Saints played the Houston Texans in a football game. They played in New Orleans at 12:00. The score was 28 to 27. The Saints won. Drew Brees won the game with a touchdown at the last second!

Name _____



Karl is Returning Home



Source: FEMA/Photo by Liz Roll - February 22, 2009

Hi my name is Karl. I live in New Orleans, but I evacuated to Houston when a hurricane came. Today, I returned home to New Orleans on a bus. My house flooded. A tree fell on my house too. I see power lines that are down, and I smell gas. I am hungry too, but many stores are closed.



When You Return

(Page 31 of the *Preparing for Storms in Louisiana* student manual)

Reading Comprehension Strategy:	Sequencing
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Framework

Students learn how to apply for FEMA financial assistance after a disaster. The reading strategy of this lesson teaches students how to address an activity in a logical and sequential manner.

Learning Objectives

The students will be able to:

- Review their personalized list of important words or phrases for Section IV.
- React verbally and in writing to previewing activity about getting help when you return home after a disaster.
- Learn how to use sequencing as a reading strategy.
- Develop an awareness of how to apply for FEMA assistance.

Materials

In addition to the materials listed on page 4 of this guide, the instructor will need:

- The lesson 12 previewing video:
<http://bit.ly/1e4J1RZ> (1:56 in length)
- 2 videos available at:
<http://bit.ly/1dBs8TF> (5:31 in length)
<http://bit.ly/1erqz7a> (2:15 in length)
- Copies of the “Karl’s Information” worksheet (page 95) for each student
- Copies of the “FEMA Application” handouts (pages 96 & 97) for each student

Procedures

A) How to Begin

1. The students review the personalized list of important words or phrases they created for Section IV in their notebooks.
2. The teacher says:

“Today you may see some of the words on your list, so remember to watch for them.

Now, we will watch a short video. Some of the words you wrote down might be in the video.”

3. The students watch the lesson 12 previewing video.

<http://bit.ly/1e4J1RZ> (1:56 in length)

The students write down words they want to learn more about in their notebooks.

Immediately following this activity, the students use their notebooks to write down:

- a) Impressions they get from the activity.
- b) Ideas about the lesson.

B) How to Do It

1. Based on the previous activity, the teacher shares his or her idea about the lesson topic.
2. The teacher introduces the lesson's topic by saying:

“Today we will learn about how to find help after a storm.”

3. The teacher asks students to share ideas about where they might find help after a storm. The teacher records these ideas on the board.

Possible list of Ideas

- Friends
- Family
- Churches
- Neighbors
- Government

If the students forget "Government," the teacher adds this, then next to it, write "FEMA."

The teacher says:

"FEMA is part of the United States government. They can help people after disasters. FEMA is an acronym, which is a list of letters that stands for a longer name. FEMA's longer name is the Federal Emergency Management Agency. Sometimes, FEMA gives money to people after disasters, but if you want this money you have to apply for it."

4. After introducing FEMA, the teacher introduces the lesson's reading strategy by saying:

"Today we will practice applying for financial assistance. There are many steps in doing this."

Before we learn how to apply for FEMA assistance, we will learn a reading strategy called 'sequencing.' Sequencing is putting steps in order so that you can accomplish your goal."

5. The teacher explains sequencing by going through the steps of "How to make coffee."

The teacher writes the following on the board.

How to make coffee

First, put the coffee grounds in the coffee machine.

Next, fill the machine with water.

Then, press the on button.

Finally, pour coffee into your mug when it is done.

C) Work Together

1. The students assist the teacher in using the sequencing strategy for the topic: "How to bake a cake."

For Example:

How to Bake a Cake

First, buy all your ingredients.
Next, put everything in a bowl.
Then, mix it together.
Finally, bake it in the oven.

2. After this exercise, the teacher says:

"Now let's see how sequencing is used for finding help after a disaster."

3. The teacher distributes the student manual and asks students to turn to page 31.
4. The teacher reads this page aloud to the students as they follow along.
5. The teacher shows two videos about applying for disaster assistance.

- 1) <http://bit.ly/1dBs8TF> (5:31 in length)
- 2) <http://bit.ly/1erqz7a> (2:15 in length)

D) Work by Yourself

1. The students divide into pairs.
2. The teacher distributes the "Karl's Information" and the "FEMA Application" handout to each pair.
3. The teacher explains they will use Karl's information to fill out the FEMA application for individual assistance.
4. The teacher walks around the room and assists students in completing this application. Answers for this activity can be found on page 124 and 125 of this guide.

5. The teacher reviews this activity as a class when students have finished.

E) Main Idea

1. The teacher says:

“If you need financial help after a disaster, remember to use these steps and apply for help.”

2. The teacher asks:

“Do you know what a main idea is?”

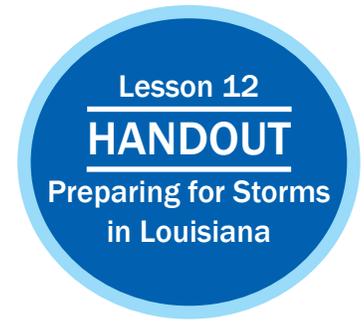
The students may remember from Lesson 2. If not, the teacher says:

“If you think about the headline of a newspaper, it tells you what the big story of the day is about. For example, ‘The New Orleans Saints Win’ might be the headline on a story about a big football game. A good headline is short and answers the question: ‘What is the point?’”

3. Students take 5 minutes to write down headlines for 3 main ideas about the lesson in their notebooks.
4. The teacher and students share their headlines with the class. Possible headlines include:
 - Know the steps in applying for assistance.
 - Have things in order when applying for help.
 - FEMA can sometimes help people after disasters.



