

ELA: Grade 1, Lesson 10, The Power of Nature

Lesson Focus: Understand different powerful forces of nature and how these can harm people and other things.

Practice Focus: Students will write a letter explaining facts about a force of nature.

Objective: Students will use The Power of Nature to describe key ideas using illustrations and words.

Academic Vocabulary: nature, power, powerful, storm, flood, land, floodwater, sandbag, earthquake, crack, fires, hurricane, sea

TN Standards: 1.RI.KID.2, 1.RI.KID.3, 1.RI.CS.4, 1.RI.IKI.7

Teacher Materials:

- The Teacher Packet for ELA, Grade 1, Lesson 10
- Chart paper with T-Chart (sun/wind)

Student Materials: (letter, vocab, four square)

- Three pieces of paper and a pencil, and a surface to write on
- The Student Packet for ELA, Grade 1, Lesson 10 which can be found on www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 1st graders out there, though everyone is welcome to tune in. This lesson is the fifth in this series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will be learning about powerful forces of nature! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Three pieces of paper and a pencil, and a surface to write on • The Student Packet for ELA, Grade 1, Lesson 10 which can be found on www.tn.gov/education <p>Ok, let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p>Intro (4 min)</p> <p>Before we begin with our new lesson today, let's look back at the independent work from our last lesson. We read The Wind and the Sun. This was a fable with a characters from</p>	<p>If the lesson connects to the previous lesson, students recall key concepts, vocabulary, and information from the previous</p>

nature that also taught us a lesson. Let's look at your opinions about your favorite part of the story. [Pause.] Did you say what your favorite part was? [Pause.] Does yours tell the reader why that was your favorite part? [Pause.] Great!

Let's look at this example. [Show Slide 1.] This is what I wrote. My favorite part was when the wind told the sun he was gentle but stronger. You don't have to be forceful to be strong. That is a good lesson. Did you notice how I used some of the words we learned in our lesson? I used the words wind, sun, gentle, stronger, forceful, and strong.

I had more than one favorite part, so I wrote another one. [Show Slide 2.] My favorite part was when the wind tried to blow the coat off the man. He blew and blew hard. The man hugged his coat tighter. He used force to be strong. Wind could not blow the coat off the man. These are the words I used in this example. Wind, coat, blew, hugged, tighter, force, and strong. Which words did you include in your opinion? [Pause.]

Today our goal is to understand different powerful forces of nature and how these can harm people and other things. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.

The book we are going to read today is called The Power of Nature. This book is a nonfiction book like a book we read in a previous lesson called Our Sun. Do you remember this book? [Pause.] We learned a lot of true facts and information about the sun when we read this book. We will learn a lot of fact and information in this book as well.

In the last story we read, The Wind and the Sun, we read about how strong the sun and wind were.

Let's prepare our paper for the today's lesson. We will use each piece of paper for something different. For now, let's go ahead and get one of them ready to use. Take one piece of paper and fold it like a hotdog like we've done in our previous lessons. [Model folding.] [Pause.] Take that same piece of paper and fold it again, but this time we are going to fold it like a hamburger. [Model.] [Pause.] When we unfold our paper, we have four sections. [Model.] [Pause.] We will use each section to capture some of the interesting things we

lesson and reflect on and evaluate the independent work they completed after that lesson.

Students prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more "doing" toward the end of the lesson.

Students prepare note taker.

