Inside you’ll find standards-based lessons and reproducible worksheets that build:

- Map skills
- Understanding of U.S. geography and natural diversity
- Reading comprehension
- Persuasive writing skills

Great U.S. map inside!
- Physical features
- Climate averages
- Weather facts

Lessons and Activities in Language Arts and Geography

Understanding U.S. Geography and Weather

FREE

Important information for families inside!
- How to create a family emergency plan
- Items that should be in an emergency kit
- Emergency contact chart template

Grades 4–6
Lesson 1: Calling All Geographers

Teach students how to read maps, use geographic tools, and identify geographic features. Students will use listening, critical-thinking, and problem-solving skills.

Have students read Lesson 1 and complete the reproducible worksheet. Review the story from Lesson 2 with students. Discuss the lessons that students have learned.

Scenario 1: Dad is an outdoorsman. He checks his safety equipment in the garage. Does everyone in your family know what to do in a weather emergency?

What items should you have on hand to make your trip easier (e.g., map with marked routes, food and water)?

Scenario 2: Imagine that your family needs to leave your neighborhood, town, or city in an emergency. Where would you go? How long would it take to get there?

What important family documents should you have on hand (e.g., Social Security cards, insurance policies, identification, voter forms, etc.)?

Emergency Plans

For students to share with their parents:

Prepapre a plan for communicating (i.e., calling, text message, e-mail) before, during, and after the emergency.

Create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and satellite images. Seasonally, develop and use graphs and charts to communicate and analyze information. Help students develop ways to communicate and support one another when faced with natural disasters.

Help students use the Family Communication Plan and Emergency Supply Kit. 

Lesson 2: Ready for Any Weather

Teach students how to read a map, use geographic tools, and identify geographic features. Students will use listening, critical-thinking, and problem-solving skills.

Have students read Lesson 2 and complete the reproducible worksheet.

Scenario 1: Dad is a careful planner. He checked his backpack during the hiking adventure. Help fellow students to respond, “What information can you use to answer these questions?”

Where would you go if you were to evacuate?

Is your family aware of the emergency supply kits?

Lesson 3: Skills to Practice

Teach students how to read a map, use geographic tools, and identify geographic features. Students will use listening, critical-thinking, and problem-solving skills.

Have students read Lesson 3 and complete the reproducible worksheet. 

Scenario 1: Mom is aware of the emergency supply kits. Which concerns do you know how to keep it cold during an emergency?

What can you do to keep the medicine refrigerated?

Scenario 2: Imagine that your family needs to leave your neighborhood, town, or city in an emergency. Where is an alternate place you could go if necessary?

What can you do to keep the medicine refrigerated?

Emergency Supply KIt

Prepared family members and emergency supply kits.

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THINGS TO THINK ABOUT:

Emergency Preparedness for Teachers and Parents

Lesson 4: For Emergencies

Teach students how to read a map, use geographic tools, and identify geographic features. Students will use listening, critical-thinking, and problem-solving skills.

Have students read Lesson 4 and complete the reproducible worksheet.

Scenario 1: Mom is an emergency planner. Does everyone in your family carry a list of emergency phone numbers?

Is your family aware of the emergency supply kits?

Lesson 5: Overviews for Teachers and Parents

For teachers and parents to learn some simple strategies that families can use to prepare for emergencies.

To make an emergency supply kit and plan that meets the unique needs of your family, discuss the following scenarios as a family, making notes on this sheet.

Emergency Supply Kit

Prepared family members and emergency supply kits.

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Lesson 1: Calling All Geographers

Teach students how to read maps, use geographic tools, and identify geographic features.

Have students read Lessons 1 and 2 and complete the reproducible worksheet.

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For students to share with their parents:

Prepare a plan for communicating (i.e., calling, text message, e-mail) before, during, and after the emergency.

Create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and satellite images. 

Help students develop ways to communicate and support one another when faced with natural disasters.

Help students use the Family Communication Plan and Emergency Supply Kit.

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For teachers and parents to learn some simple strategies that families can use to prepare for emergencies.

To make an emergency supply kit and plan that meets the unique needs of your family, discuss the following scenarios as a family, making notes on this sheet.
Lesson 1: Calling All Geographers

Goals: Students will use map-reading and critical-thinking skills to learn about the geographical and environmental diversity of their region.

