

**Unit 2.7: Wild Weather**  
**English as a Second Language**  
**5 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student reads non-fiction and fictional texts dealing with natural disasters in order practice reading strategies (visualizing and inferring unknown words). The student writes fictional stories on natural disasters and creates a safety book on how to prepare for natural disasters.
<b>Transversal Themes:</b>	Knowledge, Life Skills, Environment
<b>Integration Ideas:</b>	Science, Social Studies, Reading, Writing, Art

**Essential Questions (EQ) and Enduring Understandings (EU)**

**EQ1.** Are all disasters natural?

**EU1.** Disasters can be man-made or created by nature.

**EQ2.** Why is it important to be prepared?

**EU2.** Being prepared and knowing warning signs can help keep you safe and ready.

**EQ3.** What can we learn from print?

**EU3.** Both fiction and non-fiction texts can teach us lessons in life.

**Transfer (T) and Acquisition (A) Goals**

**T1.** The student will leave the class able to use his/her learning about natural disasters to be prepared during a hurricane, earthquake, or tornado.

*The student acquires skills to...*

**A1.** Listen, interact, and participate in class by asking questions, offering support for and elaborating on opinions, describing personal experiences, and using words to express ideas.

**A2.** Describe text features, identify main idea or lesson, and tell the difference between text types.

**A3.** Write both fiction and nonfiction texts after researching a topic and to apply the features of a sentence.

**A4.** Determine the meaning of unknown words or phrases including multiple meaning words through inferring in a text.

**Unit 2.7: Wild Weather**  
**English as a Second Language**  
**5 weeks of instruction**

Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>2.L.1</b>	Listen and interact with peers during social interactions, read-alouds, and class, group, and partner discussions.
<b>2.L.1a</b>	Ask and answer questions appropriate to the topic and offer opinions in conversations using learned phrases and open responses.
<b>Speaking</b>	
<b>2.S.1</b>	Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions with confidence about personal experience and texts using complete sentences.
<b>2.S.2b</b>	Use words, phrases, and expanded sentences to express ideas for a variety of purposes (e.g., communicate needs and desires).
<b>2.S.3</b>	Retell conversations and fictional and informational texts; and respond to stories, read-alouds, and presentations orally using a growing number of general academic and content-specific words.
<b>Reading</b>	
<b>2.R.1</b>	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using greater detail based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with light support.
<b>2.R.10</b>	
<b>2.R.2I</b>	Identify the main topic and key details of an informational text.
<b>2.R.2L</b>	Retell stories, including key details, and identify main idea or lesson.
<b>2.R.4I</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>2.R.5</b>	Describe the major differences between literary and informational texts.
<b>2.R.6I</b>	Distinguish between information provided by pictures or other illustrations in a text.
<b>Reading Foundational Skills</b>	
<b>2.R.FS.11b</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>Writing</b>	
<b>2.W.1</b>	Write to express feelings, familiar topics, experiences, and describe a picture; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.
<b>2.W.2</b>	Work independently and collaborate with peers to draw and write informational texts; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.



**Unit 2.7: Wild Weather**  
**English as a Second Language**  
**5 weeks of instruction**

<b>2.W.3</b>	Collaborate with peers to draw and write literary texts; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.
<b>2.W.6</b>	Participate in shared research and writing projects.
<b>Writing Foundational Skills</b>	
<b>2.W.FS.9</b>	Apply the distinguishing features of a sentence when writing (e.g., first word, capitalization, ending punctuation).
<b>Language</b>	
<b>2.LA.1</b>	Demonstrate command of English grammar and usage when writing or speaking.
<b>2.LA.1e</b>	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ).
<b>2.LA.1g</b>	Use articles (e.g., <i>the, an</i> , etc.) and demonstrative adjectives (e.g., <i>this, that</i> , etc.) as appropriate.
<b>2.LA.2</b>	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
<b>2.LA.2g</b>	Consult reference materials, including dictionaries, as needed to check and correct spellings, using the ability to alphabetize by the first two letters.
<b>2.LA.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>2.LA.3a</b>	Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).
<b>2.LA.3b</b>	Apply differences between the conventions of spoken and written English with some degree of accuracy though not perfectly and with support.
<b>2.LA.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from an array of strategies.
<b>2.LA.4a</b>	Use illustrations, predictions, and context clues to help identify meaning of a word or phrase.
<b>2.LA.4d</b>	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ).