Karl's Information



Contact Information

Title:	Mr.
Name:	Karl Luis Rodgers
Address:	2411 French St. New Orleans, LA 70117
Phone:	000-000-0000
Damaged Dwelling Phone:	111-111-1111

Financial Information

Employed:	Yes
Income:	\$24,000 a year
Rent:	\$400 a month

Flood Insurance Information

Insurance Company:	All-State
Policy Number:	1111111111

Homeowners Insurance Information

Insurance Company:	All-State
Policy Number:	2222222222

Personal Information

Social Security Number:	555-55-555
Date of Birth:	04/21/1978
Dependents:	0
Email:	KarlRodgers1978@gogo.com

Bank Information

Bank Name:	Chase Bank
Account Type:	Checking
Account Number:	333333333
Routing Number:	444444444

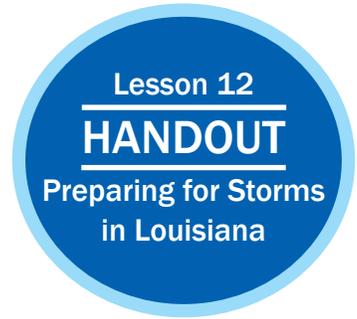
Damage Information

Loss Date:	10/15/2014
Flood Height:	4 feet
Wind Damage:	Tree fell on house
<u>Lost \$10,000 of items</u>	

Family Information

Karl lives with his wife, Michelle Rodgers. He has no dependents.

FEMA Application



To register for disaster assistance, please provide the following information:

* Title: _____

* First Name: _____

MI: _____

Last Name (without suffix - Jr, Sr, III): _____

SSN: _____ - _____ - _____

Email Address: _____

Date of Birth MM/DD/YYYY: _____

*Damaged Dwelling Phone: _____

Current Phone: _____

*Street Address: _____

*City: _____

* State: _____ *Zip: _____

Do you own this home or do you rent it? OWN RENT

Is the address above also your mailing address? YES NO

In what county/parish did the damage occur? _____

*Loss Date: _____

Was your home damaged by the disaster? YES NO

What type of damage occurred? Check all that apply.

- Flood
- Hurricane/Hail/Rain/Wind
- Power Surge/Lightning
- Seepage
- Sewer Backup

Check the type of insurance you have.

Insurance Company Name:

Contents Only Insurance

Flood Insurance

Homeowners Insurance

Mobile Home Insurance

I do not have insurance for my home or personal property.

I have a disaster-related emergency need for food, medication or gas.

I have a disaster-related emergency need for shelter.

I have a disaster-related emergency need for clothing.

List any occupants you live with:

Name _____ Relationship _____

How many dependents do you have? _____

What is your family's pre-disaster gross income? _____

If you are found eligible for FEMA assistance, would you like FEMA to electronically transfer funds to your bank account? YES NO

What is the name of your bank or financial institution? _____

What type of account is this? _____

What is the 9 digit routing number for this account? _____

What is the account number? _____

Confirm the account number: _____

Section IV Assessment

Directions for teacher:

After completing Lessons 11 and 12, the teacher can administer this short assessment to gauge student comprehension regarding the material covered.

Copies of the following assessment (on page 99 and 100 of this guide) should be given to each student.

Questions that receive less than a 75% correct response rate should be retaught.

Section IV Assessment Answers

Part 1.

1. downed power lines, trees
2. gas leaks, flooding

Part 2.

1. www.disasterassistance.gov

Part 3.

Circles should be around:

Social Security Number, Address, Insurance information,
Income information, Bank information, Damage
information, Phone number

Section IV Assessment: Returning

Name: _____ Date: _____

Part 1

Directions: Please answer the questions with complete sentences.

1. Why do we need to be careful when we return home?

2. What are some things that may be dangerous at home after a hurricane?

Section IV Assessment: Returning

Part 2

Directions: Write an answer for the question. Use your notebook, student manual, or take home guide to help you.

What is the website you use to get FEMA financial assistance?

Part 3

Directions: Circle the information you need to apply for FEMA financial assistance. Use your notebook, student manual, or take home guide to help you.

Social Security Number

Electricity Bill

Address

Insurance Information

Children's Report Card

Debris

Driver's license

Grocery List

Income Information

Bank Information

Damage Information

Phone Number



Long-Term Protection for Your Home, Things to Know

(Pages 33 and 34 of the *Preparing for Storms in Louisiana* student manual)

Reading Comprehension Strategy: **Hierarchical Charting**

Framework

Students learn about hazard mitigation. The reading comprehension strategy of this lesson teaches students how to take a big idea and generate examples of it.

Learning Objectives

The students will be able to:

- Create a personalized list of important words or phrases for Section V.
- React verbally and in writing to a previewing video for hazard mitigation.
- Learn how to use hierarchical charting.
- Develop an awareness of hazard mitigation and insurance.

Materials

In addition to the materials listed on page 4 of this guide, the instructor will need:

- 2 videos available at:
 - <http://bit.ly/1c94pXN> (1:56 in length)
 - <http://bit.ly/187GHXu> (1:56 in length)

Procedures

A) How to Begin

1. The students skim section V of the student manual and create a personalized list of important words or phrases that they want to learn more about. The students record these words in their notebooks.
2. The teacher says:

“Today you may see some of the words on your list, so remember to watch for them.

Now, we will watch a short video. Some of the words you wrote down might be in the video.”

3. The students watch two videos. The first is a FEMA video on hazard mitigation. The second is a video about flood insurance.

1. <http://bit.ly/1c94pXN> (1:56 in length)
2. <http://bit.ly/187GHXu> (1:56 in length)

Immediately following this activity, the students use their notebooks to write down:

- a) Impressions they get from the activity.
- b) Ideas about the lesson.

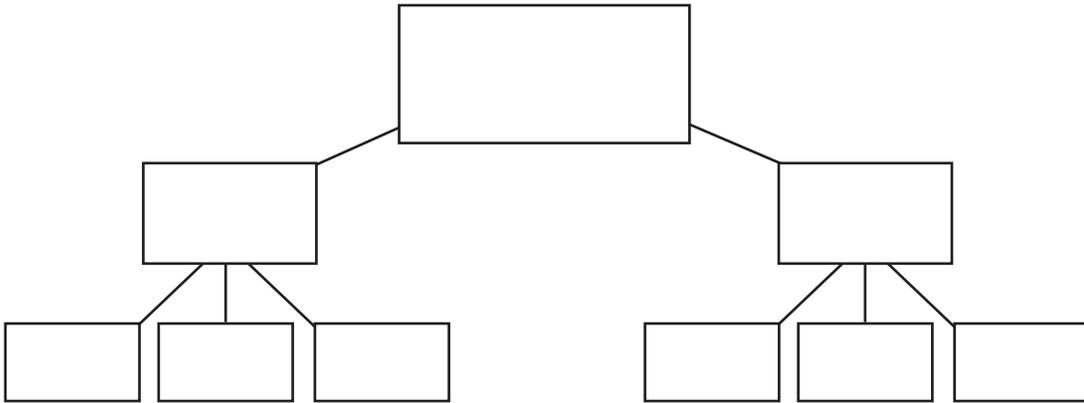
B) How to Do It

1. Based on the previous activity, the teacher shares his or her ideas about the lesson topic.
2. The teacher introduces the lesson's topic by saying:

“There are many examples of ways we can protect our homes from storms, so today we are going to learn a reading strategy to help us think about examples.”