Materials: Calling All Geographers Classroom Poster, Classroom Physical Map, Physical Map Classroom Poster, Certificate of Readiness Family Reproducible Worksheet, Ready Kids Get Ready Crossword Puzzle

Directions: Have students complete the worksheet and turn it in for review. After students have completed the worksheet, give them the Classroom Poster and Physical Map. Have students complete the following:

1. Display the classroom map. These students identify the regions, states, and major bodies of water.
2. Hand out the Classroom Physical Map. Have students identify the states, regions, and geographic features.

Lesson 2: For Any Weather

Goals: Students will use reading, listening, and critical-thinking skills to learn about the geographical and environmental diversity of the United States and the ways that geography can influence the weather in their state.

Materials: Certificate of Readiness Family Reproducible Worksheet, Calling All Geographers Physical Map Classroom Poster, Classroom Physical Map

Directions: Have students turn in the worksheet and turn in the family reproducible. Review the answers and discuss as a class.

Lesson 3: Skills to Practice

Goals: Students will use map-reading and critical-thinking skills to learn about the geographical and environmental diversity of the United States and the ways that geography can influence the weather in their state.

Materials: Certificate of Readiness Family Reproducible Worksheet, Calling All Geographers Physical Map Classroom Poster, Classroom Physical Map

Directions: After students have completed the worksheet, give them the Classroom Poster and Physical Map. Have students complete the following:

1. Display the classroom map. These students identify the regions, states, and major bodies of water.
2. Hand out the Classroom Physical Map. Have students identify the states, regions, and geographic features.
Use your map, geography, and thinking skills to answer the following questions. Write your answers on the lines below.

1. Where are the Appalachian Mountains? How do you know?

2. Which states border the Great Lakes?

3. Glaciers still cover the landscape in the Grand Tetons (in the Rocky Mountains). Using the physical and temperature map, can you guess which state is home to the Grand Tetons?

4. If your family were driving from your home to the Mississippi River, in which direction would you travel? Which states would you travel through?

5. Imagine taking a car trip from your home to see the Rocky Mountains. In which direction would you travel? What geographic features would you see along the way?

6. What types of temperatures would you experience in Death Valley National Park in California’s Mojave Desert? Would you bring a raincoat?

7. If you were visiting Everglades National Park in Florida, what types of precipitation would you expect to experience?

8. What geographical, temperature, and/or precipitation factors contribute to wildfires in the Northeast?

9. What geographical, temperature, and/or precipitation factors contribute to tornadoes in the central United States?
This is a story about some forest characters who are not so different from you or me. Read the story, then think about the questions. Write your answers on the lines.

**About the Characters:**

**DAD** (Rex) is a forest explorer who loves taking his family on adventures! An all-around athlete, he stays in great shape by climbing rocks and trees, swimming across rivers, and running through the forest and plains.

**MOM** (Purrcilla) is friendly and energetic, and will defend her family at a moment’s notice. Her wisdom and common sense come in handy when her family has questions.

**RORY** is learning how to plan ahead so that she can handle any situation calmly and with confidence.

**HECTOR HUMMINGBIRD**, Dad’s best friend, is dependable and true. He is known by other forest creatures as the one to go to when a message needs to be communicated quickly!

Visit [www.ready.gov](http://www.ready.gov) and click on Ready Kids to find out even more about how your family can prepare for emergencies.

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**The Hiking Adventure**

The sky was sunny and bright. “Hey, Dad! Can we go for a hike today?” Rory asked, excited.

“Sure!” Dad exclaimed. “But first, we should tell Mom where we’re headed, and then we have to get organized.” Dad reached into a closet and pulled out his sturdy green and gold backpack. Together, they looked inside and found lots of useful items—a small first aid kit, a flashlight, and some extra batteries.

Rory put paper and markers into her own backpack. Dad carefully reviewed his favorite map of the forest, and Mom peeked her head around the corner and asked, “Don’t you need these?” She held up two bottles of water, some granola bars, and a pair of sweatshirts. Dad smiled and said, “Thanks, Purrcilla,” and packed these important items, too.

It was turning out to be a great afternoon, but things can change in a moment—and they did. The sky grew black and the air got cold. Brrr! Rory was glad she had a sweatshirt. Dad looked at the sky and saw that a big storm was brewing.

“Look over here, Rory,” he said. “Let’s take some shelter until the storm passes.” They ducked inside a shallow cave just in time. Then the rain came pelting down!

“Oh, no, Mom will be worried!” said Rory. Dad nodded and told her not to worry. Both Dad and Dad had made a plan in case something like this happened. Hector Hummingbird, Dad’s best friend, would be coming to find them if there was an emergency, so both boys wore their strong wings and Hector had rehearsed:

“Then you and Purrcilla keep me by fire to find you!” suggested Hector.