**Unit 2.7: Wild Weather**  
**English as a Second Language**  
**5 weeks of instruction**

STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b>            2.L.1            2.L.1a            2.LA.3b            2.R.1            2.R.2l            2.R.5            2.S.1            2.S.2b            2.S.3            2.W.1            2.W.2            2.W.6</p> <p><b>EQ/EU:</b>            EQ1/EU1            EQ2/EU2</p> <p><b>T/A:</b>            A1            A2            A3            T1</p>	<ul style="list-style-type: none"> <li>Causes and characteristics of natural disasters (hurricanes, earthquakes, tornados).</li> <li>How to prepare for a natural disaster.</li> <li>Genre types (realistic fiction, fantasy, non-fiction).</li> </ul>	<ul style="list-style-type: none"> <li>Earthquake (tectonic plates, fault lines, movement, squeeze, stretch, stress)</li> <li>Genre (fantasy, realistic fiction)</li> <li>Hurricane (eye, wind, cloud, rain, ocean surface, moist/humid air, storm, storm surge, flood)</li> <li>Natural disaster</li> <li>Prepare, preparation</li> <li>Safe place (e.g., under a table, basement, inland)</li> <li>Safety kit (e.g., canned food, light, batteries, water, cash, flashlight, can opener, first aid)</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Integrated Assessment 2.4</b></p> <ul style="list-style-type: none"> <li>Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 2.4”).</li> </ul> <p><b>Safety Book</b></p> <ul style="list-style-type: none"> <li>The student writes a book on ways to be safe during a natural disaster which includes four to five clear and concise tips with illustrations describing how to prepare. The student also includes non-fiction text features such as labels in his/her book.</li> <li>The student presents his/her work to public officials or other members of the community who are in</li> </ul>	<p><b>Fluency Check</b></p> <ul style="list-style-type: none"> <li>The student reads aloud to check for fluency: any words that the student has difficulty with, intonation, skipped words, and missed endings (see attachment: Resource 8 – Paired Reading Fluency Check as an evaluation).</li> </ul> <p><b>Social Language Observation</b></p> <ul style="list-style-type: none"> <li>During morning message, story time and instructions, the teacher uses attachment, Resource 7 – Social Language Rubric to note growth of the student’s ability to follow instructions, and to participate during read alouds.</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Natural Disasters</b></p> <ul style="list-style-type: none"> <li>The teacher reads aloud a non-fiction text on each natural disaster. Beforehand, the teacher elicits questions through a walkthrough of the book and creates a KWL chart with the student (What I know about ____; What I want to know; What I learned).The teacher connects to the essential question, “What can we learn from print?”</li> <li>The teacher teaches about one natural disaster a week. The teacher introduces the natural disaster by doing a demonstration to excite the student and make him/her curious. This also builds background knowledge that the student can draw from during the read alouds or during pair reading and research. During the simulation, the student asks questions, makes hypotheses about what will happen, writes down observations and makes connections to the real world.</li> </ul> <p style="text-align: right;">Simulate an earthquake with dirt and cardboard by following directions for</p>

**Unit 2.7: Wild Weather**  
**English as a Second Language**  
**5 weeks of instruction**

		kit) <ul style="list-style-type: none"> <li>• Tips, suggestions</li> <li>• Tornado (wind, wall cloud, tornado watch, tornado warning, cone, moist/humid air, dry air, spinning, rotating)</li> </ul>	charge of safety (police, firefighters, city council, etc.).		<p>the Earthquake Engineering Simulation:</p> <p><a href="http://www.ehow.com/info_8324161_earthquake-projects-kids.html">http://www.ehow.com/info_8324161_earthquake-projects-kids.html</a></p> <ul style="list-style-type: none"> <li>○ Simulate an earthquake: <a href="http://www.weatherwizkids.com/weather-earthquake.htm">http://www.weatherwizkids.com/weather-earthquake.htm</a></li> <li>○ Simulate pressure change (a cause of hurricanes): <a href="http://www.weatherwizkids.com/experiments-makethunderstorm.htm">http://www.weatherwizkids.com/experiments-makethunderstorm.htm</a></li> <li>○ Simulate a tornado in a bottle: <a href="http://www.weatherwizkids.com/experiments-tornado-bottle.htm-bottle.htm">http://www.weatherwizkids.com/experiments-tornado-bottle.htm-bottle.htm</a></li> </ul> <ul style="list-style-type: none"> <li>• With teacher support, including modeling and guided practice, the student reads an informational text, identifies the main idea and supporting details, and records his/her findings on a graphic organizer. The student uses the informational text and his/her graphic organizer to create a summary based on the text. The student also answers questions based on the text. (See Attachment: 2.7 Graphic Organizer – Main Idea and Supporting Details.)</li> <li>• After the teacher and student have studied the three types of natural disasters and have read the fictional texts, the teacher asks if all the books were the same. The teacher asks what made the stories unique, or if the events were believable or not. This can be a</li> </ul>
--	--	--	--	--	---