<p>will learn in this lesson. Put your paper to the side, but be ready to grab it when it is time.</p>	
<p>Teacher Model/Read-Aloud (16 min) Here we go! [Show Slide 3.] Our book today is called The Power of Nature by Margie Burton, Cathy French, and Tammy Jones.</p> <p>In the last story we read, The Wind and the Sun, we read about how strong the sun and wind were. The sun and the wind were characters that were a part of nature. Notice the word nature in our title. The Power of Nature. [Show Slide 4.] Nature is all the things that are normally not made by people. Things like weather; landforms, mountain; oceans and rivers; the sun and stars; trees, grass, flowers and animals are all examples of nature.</p> <p>We are going to learn a lot of new words as we read today. I want you to keep a word list as we go. You will be able to use this on your independent practice later. I will make a list with you. Get one of your blank pieces of paper and a pencil ready. We just learned our first word, nature. Write this on your paper like me. [On a blank piece of chart paper, write and talk.] N. A. T. U. R. E. Nature. [Pause.] Great work!</p> <p>Our title has another word we are going to add to our list. Can you guess which one? [Pause.] That's right! Power. [Show Slide5.] Let's go ahead and write this word on our word chart. [Write and talk.] P. O. W. E. R. Power. Nice work!</p> <p>We have talked in some of our previous lesson about how strong our characters were. We talked about how Hercules was super strong. He could do things ordinary people could not do. You showed me your strong muscles when you did your Hercules pose. [Pause.] What was that? You want to show me again? [Pause.] Oh great! Stand up, strike your Hercules pose and show me how strong you are. [Show your strong arms.] [Pause.] I love it!</p> <p>So, think about how strong Hercules was. Think about how the sun and wind had a contest to see who was stronger. The sun won that contest. He was gentle, but strong. The sun is strong when it helps trees grow. The suns light is strong when it lights up and heats up everything on Earth. The wind in our story tried to get the man's coat off by force. He blew and blew hard. He wasn't strong enough in our story to blow the coat off the man though was he? [Pause.]</p>	<p>Students follow along, comprehending the text. They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p> <p>Students will understand the meaning of nature and power.</p> <p>Students will begin a word list they will add to throughout the lesson and use to support them with their independent practice.</p> <p>Students will write the words nature, power, and powerful on their word chart.</p>

<p>Today we are going to think about some other strong things. That is why the word power is in the title. When something is strong, it has power. Nature is strong! Nature has a lot of power!</p> <p>We might also say nature is powerful. Powerful is just like power. We might use it to describe something that has power. So, when you hear me say powerful, you know it is the same thing as power. Let's add this to our word list under power. [Write and talk.] P. O. W. E. R. F. U. L. Powerful.</p> <p>What are we going to learn about now that has power? [Pause.] Nature. [Pause.] What is strong? [Pause.] You got it! Nature!</p> <p>Things can be strong and powerful in different ways. As we read, think about the different ways nature has power. Think about this question. [Pause.] Can we stop the power of nature? [Pause.] Let's read to find out.</p> <p>[Show Slide 6.] Can We Stop the Power of Nature? There are some things that happen that we cannot stop. We cannot stop the power of nature. Some storms are very powerful.</p> <p>Do you know what a storm is? [Pause.] We live in Tennessee. In Tennessee, we have a lot of storms, especially in the springtime. Look at this picture. What do you see? [Pause.] I see lightening and dark clouds. This is what we might see during a storm.</p> <p>[Show Slide 7.] Let's add the word storm to our word chart. [Write and talk.] S. T. O. R. M. Storm. [Pause.] A storm is when there is a lot of rain or snow. There can also be lots of wind blowing and maybe even thunder and lightning.</p> <p>The text tells us some storms are very powerful. Storms are part of nature. Can we stop a storm? [Pause.] No. We cannot stop a storm. We cannot stop the power of nature.</p> <p>Show Slide 8.] What is a Flood? A flood comes when there is too much water on the land. Sometimes, it can come after a big storm when too much rain falls on the land. Sometimes, it can come after a big storm out at sea, when too much seawater comes onto the land.</p> <p>What makes a flood? [Pause.] Yes. It is when too much water comes on land. Take a look at this picture. What do you</p>	<p>Students will add storm to word chart.</p> <p>Students will understand we cannot stop a storm or the power of nature.</p> <p>Students will understand what a flood is and what causes a flood.</p>
---	---