3. The teacher then draws the hierarchical chart on the board:

Hierarchical Chart



4. The teacher teaches the students how to pronounce hierarchical.
5. The teacher says:

“We can use this chart to help us think about examples for one big word. For example, we can write a word in the big box at the top.”

The teacher might write the word “clothes” here.

“Now, I need to think of two big types of clothes. For example, I can write ‘men’s’ in the left box, and ‘women’s’ in the right box.

Now, I need to think of three examples of men’s clothes.” The teacher might write “tie” “boxers” “belt.”

“Now, I need to think of three examples of women’s clothes.” The teacher might write “skirt” “dress” and “high heels.”

5. The teacher reviews the chart, showing how each term is an example of the bigger term above it.

C) Work Together

1. The teacher then erases the content of each box on the board and asks students to copy the blank chart in their notebooks.

2. Next, the teacher asks students to help make a hierarchical chart for the word "food."
3. The teacher asks students if they can name two types of food. To guide the students, the teacher can quickly volunteer one type of cuisine they think the class may be familiar with, such as "Mexican," then ask students to provide another type.
4. Next, the teacher asks students to give examples of each kind of food. Possible examples for Mexican food might be tacos, burritos, or salsa.
5. After reviewing this activity and illustrating how each word is an example of the term above it, the teacher says:

"Now we will use this strategy while reading about protecting our homes from storms."

D) Work by Yourself

1. The students turn to page 34.
2. The teacher reads page 34 to the students aloud, with each student following along.

The teacher clarifies any concepts or misunderstandings the students may have about the information on this page.
3. Next, the students work in pairs to create a hierarchical chart for the term "hazard mitigation."

The students use retrofitting for one of the sub-boxes, and insurance for one of the other sub-boxes.

Following these two subcategories, ask students to think about possible examples of retrofitting.

For insurance, ask students to think about possible examples of insurance. Flood, renters, and homeowners are possible examples.
4. Following this activity, the teacher might review the chart as a class, and then stress that flood insurance is important for protecting your home.

E) Main Idea

1. The teacher says:

“Insurance is extremely valuable if your home is damaged from a hurricane or flood.”

2. The teacher asks:

“Do you know what a main idea is?”

The students may remember from Lesson 2. If not, the teacher says:

“If you think about the headline of a newspaper, it tells you what the big story of the day is about. For example, ‘The New Orleans Saints Win’ might be the headline on a story about a big football game. A good headline is short and answers the question: ‘What is the point?’”

3. Students take 5 minutes to write down headlines for 3 main ideas about the lesson in their notebooks.

4. The teacher and students share their headlines with the class. Possible teacher headlines include:

- Insurance and retrofitting are examples of hazard mitigation.
- Only flood insurance covers flood damage.



Ways to Retrofit Your Home

(Page 35 of the *Preparing for Storms in Louisiana* student manual)

Reading Comprehension Strategy: **Word Mapping**

Framework

Students learn about home retrofitting and six different retrofitting examples. The reading strategy of this lesson teaches students a technique to better understand difficult words.

Learning Objectives

The students will be able to:

- Review their personalized list of important words or phrases for Section V.
- React verbally and in writing to a previewing video on home construction.
- Learn how to use word mapping as a reading strategy.
- Develop an awareness of different ways to retrofit their home.

Materials

In addition to the materials listed on page 4 of this guide, the instructor will need:

- The lesson 14 previewing video:
<http://bit.ly/1dKAzN1> (1:40 in length)
- Video of relocation: <http://bit.ly/1aZaSDA> (0:23 in length)
- Video of floodwall: <http://bit.ly/1t9e2l> (2:04 in length)
- Video of elevation: <http://bit.ly/1aVEWAM> (0:49 in length)
- Pictures of each of the 6 retrofitting practices (pages 111 -116 of this guide)

Procedures

A) How to Begin

1. The students review the personalized list of important words or phrases they created for Section V in their notebooks.
2. The teacher says:

“Today you may see some of the words on your list, so remember to watch for them.

Now, we will watch a short video. Some of the words you wrote down might be in the video.”

3. The students watch the lesson 14 previewing video.

<http://bit.ly/1dKAzN1> (1:40 in length)

The students write down words they want to learn more about in their notebooks.

Immediately following this activity, the students use their notebooks to write down:

- a) Impressions they get from the activity.
- b) Ideas about the lesson.

B) How to Do It

1. Based on the previous activity, the teacher shares his or her idea about the lesson topic.
2. The teacher introduces the topic by saying:

“Because our lesson today deals with a lot of new words, we’re going to learn a strategy for helping us to learn new words. Sometimes when I learn a new word, I do something called word mapping. For example, if I was reading this sentence...

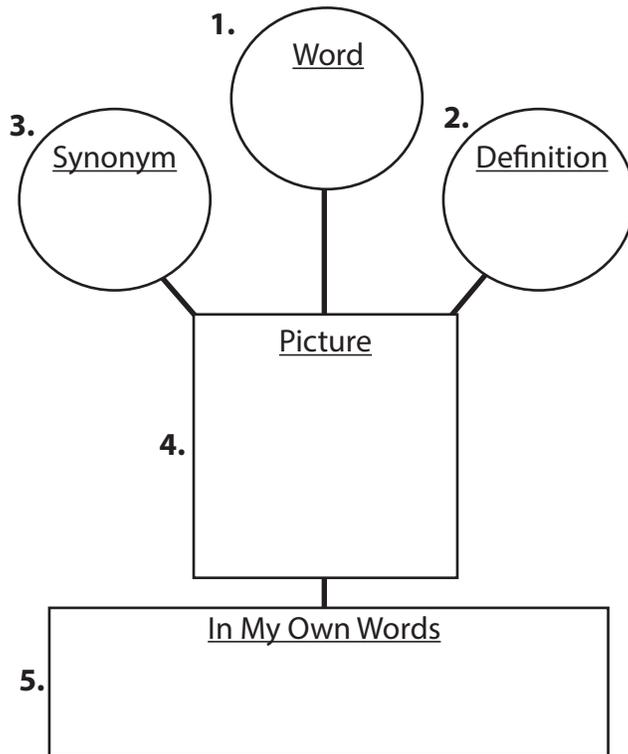
(The teacher might write the following sentence on the board.)

