

# It's Raining, It's Pouring, It's Flooding in Maricopa County!

## Lesson 3: Hazards

### Kindergarten – 2<sup>nd</sup> Grade



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#### Key Vocabulary

**Hazard** – Something that can cause harm or damage

**Safety** – Doing things that will not cause harm

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#### Procedure

1. Remind students that there are rules to keep everyone safe.
2. Discuss what it means to be safe.
  - a. Ask, “What can happen if our shoes are not tied?” Answers should include “We can trip.”
  - b. “Why do we need to keep our hands to ourselves?” “So that we don’t hurt anyone.”
  - c. “What would happen if you went up the slide instead of down?” “We can get hurt.”
3. Show the picture of safe and unsafe behaviors.
  - a. When showing the pictures of unsafe behaviors, ask students to identify safer situations.
4. Ask students if they have seen garbage in the parks in their neighborhood (empty food containers, broken glass, paper, etc.) Ask them if they have seen animals loose in the neighborhood. Explain to students that trash contains harmful bacteria that can make them sick.
5. Ask students what happens to the water on their street when it rains (in many neighborhoods, it flows to the parks/basins).
  - a. Show a demonstration with the pan and water. Put a little dirt in one end of the pan. Pour water in the pan. Catch the water from the pan

Materials	Paper towel rolls Rice Plastic Wrap Rubber bands Glue Tubs (Plastic Shoe Boxes) Clay Paper Houses
Objective	Students will be able to explain how to stay safe during bad weather.  Students will be able to explain how weather affects plants, animals, and humans.
Assessment	Students will be able to explain how to be safe after a flood.
Big Question	How can you be safe in a flood?
Time	This lesson will take 2 class periods to complete.



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in the bucket. Show students how dirty the water in the bucket is. Explain that's what happens when the water goes to the park. Everything on the street gets washed into the park with the water.

- b. Talk about why students want to stay out of the park when there is water. Discuss some other activities students can do while they wait for the water to clear. (Play games, watch movies, etc.)
6. Have students complete "Flood Fun Day" worksheet.
7. Show students pictures of other hazards that can happen after a storm.
8. In small groups, have students discuss different ways they can be safe in a storm.
9. Students can draw pictures or write a paragraph showing what they will do to stay busy during a storm.

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### Independent Center Ideas

**Imaginative Play** – Set up a weather dress up station in your room with various items of clothing for different types of weather. Have pictures of different weather. Students choose a picture and dress up accordingly. Have them describe the weather to the rest of the group (or have them write, depending on age).

**Writing** – have students trace the weather words. You can use this in a variety of ways. Students can do rainbow words, write the words in sand, write the words in shaving cream, or older students can use the words in sentences.

**Art** – Students use water color to paint pictures of weather. Older students and students who need an extension can label the picture with the steps of the water cycle.

**Math** - Provide students with the graph of rain gage data. Students add how much rain was received in a week.

**Reading** – Students choose books to read related to weather (see additional resources for book titles).

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**Science** – Students create a “W” is for weather picture

**Structured/Supervised Outdoor Time** - Have students observe how weather affects animals, plants, and humans.





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#### Additional Resources

##### **Books**

*Staying Safe at School* by Thomas Kingsley Troupe

*How Do Dinosaurs Stay Safe?* By Jane Yolen

*What if Everybody Did That?* By Ellen Javernick

##### **Videos**

[The Water Cycle for Kids](#)

[Water Cycle](#)

[Dr. Binocs Water Cycle](#)

[Water Cycle Animation](#)

[Water Cycle Song](#)