<p>see? [Pause.] I see a car in the water. That is not where a car is supposed to be. This would be scary. Luckily, it doesn't look like anyone is in the car when this flood happened or they were able to get out safely.</p> <p>Let's add flood to our word chart. [Write and talk.] F. L. O. O. D. Flood. [Pause.]</p> <p>What does it mean when it says land? [Pause.] The authors mean the parts of Earth that are not under water. This would be places where we walk, drive our cars, and build our houses. Can you think of anything else that would be on land? [Pause.] Good thinking! I thought about where our playgrounds are at school and the trail I walked on this weekend. There are lots of examples of places on land we could say. This would be another good word to add to our word chart. [Write and talk.] L. A. N. D. Land. [Pause.]</p> <p>Do you remember what the text said about where the water comes from? [Pause.] Let me reread that section. Now that you know a flood is when too much water is on land, listen to find out how a flood happens. [Pause.] A flood comes when there is too much water on the land. Sometimes, it can come after a big storm when too much rain falls on the land. Sometimes, it can come after a big storm out at sea, when too much seawater comes onto the land. How can a flood happen? [Pause.] How can too much water get on land? [Pause.] Absolutely! Some of you said a flood can happen after there is a big storm with a lot of rain falling on the land. Some of you said the storm can happen out in the sea, or ocean, and the seawater, or ocean water, comes onto land. We live in Tennessee. Would we need to worry about seawater coming onto the land in Tennessee after a storm? [Pause.] No, we are too far away from the ocean for that to happen to us, but you may know someone that does live closer to a sea, or ocean. We will talk about this a little more later in our book.</p> <p>[Show Slide 10.] The fast floodwater can hurt us and can hurt our homes. [Pause.] What do you see in this picture? [Pause.] What a mess! That is going to be a lot of work to clean this up. What caused this mess? [Pause.] Yes, it says fast floodwater can hurt us and can hurt our homes. When floods happen and the water comes onto land, it gets in our cars, homes, schools or other places on land. The water that comes on land is called floodwater. This floodwater can come fast and can hurt people and can hurt things like our homes. This picture is after the floodwater eventually goes</p>	<p>They will add flood and land to their word chart.</p> <p>Student will understand that floodwater can damage homes and buildings.</p> <p>Students will understand that floodwater is water from a flood and add this to their word list.</p>
---	--

back to where it is supposed to be. It gets everything wet and can bring mud and dirt and other things as it moves.

[Show Slide 11.] **Let's add floodwater to our word chart.**
[Write and talk.] **F. L. O. O. D. W. A. T. E. R. Floodwater.**
[Pause.]

Can we stop a flood from coming? [Pause.] **Let's read to see if the text supports your thinking.**

[Show Slide 12.] **We cannot stop a flood from coming, but we can try to stop the water from coming into our homes. We can try to stop the water by making a wall. We use sandbags to make the wall. Sometimes, the sandbags help stop the water.** [Pause.]

Were you right? Can we stop a flood from coming? [Pause.] **No, we cannot. Storms are part of nature. Floods are part of nature. We cannot stop the power of nature. We can try to stop the floodwater from coming into our homes. What can people do to try to stop the floodwater from coming into their homes?** [Pause.] **Good listening! People can make a wall.** [Pause.] **Do you see the people in this picture? Can you tell what they are doing?** [Pause.] **They are making a wall.**

Let me reread part of this page again and think about how they are making the wall. [Pause.] **We can try to stop the water by making a wall. We use sandbags to make the wall. Sometimes, the sandbags help stop the water.**

What are they using to make the wall? [Pause.] **They are called sandbags. The text does not tell us, but sand bags are exactly what it sounds like. People fill bags with sand and tie the bag so it doesn't spill out. Then they stack the sandbags on top of each other. People sometimes build these sandbag walls to try to keep the floodwater out of their homes or businesses. Sometimes the sandbags help stop the water.**

[Show Slide 13.] **Let's add sandbag to our word list.** [Write and talk.] **S. A. N. D. B. A. G. Sandbag.** [Pause.]

[Show Slide 14.] **Do you see the sandbags in this picture?** [Pause.] **They are lined up toward the bottom of this picture. What else do you notice?** [Pause.] **I noticed that, too. The water is on both sides of the sandbag wall. Did this sandbag wall work to keep out the floodwater?** [Pause.]

Unfortunately it did not work this time.

Students will understand how people try to protect homes and buildings by building a wall with sandbags.

Students will add sandbags to word list.

Students will understand that people cannot stop a flood, but can take some precautions to keep homes safe.