'Make your evacuation plan before June 1st.'

...and I didn't know the word "evacuation" I can put it in my word map."

- The teacher draws the word map diagram on the board.

Word Map



- The teacher explains the steps for filling in their word map.

- Step 1) Write the word. (evacuation)
- Step 2) Look up the definition.
"when you and your family leave an area being threatened by a natural disaster such as a hurricane, flood or wildfire. (p. 8 of the student manual)
- Step 3) Think of a synonym. (leaving)
- Step 4) Draw a picture. (The teacher can draw a car with a family inside.)
- Step 5) Write your very own sentence. (My family made an evacuation plan.)

5. After filling in the word map on the board, the teacher says:

“Today we’re going to learn a lot of new words. When we learn these words we can use the word map to help us understand them.”

C) Work Together

1. The teacher passes out copies of the student manual to each student.
2. The teacher reviews the definition of retrofitting on page 34, then says:
“Today we are going to learn 6 different ways to retrofit your home.”
3. The students watch the different retrofitting videos.

Video of relocation: <http://bit.ly/1aZaSDA> (0:23 in length)

Video of floodwall: <http://bit.ly/1t9e2l> (2:04 in length)

Video of elevation: <http://bit.ly/1aVEWAM> (0:49 in length)

4. After watching the video, the teacher reviews the material on page 35, taping the corresponding picture on the board after discussing it.

Note: There are no videos for dry floodproofing, wet floodproofing, and wind protection. Instead, the teacher might show the pictures and describe the process.

5. Next, the teacher says:

“Together, we will make a word map of dry floodproofing.”

6. The students make a diagram of the word map in their notebooks and the teacher can fill in the word map on the board using the following steps.
 1. Write the word “dry floodproofing.”
 2. Write the definition. (p. 35 of the student manual)
 3. Write a synonym. (sealing out water)
 4. Choose the right picture and tape it to the middle. (Students can skip this part or try to draw a picture.)
 5. Write something in your own words. (Dry floodproofing keeps water out of your house.)

D) Work by Yourself

1. The teacher divides students into 5 groups and assigns each group 1 of the 5 remaining terms on page 35 of the student manual.
2. Each group will then make a word map for their term.
3. The teacher monitors their progress and then reviews each group's work when they are done, presenting each word map to the class.

E) Main Idea

1. The teacher says:
"Retrofitting your home now may keep you safe when a storm comes."
2. The teacher asks:
"Do you know what a main idea is?"

The students may remember from Lesson 2. If not, the teacher says:

"If you think about the headline of a newspaper, it tells you what the big story of the day is about. For example, 'The New Orleans Saints Win' might be the headline on a story about a big football game. A good headline is short and answers the question: 'What is the point?'"

3. Students take 5 minutes to write down headlines for 3 main ideas about the lesson in their notebooks.
4. The teacher and students share their headlines with the class. Possible headlines include:
 - There are different ways to retrofit a house.
 - Retrofitting a house can protect your home from damage.
 - Retrofitting a house can help you during a disaster.

Wet Flooding



Source: Photo by French Wetmore - March 14, 2014

Wind Protection



Source: FEMA/Photo by Robert Kaufmann - Sep 29, 2008

Relocation



Source: FEMA/Photo by Marilee Caliendo - March 23, 2010

Floodwalls



Source: Photo by French Wetmore - March 14, 2014

Dry Floodproofing



Source: Photo copyrighted (c) by Olger Fallas Painting and made available under a Attribution-Noncommercial-Share Alike 2.0 license. Olgerfallaspainting.com

Elevation



Source: FEMA/Photo by Robert Kaufmann - March 8, 2006

Section V Assessment

Directions for teacher:

After completing Lessons 13 and 14, the teacher administers this short assessment to test student comprehension regarding the material covered.

Copies of the following assessment (on page 118 and 119 of this guide) are given to each student. The box below contains the answers to this assessment.

Section V Assessment Answers

Part 1.

1. b
2. e
3. d
4. c
5. a

Part 2.

1. flood insurance
2. homeowners insurance
3. flood insurance
4. homeowners insurance

Assessment: Protection

Name: _____ Date: _____

Part 1

Directions: Match the retrofitting practice and picture to the correct definition. Use your notebook, student manual, or take home guide to help you .

Retrofitting Practice

Definition



Wet floodproofing



Relocation



Elevation



Floodwalls



Dry floodproofing

a. Sealing your house to keep flood water out.

b. During a flood, water can enter below the raised living areas and not cause damage to the structure.

c. Building a barrier around your house that keeps water away.

d. Raising your house so that the lowest floor of your building is above the flood level.

e. Moving to a safer spot.

Assessment: Protection Part 2

Directions: Draw a circle around the number that shows what is covered by homeowners insurance and draw a square around the number that shows what is covered by flood insurance. Use your notebook, student manual, or take home guide to help you .

1.



2.



3.



4.



Sources: 1) FEMA/Photo by Bob McMillan - July 8, 2002, 2) FEMA/Photo by Liz Roll - February 22, 2009, 3) FEMA/Photo by Dave Gatley - Sept 24, 1999, 4) FEMA/Photo by Mark Wolfe - Sept 04, 2005

Donna's Problem



Answers

Problem-Solution Analysis

Donna is late for work and she needs to make breakfast for her children.

Donna can ask her husband to make breakfast for the children.

Donna will not be late for work and her children will get breakfast.