“Wipe and dry,” suggested Dad. “Cold thanks for developing or frost bite the rain drop, you can take a message back to let Purrcilla know that we’re okay.”

That sounds great,” said mom, as he stuck out his hand. So long and dry is the opening of the calm. Dad, Rory, and Hector shared a snack and some water. Everyone was tired, but they were safe.

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**Questions:**

1. Describe Dad, the main character.
2. What did Dad mean when he said, “We have to get organized”?
3. What important items did they remind Dad and Rory to bring?
4. Do you think that before this hike Mom and Dad talked about how to stay in touch during an emergency?
is officially READY for the unexpected.

Ready Kids congratulates you!
You have completed the activities in this program to help you prepare for unexpected situations!

Excellent Job!

If there is an emergency, you will be ready.
**EMERGENCY CONTACT INFORMATION**

It's important to be able to contact your family if there is an unexpected event. Fill in the following information and keep a copy on the refrigerator, in your car, and in your child’s backpack.

**Parents'/Guardians' Contact Names:**

**Telephone numbers:**

**Out-of-State Contact Name:**

**Telephone number:**

**Neighborhood Meeting Place:**

**Telephone number:**

Dial 9-1-1 for Emergencies!

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**What geographical, temperature, and/or precipitation factors contribute to tornadoes in the central United States?**

1. Do you think that before this hike Mom and Dad talked about how to stay in touch during an emergency?

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**Dear Family,**

To prepare for emergencies, families can collect items that might be useful and put them in an emergency supply kit. Go to www.ready.gov and click on Ready Kids to find out how your family can prepare for unexpected situations. Then complete this crossword puzzle to give you an idea of which kinds of things should be part of your family’s emergency supply kit.

**Get Ready Crossword Puzzle**

**Clues**

**Across:**

2. flash; 4. water; 6. sofa; 8. pets; 9. snack; 10. kit; 11. games.

**Down:**

1. plan; 3. sleeping; 5. two; 7. facts; 9. shoes

Visit www.ready.gov and click on Ready Kids for a family scavenger hunt to create your family’s emergency supply kit!

**Sponsored by**

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Dial 9-1-1 for Emergencies!
Emergency Supply Kit

THINGS TO THINK ABOUT:
1. What items in your emergency kit require batteries, chargers, or other supplementary items?
2. Does a member of your family require daily medicine? If this medicine requires refrigeration, do you know how to keep it cold during an emergency?
3. Do you live in a cold weather climate and need to put extra coats or blankets in your kit?
4. Do you have an infant in your family that needs diapers and/or formula?
5. Do you have all the things you need for your pet (e.g., food and water) in your kit?
6. What important family documents should you have on hand (e.g., identification, insurance forms, etc.)?

Emergency Plans

THINGS TO THINK ABOUT:
1. Is your family aware of the school’s communication plans in the event of an emergency?
2. Does everyone in your family have the phone number for an out-of-town contact that can relay messages during an emergency?
3. Have you selected meeting places inside and outside of your neighborhood?
4. If you have pets, what is your plan for making sure that they are safe during an emergency? Where would they go if you needed to evacuate?

By taking a few simple steps ahead of time—creating an emergency supply kit, making a family emergency plan, and talking about different kinds of disasters—families can be better prepared for emergencies. To make an emergency supply kit and plan that meets the unique needs of your family, discuss the following scenarios as a family, making notes on the lines provided.

Scenario 1: Imagine that your family needs to evacuate your home on foot (such as in the case of fire).
1. Where would you go? How long would it take to get there?
2. How would you get there?

Scenario 2: Imagine that your family needs to leave your neighborhood, town, or city quickly as in the case of a natural disaster.
1. Where would you go? How long would it take to get there?
2. What mode of transportation would you use?
3. What items should you have on hand to make your trip easier (e.g., map with marked route, change of clothes, extra food and water)?
4. Where is an alternate place you could go if necessary?

Scenario 3: Imagine that an emergency happens in the middle of the school day.
1. What is the plan at your children’s schools?
2. What is your family’s plan for getting in touch with each other and/or meeting each other?
3. Where does each family member carry a list of emergency contact phone numbers (book bag, briefcase, wallet)?

Go to the Ready Kids section of www.ready.gov to create your own Family Communication Plan and Emergency Supply Kit.