<p>The power of nature is strong. We cannot stop nature, but sometimes we can do things to try to protect ourselves and our homes. Sometimes we cannot.</p> <p>Wow! That is a lot of information we've learned already. I want you to get the paper we folded before we got started. [Pause.] Do you see the four boxes the folds made on your paper? See mine? [Show example.] We are going to write the word flood in the first box. We are going to leave some room to draw a picture so don't write it too big. Watch me. [Write and talk.] F. L. O. O. D. Flood. [Pause.] You can also use your word list to help you write this word. [Pause.] I want you to draw a picture that represents a flood. I am going to draw a house. [Draw.] Then I am going to draw a cloud with a lot of rain coming down on the house. [Draw.] Then I am going to draw this line that shows floodwater that has come up onto the land and shows how the water is covering part of the house. [Draw.] [Pause.] How does yours look? [Pause.]</p> <p>[Show Slide 15.] What is an Earthquake? An earthquake is when the land moves. The land goes up and down and all around. The land can crack.</p> <p>Look at this picture. [Pause.] What do you see? [Pause.] I see a big crack in the land. Do you? [Pause.]</p> <p>[Show Slide 16.] Let's add earthquake to our word list. [Write and talk.] E. A. R. T. H. Q. U. A. K. E. Earthquake. [Pause.]. That's a long word. What happens in an earthquake? [Pause.] The land moves in an earthquake. The land goes up and down and all around. We sometimes have earthquakes in Tennessee. When the land goes up and down and all around, what can that do to the land? [Pause.] That's right! It can crack!</p> <p>Let's add crack to our word list. [Write and talk.] C. R. A. C. K. Crack. [Pause.]</p> <p>[Show Slide 17.] An earthquake can hurt us. We can get hurt by things that fall down in an earthquake. What else can happen when the land is moving up and down and all around? [Pause.] Things can fall down. Can that be dangerous for people? [Pause.] Absolutely! We can get hurt by the things that fall down in an earthquake.</p>	<p>Students will also understand that even though people try to take those precautions, it doesn't always work.</p> <p>Students will write the word flood in one of the four boxes and be thinking about what they want to draw based on what they already learned or what they learn on the next two pages.</p> <p>Students will understand an earthquake is when the land moves up and down and all around.</p> <p>Students add to word list.</p> <p>Students will consider the words strong and stronger. How are these two words related and how they are used in this story?</p>
--	---

<p>Look at this picture. [Pause.] What did this earthquake crack and make all down? [Pause.] Can you tell what that is a picture of? [Pause.] That is a bridge that cracked and broke during an earthquake. Parts of the bridge fell down. If someone was on that bridge or under that bridge when the earthquake happened, could they get hurt? [Pause.] They sure could! Earthquakes can be dangerous.</p> <p>[Show Slide 18.] Falling things can start fires. Fires are another danger of earthquakes. Things can catch fire and burn.</p> <p>[Show Slide 19.] Let's add fires to our word list. [Write and talk.] F. I. R. E. S. Fires. [Pause.]</p> <p>Can we stop an earthquake from coming? [Pause.] Let's see.</p> <p>[Show Slide 20.] We cannot stop an earthquake from coming. We can try to make our home so that they will not fall down in an earthquake. [Pause.] Can we stop an earthquake? [Pause.] No. Why? [Pause.] You are catching on! Because an earthquake is part of nature. Nature is strong and powerful. We cannot stop the power of nature. But the good news is we can do things to try to keep us safe. What is something people can do to stay safe in an earthquake? [Pause.] We can try to make our homes and other buildings in a way so they will not fall down during an earthquake.</p> <p>Now, let's get our paper with the four boxes. Next to the box with our flood picture, I want you to write earthquake. Use your wordlist to help you. I am going to write it on my paper too. [Write.] [Pause.] I am also going to draw a picture to represent an earthquake. I think I will draw a crack across my box. [Draw.] I am going to draw a tree on this side with some grass so I can remember this is land. [Draw.] I think I might draw a house with some grass on the other side. [Draw.] If you want to add more details to your drawings you can either pause the video if you can or you can come back and add more later. [Pause.]</p> <p>We have one more force of nature to learn about today. Let's dig in. [Show Slide 21.] What is a Hurricane? A hurricane is a big storm with fast wind and rain. It begins out at sea and can come onto the land. Its fast winds can hurt us and our homes.</p> <p>What is a hurricane? [Pause.] It is a big storm with fast wind and rain. How is a hurricane different than other storms with</p>	<p>Students will understand falling things in an earthquake can cause fires. They will add fires to word chart.</p> <p>Students will add earthquake to their second paper and draw a picture to represent an earthquake.</p> <p>Students will understand hurricanes are big storms with fast wind and rain and starts out at sea.</p>
---	---