Problem

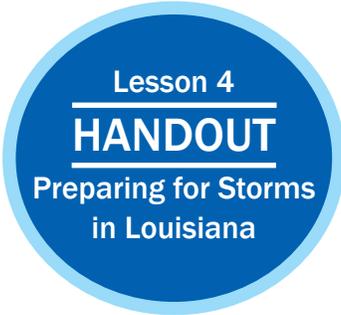
Solution

End Result

Activity 1

Donna lives with her husband and two children. Donna needs to go to work, but she is late. She doesn't have time to make her children breakfast.

Help Donna fill in the Problem-Solution Analysis Chart.



Problem-Solution Analysis Answers for the Work Together Section of Lesson 4

Answers

Page 7

Problem: Karl needs to have a family meeting.

Solution: Karl tells everyone they will have a hurricane preparedness meeting on Monday.

End Result: Karl’s family will be prepared to evacuate.

Page 9

Problem: Karl doesn’t know what to pack for his children.

Solution: Karl can pack Healthy snacks, medications, books, games, puzzles, etc.

End Result: Karl’s children will be prepared to evacuate.

Page 10

Problem: Karl doesn’t know what to pack for his grandmother.

Solution: Karl can pack extra prescription refills, backup power sources, oxygen tanks, and a wheelchair.

End Result: Karl’s grandmother will be prepared to evacuate.

Page 11

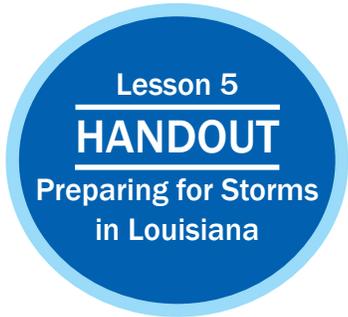
Problem: Karl doesn’t know what to pack for his pets.

Solution: Karl can pack their medical records, food, water, bowls, etc.

End Result: Karl’s pets will be prepared to evacuate.

Evacuation Costs Word Problems Worksheet

Answers



Directions: Read the story and fill in the empty spaces in the table.
You can use page 12 of the student manual to help you.

1. Randy and his mom will evacuate for Hurricane Laura. They will go from New Orleans to Alexandria. They will stay for two days. Randy will eat 3 fast food meals each day. His Mom will eat three fast food meals each day. How much should they save?

Item	Quantity	Cost	Total Cost
Gas	1	\$160	\$160
Hotel	2	\$100	\$200
Meals	12	\$20	\$240
TOTAL			\$600

2. Diana and her two sons will evacuate for Hurricane Hanna. They will leave their home in New Orleans and go to Shreveport. They will stay in a hotel for one night. They will each eat 3 fast food meals. How much money does Diana need to save?

Item	Quantity	Cost	Total Cost
Gas	1	\$240	\$240
Hotel	1	\$120	\$120
Meals	9	\$5	\$45
TOTAL			\$405

3. Karl will evacuate for Hurricane Omar. He will go to Houston, Texas from New Orleans for three days. He will rent a hotel and eat three restaurant meals each day. How much money does Karl need to save?

Item	Quantity	Cost	Total Cost
Gas	1	\$250	\$250
Hotel	3	\$100	\$300
Meals	9	\$10	\$90
TOTAL			\$640



Help Karl pack a disaster supply kit

Directions:

Draw a circle around "yes" or "no" to answer each question. If you circle "yes" for a question, use pages 5- 9 of the take home guide to write the item's category.

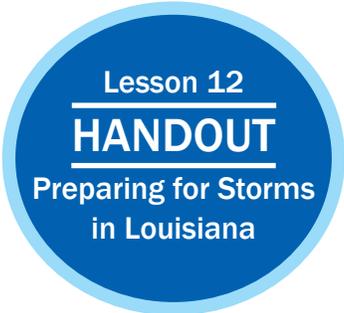
Answers

Should I pack my birth certificate?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	Family Documents
Should I pack my favorite cup?	<input type="radio"/> Yes	<input checked="" type="radio"/> No	_____
Should I pack my favorite movie poster?	<input type="radio"/> Yes	<input checked="" type="radio"/> No	_____
Should I pack water?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	Personal Supplies
Should I pack a flashlight?	<input type="radio"/> Yes	<input checked="" type="radio"/> No	Safety Supplies
Should I pack food for my dog?	<input type="radio"/> Yes	<input checked="" type="radio"/> No	Pet Supplies
Should I pack milk?	<input type="radio"/> Yes	<input checked="" type="radio"/> No	_____
Should I pack my medical records?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	Family Documents
Should I pack ice cream?	<input type="radio"/> Yes	<input checked="" type="radio"/> No	_____
Should I pack a first aid kit?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	Safety Supplies



FEMA Application

Answers



To register for disaster assistance, please provide the following information:

* Title: Mr.

* First Name: Karl

MI: L

Last Name (without suffix - Jr, Sr, III): Rodgers

SSN: 555 - 55 - 5555

Email Address: KarlRodgers1978@gogo.com

Date of Birth MM/DD/YYYY: 04/21/1978

*Damaged Dwelling Phone: 111-111-1111

Current Phone: 000-000-0000

*Street Address: 2411 French St

*City: New Orleans

* State: LA *Zip: 70117

Do you own this home or do you rent it? OWN **RENT**

Is the address above also your mailing address? **YES** NO

In what county/parish did the damage occur? Orleans

*Loss Date: 10/15/2014

Was your home damaged by the disaster? **YES** NO

What type of damage occurred? Check all that apply.

- Flood
- Hurricane/Hail/Rain/Wind
- Power Surge/Lightning
- Seepage
- Sewer Backup

Check the type of insurance you have.

Insurance Company Name:

Contents Only Insurance

Flood Insurance

Homeowners Insurance

Mobile Home Insurance

I do not have insurance for my home or personal property.

All-State

All-State

I have a disaster-related emergency need for food, medication or gas.

I have a disaster-related emergency need for shelter.

I have a disaster-related emergency need for clothing.