**Unit 2.7: Wild Weather**  
**English as a Second Language**  
**5 weeks of instruction**

					way of introducing fantasy as compared to realistic fiction. The teacher completes a class Venn diagram comparing the two types of genres.
--	--	--	--	--	--

**Unit 2.7: Wild Weather**  
**English as a Second Language**  
**5 weeks of instruction**

STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)			STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b>            2.LA.1            2.LA.1e            2.LA.1g            2.LA.2            2.LA.2g            2.LA.3            2.LA.3a            2.LA.4            2.LA.4a            2.LA.4d            2.R.10            2.R.4.I            2.R.FS.11b            2.W.3            2.W.FS.9</p> <p><b>EQ/EU:</b>            EQ1/EU1            EQ2/EU2            EQ3/EU3</p> <p><b>T/A:</b>            A1            A2            A3            A4            T1</p>	<ul style="list-style-type: none"> <li>Reading strategies (visualizing mental pictures, inferring unknown words).</li> </ul>	<ul style="list-style-type: none"> <li>Clues, text</li> <li>Dictionary</li> <li>Infer</li> <li>Unknown words</li> <li>Visualize, mental picture</li> </ul>		<p><i>Language Assessments</i></p> <ul style="list-style-type: none"> <li><b>Sight Words/Dolch Words Monitoring</b> Throughout the year, the teacher teaches a set of five to seven Dolch Words a week to improve the student’s fluency. The teacher uses attachment 2.7 Other Evidence – Dolch Checklist to monitor the student’s progress in acquiring Dolch Words</li> <li><b>Oral Assessment of Word Wall Vocabulary and Individual Vocabulary</b> (see attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition)</li> <li><b>Social Language Observation:</b> During morning message, story time and instructions, the teacher uses attachment, Resource 7 – Social Language Rubric to note growth of the student’s ability to follow instructions, and to participate during read alouds.</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><i>Inferring Unknown Words</i></p> <ul style="list-style-type: none"> <li>The teacher shares how predicting is also like learning new words. The teacher asks, “What do good readers do when they come to an unknown word?” The student shares what strategies he/she uses to learn a new word. Does he/she use picture clues? Letter clues? Cognates? Clues from the story/text?</li> <li>The teacher creates a class chart to model strategies to infer an unknown word (from <i>Reading with Meaning</i> by Debbie Miller).               <ul style="list-style-type: none"> <li>What do good readers do when they come to an unknown word? We can...                   <ul style="list-style-type: none"> <li>First, look at pictures and think about the story.</li> <li>Next, go back, point and slide, go on.</li> <li>Then, try a word! Ask: Does it make sense? Do the letters match?</li> <li>Good readers also: sound out the words in chunks, use cognates, and find little</li> </ul> </li> </ul> </li> </ul>

**Unit 2.7: Wild Weather**  
**English as a Second Language**  
**5 weeks of instruction**

					<p style="text-align: right;">words in big words.</p> <ul style="list-style-type: none"> <li>• The teacher models how to infer unknown words during read alouds by using context clues to help understand unknown words. The teacher creates the class chart (adapted from Debbie Miller).             <ul style="list-style-type: none"> <li>○ When we come to an unknown word, READ ON! We use clues from pictures or the story and what we know to help us.                 <ul style="list-style-type: none"> <li>▪ Column 1: Unknown word</li> <li>▪ Column 2: What we infer it means</li> <li>▪ Column 3: What helped us?</li> </ul> </li> </ul> </li> <li>• The teacher demonstrates blending the sounds in unknown words including the consonant blends.</li> <li>• The teacher uses some of the unknown words that are compound words to show the student how to use the knowledge of the meaning of individual words to predict the meaning of compound words (raincloud, sunshine, rainbow). The student then makes a list of other compound words he/she read in the weather related books and tries to define them based on his/her knowledge of the meaning of individual words.</li> <li>• The student reads with a partner and shares his/her own inferences of unknown words by writing the word he/she does not know (circle it) and his/her inference, “I infer it means _____” on a sticky note. At the end of the lesson the students come together, share their unknown words and place their sticky</li> </ul>
--	--	--	--	--	---