<p>fast wind and rain? [Pause.] The difference is that it starts out at sea. It can then move onto land.</p> <p>[Show Slide 22.] Let's add hurricane to our word chart. [Write and talk.] H. U. R. R. I. C. A. N. E. Hurricane. [Pause.] Let's also add another word that might be helpful to remember. Sea [Write and talk.] S. E. A. Sea. [Pause.] It means that same thing as ocean. It sounds like another word you might know. S-e-e, see is what we do with our eyes. This sea, s-e-a is a different word and means something different. They just sound the same.</p> <p>[Show Slide 23.] This is what a hurricane looks like from out in space. This picture was taken from space. Look how big it is! Hurricanes are much bigger than other storms. Would we be able to stop a hurricane? [Pause.] Absolutely not! A hurricane is a very powerful force of nature. It has a lot of wind and rain.</p> <p>Think about the other forces of nature we've talked about today. If there is a lot of rain in a hurricane, what else might a hurricane cause to happen? [Pause.] You are so smart! All of that rain might cause a flood.</p> <p>Let's add this very powerful force of nature to our chart. Write hurricane in the last box. [Write.] [Pause.] Use your word chart to help you spell it if you need it. Draw a picture representing a hurricane. I am going to draw a picture of this big swirling hurricane taken from space. [Draw.] I am also going to draw a tree that is bending over from all of the wind. [Draw.] I think I will add some rain coming down on it as well. [Draw.]</p> <p>[Show Slide 24.] We cannot stop a hurricane from coming. But we can get out of the way. [Pause.] We cannot stop the power of nature, but we can go to places where we feel safe.</p>	<p>Students will add hurricane to word chart.</p> <p>Students will add hurricane to graphic organizer and draw a picture.</p> <p>Students will understand we cannot stop the power of nature, but we can go to places where we feel safe.</p>
<p>Guided Practice (3 min) We were reading to understand powerful forces of nature and how these can harm people and other things. Why is it important for scientists to study the causes of such natural forces as hurricanes and earthquakes? [Pause.] That is some good thinking! Learning about the causes of these natural disasters can help people predict them and protect themselves and their homes.</p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students will be able to name the four natural forces discussed in this book. They will be able to briefly describe each, how they can hurt people or things, and what people can do to stay safe.</p>

<p>I want you to pick one of the natural forces we discussed today. You are going to do some writing about this natural force. Pick one: flood, hurricane, earthquake Did you make your choice? [Pause.] Good! Circle that word on your chart. [Pause.]</p> <p>We are going to go through your word list together. As we read back through the list of words we wrote down today, circle any words that have something to do with the one you chose. For example, if you chose earthquake, you would want to circle land because during an earthquake the LAND can crack. You could also circle LAND if you chose flood because a flood is when there is too much water on the land.</p> <p>[Show Slide 25.] Let's read through your words together. You circle the ones you think match with your natural force. Remember, some words can go with more than one natural force.</p>	
<p>Independent Work (3 min)</p> <p>[Show Slide 26.] Pretend you want to join a team of scientists that study the forces of nature you circled. Write them a letter telling them which natural force you want to study. Also tell them what you already know and why you want to study it more.</p> <p>You can start you letter like mine. [Show Slide 27.] Dear Nature Team, I would like to join your team to study_____.</p> <p>Then tell them what you know and why you want to join their team to study more about it. You might want to include what it is, what it does, and how people can stay safe. Use your list of words you circled to show them how smart you are! You don't have to use them all, but use as many as you can.</p> <p>Then you can end your letter like mine.</p> <p>Yours truly, (name)</p> <p>I know you are going to do a great job!</p>	<p>Students will write a letter articulating facts they learned in today's lesson about one of the natural forces discussed.</p>
<p>Closing (1 min)</p> <p>I enjoyed learning about forces of nature with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	



© Benchmark Education Company, LLC. All Rights Reserved.

Used with permission

<http://benchmarkeducation.com>