List any occupants you live with:

Name: Michelle Rodgers

Relationship: Wife

How many dependents do you have? 0

What is your family's pre-disaster gross income? \$24,000

If you are found eligible for FEMA assistance, would you like FEMA to electronically transfer funds to your bank account? YES NO

What is the name of your bank or financial institution? Chase

What type of account is this? Checking

What is the 9 digit routing number for this account? 444444444

What is the account number? 333333333

Confirm the account number: 333333333

Games

This section of the facilitator’s guide contains ideas for classroom games.

Tic-Tac-Toe

Procedure: Make a tic-tac-toe board on the chalkboard or dry erase board and fill in the squares with grammar structures you want to practice (i.e., past tense questions, future simple negative, 1st conditional). Students in two teams take turns choosing a box they want to put their mark in. In order to put their mark, they have to make a sentence that fits the box’s description and relate it to preparing for storms. Tic-tac-toe rules apply.

Lesson: All

Example:

Past Simple	Present Simple	Past Continuous
2nd Conditional	Present Perfect	Present Continuous
1st Conditional	Imperatives	Future Simple

Possible student answer: A hurricane is coming to Louisiana

Correct the Mistakes

Procedure: Teacher gives students sentences with inaccurate information about hurricane preparedness, which they are supposed to correct either in pairs or individually in written form. These sentences can highlight important points from the student manual.

Lesson: All

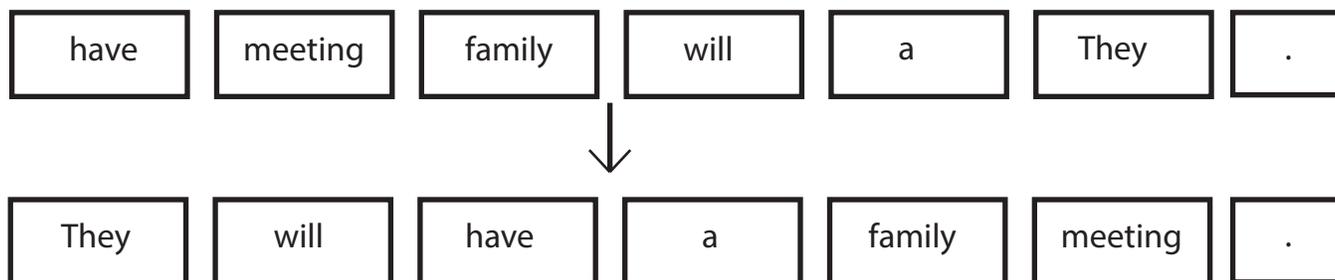
Example: Original: A tropical storm has winds above 74 mph.

Word Order Cards

Procedure: Students are split either in small groups or pairs. They have cards with parts of sentences they must put together. The winner is the group that finishes first. These sentences can highlight important points from the student manual.

Lesson: All

Example: Student's cards:



Hot Seat

Procedure: One student sits facing away from the chalkboard. Teacher writes a word on the board. The student's teammates must describe the word until the student says it.

Lesson: All

Example: Teacher writes "Disaster Supply Kit" on the board. One student sits with his back to the board. The other students' teammates might say:

"This is a bag or box with important things for a hurricane."

Telephone

Procedure: Students stand in line(s). Teacher whispers a sentence into the ear of the first student in the line. S/he must repeat what was heard to the next student and so on until it goes around the class and the last student says it aloud. The first student then confirms if the sentence is correct. If using teams, points go to the most accurate.

Lesson: All

Example: The teacher might whisper "Retrofitting your home can keep you safe."

Bingo

Procedure: The teacher asks students to draw a 3 x 3 grid (or larger) on their paper and write nine of the most important words from a section of the student manual. Using the same section of the manual, the teacher describes words one-by-one in random order and, if the student has written that word on his/her paper then they mark it off. Continue this until someone gets three marked off boxes in a row. Student have to yell "Bingo."

Lesson: This game is best played at the end of each section.

Example:

Section II

documents	evacuation	costs
first aid kit	disaster supply kit	immunizations
family	communication	driving

Teacher: "This is a small box with Band-Aids and other medical things".

Word Association Game

Procedure: The teacher says an important word from a section of the student manual. Students must verbally respond with a word that comes to their mind.

Lesson: All

Example: The teacher might say "hurricane" and a student may say "windy" or "dangerous."

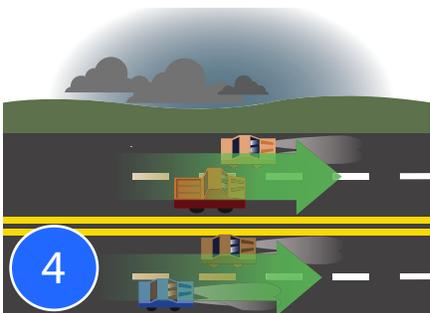
English Grab n' Go

Materials: Pictures or word cards.

Procedure: Teacher divides students into groups and gives each group the same set of cards. In their groups, the students spread the cards out so that everyone can see them. The teacher calls out a word and the students must grab the correct card.

Lesson: All. Pictures for Section II of the manual are available below.

Example: The teacher might say "family evacuation" and students may have to point to the picture in the upper left.



Key

1. Family Evacuation
2. Hotel
3. Evacuation with Pets
4. Contraflow.
5. Shelter
6. Talk with neighbors
7. Family Meeting
8. Evacuation with elderly

Cloze

Procedure: Present a passage to the students with certain words that are blank. Read the reading aloud while the students have to fill in the blanks.

Lesson: All. A reading for Lesson 12 "Returning Home" is provided below.

Example:

Hurricane Isaac was very bad. Before the _____ came to New Orleans, I went to Houston with my _____. We brought our dog and stayed in a _____. When I returned home from Houston, I found snakes and _____ in my house. My house _____ and a tree fell on my _____. There was a lot of damage. I brought my flashlight, boots, and _____ supplies. I called my _____ and they helped me explore my house.

Hurricane Isaac was very bad. Before the **hurricane** came to New Orleans, I went to Houston with my **family**. We brought our dog and stayed in a **hotel**. When I returned home from Houston, I found snakes and **debris** in my house. My house **flooded** and a tree fell on my **roof**. There was a lot of damage. I brought my flashlight, boots, and **cleaning** supplies. I called my **neighbors** and they helped me explore my house.