**Unit 2.7: Wild Weather**  
**English as a Second Language**  
**5 weeks of instruction**

					notes on a poster to document their use of the strategies to infer unknown words.
--	--	--	--	--	---

**Unit 2.7: Wild Weather**  
**English as a Second Language**  
**5 weeks of instruction**

STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b>            2.L.1            2.L.1a            2.LA.1            2.LA.1e            2.LA.1g            2.LA.2            2.LA.3            2.R.1            2.R.10            2.R.2L            2.R.6I            2.S.1            2.S.3            2.W.3            2.W.FS.9</p> <p><b>EQ/EU:</b>            EQ1/EU1            EQ2/EU2            EQ3/EU3</p> <p><b>T/A:</b>            A1            A3            T1</p>	<ul style="list-style-type: none"> <li>Reading strategies (visualizing mental pictures, inferring unknown words; questioning, predicting).</li> <li>Story elements (Theme, setting, characters, problem, solution).</li> </ul>	<ul style="list-style-type: none"> <li>Characters</li> <li>Illustration</li> <li>Infer</li> <li>Picture</li> <li>Predict</li> <li>Problem/solution</li> <li>Question</li> <li>Setting</li> <li>Strategies</li> <li>Theme</li> <li>Visualize, mental picture</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Wild Weather Picture Book</b></p> <ul style="list-style-type: none"> <li>The student applies his/her content vocabulary to a story that occurs during a natural disaster. The student works with a team to select a genre (realistic fiction or fantasy), create a story, conduct extra research, and write a story that has a problem and solution revolving around a natural disaster. In addition, the student creates a theme to the book as a way of reinforcing the big ideas that connect readers to texts.</li> </ul>	<p><b>Story Mapping with Theme</b></p> <ul style="list-style-type: none"> <li>The student uses the thinking process in his/her notebook during reading to come up with the theme of the text in addition to the elements of the story (setting, characters, problem, and solution). (See Attachment: 2.7 Other Evidence – Story Mapping with Theme).</li> </ul> <p><b>Social Language Observation</b></p> <ul style="list-style-type: none"> <li>During morning message, story time and instructions, the teacher uses attachment, Resource 7 – Social Language Rubric to note growth of the student’s ability to follow instructions, and to participate during read alouds.</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Reading Strategy: Questioning</b></p> <ul style="list-style-type: none"> <li>During the read aloud, the teacher models inferring unknown words (see below) to create a vocabulary list of words the student would want to use in discussion and in writing. The teacher also finds the answers to the questions (just like checking predictions from the last two units).</li> <li>Questions that are not answered can be used in an extension activity where, in pairs, the students can look up information at the library or at home and bring in responses.</li> </ul> <p><b>Reading Strategy: Making Meaning from Pictures/Illustrations</b></p> <ul style="list-style-type: none"> <li>The teacher shows how to find information in the pictures of the book as well as in any other illustrations and talks about how the information we get in pictures can be different than the information in the other illustrations.</li> <li>During the next non-fiction read aloud, the</li> </ul>



**Unit 2.7: Wild Weather**  
**English as a Second Language**  
**5 weeks of instruction**

					<p>teacher creates a T-chart with illustrations on one side and pictures on the other. The student fills in what he/she learns from the illustrations and what he/she learns from the pictures.</p> <p><i>Reading Strategy: Prediction</i></p> <ul style="list-style-type: none"><li>• After the teacher reads a non-fiction story, he/she reads a fiction story that has the natural disaster as the problem in the story (see literature connections). The student uses his/her newly gained knowledge to predict what will happen.</li></ul> <p><i>Reading Strategy: Visualization</i></p> <ul style="list-style-type: none"><li>• To introduce a reading strategy, the teacher shares how good readers visualize what they are reading. During the read aloud, the student draws what he/she is imagines happening. The student shares his/her drawings and the teacher compares them to show how we have different visualizations because we have different background knowledge. The teacher asks, “What can we learn from print?” Even if it is a fictional text, we can learn from the characters’ actions.</li><li>• The student draws his/her most vivid image from the read aloud, has a conversation with another student about the story, and draws another image to show how comprehension deepens</li></ul>
--	--	--	--	--	--



**Unit 2.7: Wild Weather**  
**English as a Second Language**  
**5 weeks of instruction**

					<p>through sharing and conversation (see attachment: 2.7 Learning Activity – Visualizing Images while Reading).</p> <ul style="list-style-type: none"><li>• In pairs, the students complete 2.3 Other Evidence – Story Mapping with Theme organizer to come up with the theme and story elements of the fictional book.</li></ul>
--	--	--	--	--	---