Hold Up Cards

Materials: Cards with "Agree" or "Disagree"

Procedure: Teacher gives out cards with "Agree" or "Disagree" to each student. Teacher reads statements and students must hold up cards that best fit their feeling about that statement.

Lesson: All.

Example: Teacher says "Hurricanes can be dangerous." Students hold up the appropriate card:

**I agree
with you.**

**I disagree
with you.**

End of Course Crossword Puzzle and Word Search

Crossword Puzzle

The crossword puzzle, found on the following page (p. 132), contains words from different sections of the student manual.

They key is listed below:

Across

1. disastersupplykit

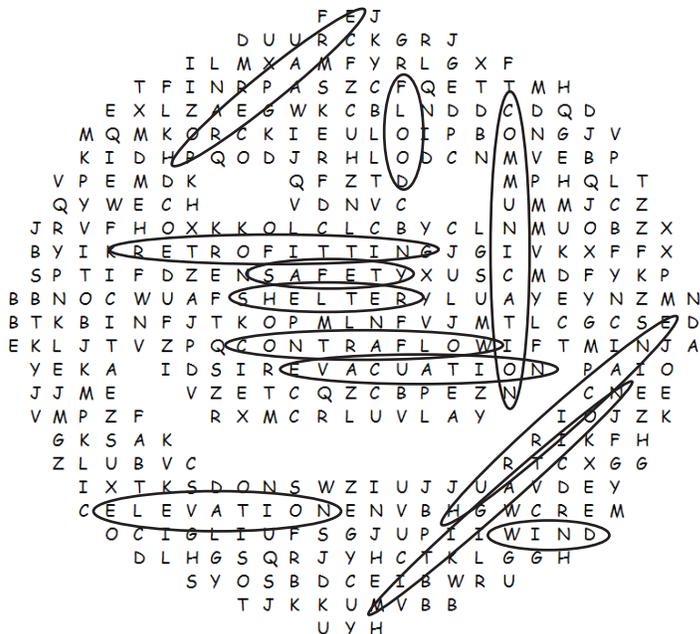
Down

1. evacuation
2. contraflow
3. floodinsurance
4. hurricane
5. stormsurge
6. tropicalstorm
7. immunization

Wordsearch

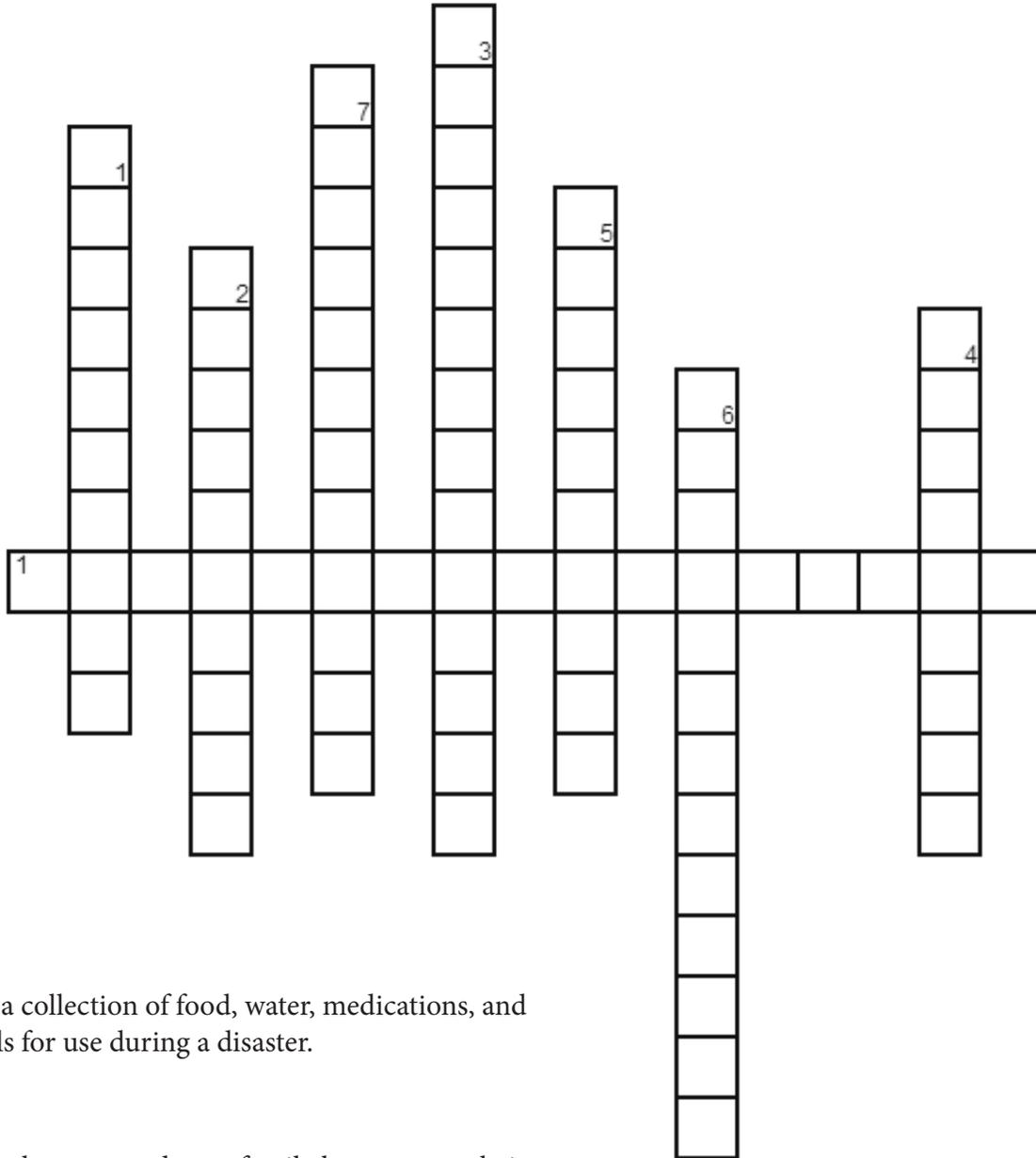
The word search puzzle, found on page 133, contains words from different sections of the student manual.

They key is given below:



Preparing for Storms in Louisiana

Crossword Puzzle



Across

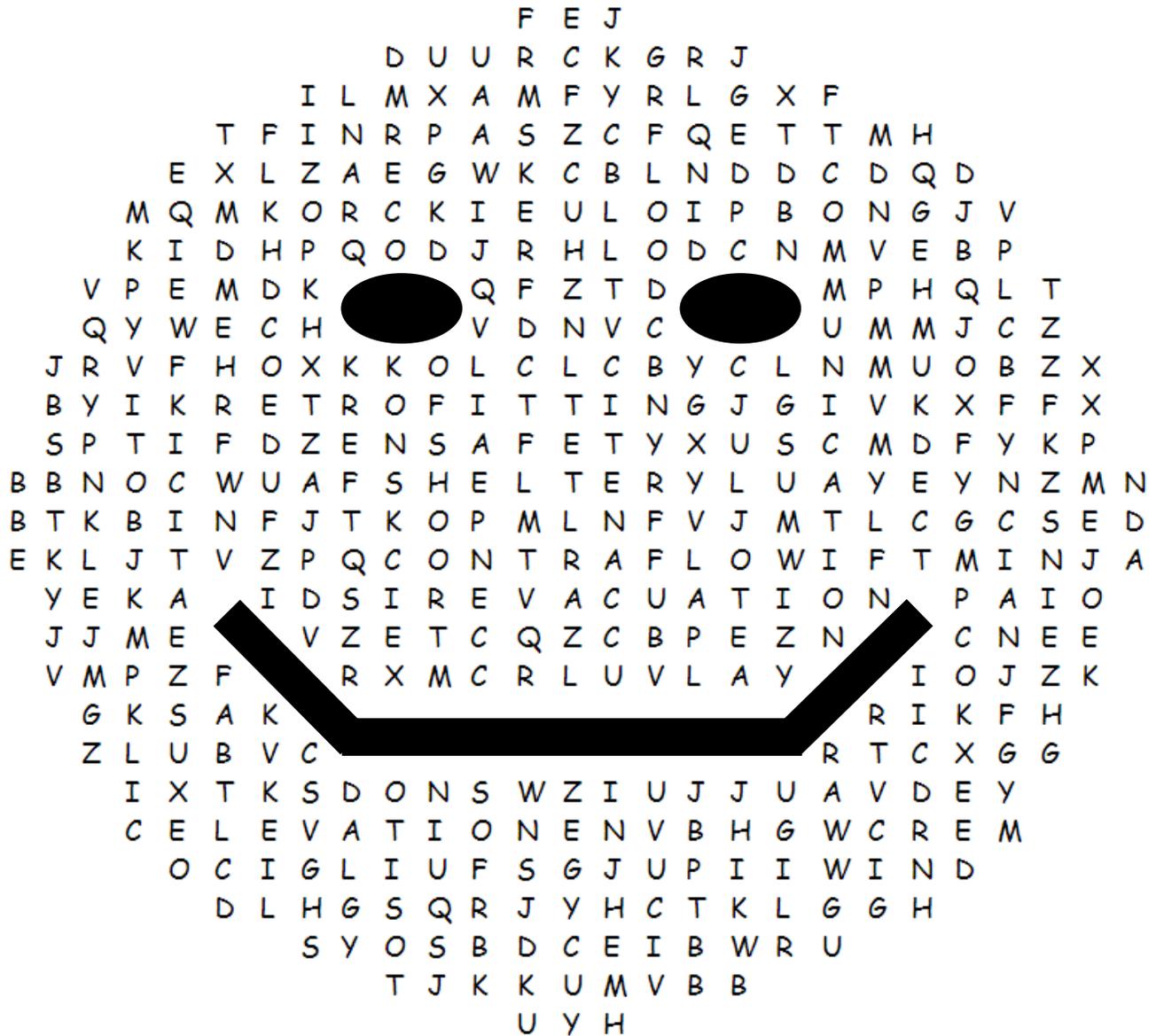
1. This is a collection of food, water, medications, and basic tools for use during a disaster.

Down

1. This is when you and your family leave an area being threatened by a natural disaster such as a hurricane, flood or wildfire.
2. This is when both sides of the interstate are used to evacuate the city.
3. This is an agreement from an insurance company that help people pay for flood damages.
4. This is a tropical cyclone with wind speeds over 74 mph.
5. This is a large wave of water pushed on land.
6. This is a tropical cyclone with wind speeds of 30 to 73 mph.
7. This is special medicine used to keep you from getting sick.

Preparing for Storms in Louisiana

Word Search



communication, contraflow, evacuation,
retrofitting, hurricane, elevation, prepare,
shelter, safety, wind, flood, mitigation

Additional Resources

Educational resources for storm preparedness:

American Red Cross
The Masters of Disaster® Family Kit and Educator's Kit
<http://www.redcross.org/prepare/location/school/preparedness-education>

FEMA
<http://www.ready.gov/hurricanes>

Miami Science Museum
Hurricanes
<http://www.miamisci.org/hurricane/teachers.html>

National Education Association
Hurricane Season, Grades 6-8
<http://www.nea.org/tools/lessons/hurricane-season-grades-6-8.html#lp>

No Person Left Behind
Oxygen Users Disaster Evacuation Planning Guide
<http://oxygen.nopersonleftbehind.org/index.htm>

State of Louisiana
Governor's Office of Homeland Security and Emergency Preparedness
Hurricane & Tropical Weather Index
<http://gohsep.la.gov/hurricane.aspx>

Educational resources for reading comprehension:

PBS Learning Media
Reading Instructional Strategies: Resources for Adult Educators
<http://www.pbslearningmedia.org/collection/ristrat/>

Reading Rockets
Reading Comprehension Strategies
<http://www.readingrockets.org/strategies/>

System for Adult Basic Education Support
<http://sabes.org/curriculum/instruction/#lessonplan>

References:

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Betts, E. A. (1961). Reading is thinking. *Reading Teacher*, 15, 179-184.

Pearson, P., Barr, R., & Kamil, M. L. (2000). *Handbook of reading research*. Mahwah, N.J.: L. Erlbaum Assoc.

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S. J., & Leroux, A. J. (2013). Collaborative Strategic Reading: Findings from experienced implementers. *Journal of research on educational effectiveness*, 6(2), 137-163.

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