**Unit 2.7: Wild Weather**  
**English as a Second Language**  
**5 weeks of instruction**

**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- *Fictional Books on Weather:*
- **Jonathan London (set in Puerto Rico)**
  - *Hurricane!*
- **David Wiesner**
  - *Hurricane*
- **Kirby Larson**
  - *Two Bobbies: A True Story of Hurricane Katrina*
- **Bryan Ladgdo**
  - *Tornado Slim and the Magic Cowboy Hat*
- **Teri Sloat**
  - *Farmer Brown Goes Round and Round*
- **Millie Lee**
  - *Earthquake*
- *Non-Fiction Books on Weather:*
- **Gail Gibbons**
  - *Weather Words and What they Mean*
- **Joanna Cole**
  - *The Magic School Bus: Inside a Hurricane*
- **Franklyn Branley**
  - *Earthquakes (Let's Read and Find Out Science 2)*
- **Franklyn Branley**
  - *Tornado Alert (Let's Read and Find Out Science 2)*

**Additional Resources**

- On Hurricanes: <http://www.weatherwizkids.com/weather-hurricane.htm>
- On Earthquakes: <http://www.weatherwizkids.com/weather-earthquake.htm>
- On Tornadoes: <http://www.weatherwizkids.com/weather-tornado.htm>



**Unit 2.7: Wild Weather**  
**English as a Second Language**  
**5 weeks of instruction**

- Track earthquakes near Puerto Rico. Have student classify them according to the Richter scale (minor, moderate, strong, major, great): <http://redsismica.uprm.edu/english/>

**Unit 2.7: Wild Weather**  
**English as a Second Language**  
**5 weeks of instruction**

## Performance Tasks

### *Safety Book*

- Step 1: The teacher asks, “Are all disasters natural?” The student discusses the impacts of various natural disasters. Could any of them have been avoided (through preparation or getting to a safe place)? Some disasters are caused by nature, but some disasters could have been avoided.
- Step 2: The teacher brainstorms with the student how to prepare for a natural disaster. The teacher sees what the student already knows from his/her experience and creates a list of ways to be safe using information from the text.
- Step 3: The teacher reads aloud from texts and lessons on preparing for natural disasters. The student acts out ways to prepare, creates a safety kit, and discusses safety in a way that makes the student feel empowered rather than frightened or worried.
- Step 4: The teacher discusses the difference in language between how to tell a friend to be prepared and how to write with the appropriate conventions so others will be able to understand the student’s writing as well as what type of convention to use in speaking with a public official.
- Step 5: The student makes a book on ways to be safe during a natural disaster (student can choose which disaster, but it is beneficial to focus on hurricanes or earthquakes which occur around Puerto Rico).
- Step 6: The student creates four to five clear and concise tips, with illustrations describing how to prepare. The student also includes non-fiction text features such as labels in his/her book.
- Step 7: The student presents his/her work to public officials or other members of the community who are in charge of safety (police, firefighters, city council, etc.).

### *Wild Weather Picture Book*

- Step 1: The student applies his/her content vocabulary to a story that occurs during a natural disaster. The student works with a team to select a genre (realistic fiction or fantasy), create a story, conduct extra research, and write a story that has a problem and solution revolving around a natural disaster. In addition, the student creates a theme to the book as a way of reinforcing the big ideas that connect readers to texts.
- Step 2: The teacher has picture dictionaries available during the writing process for the student to access.
- Step 3: The student illustrates his/her book and presents a copy to the school library.
- Step 4: The teacher celebrates the students’ books and brochures in a class party to celebrate all of their hard work from the unit and year!
- The teacher conferences with students to help them correct any issues in the writing with personal, possessive, and indefinite pronouns (I, me, my; they, them, their; anyone, everything), the appropriate use of articles (the, a, an) and demonstrative adjectives (this, that).
- The teacher uses attachment, 2.7 Performance Task – Narrative Writing Rubric to assess writing.



**Unit 2.7: Wild Weather**  
**English as a Second Language**  
**5 weeks of instruction**

**Suggested Sample Lessons**

- Experiments you can do in class <http://www.weatherwizkids.com/weather-experiments.htm>
- Guide to prepare for a hurricane <http://www.nws.noaa.gov/om/brochures/owlie-hurricane.pdf>
- Readings with questions on tornado safety <http://www.nssl.noaa.gov/edu/bm/bm03.pdf>