



**STAT Lesson Plan for English Language Learners**  
**Earthquake Safety/*Seguridad contra los terremotos***

Lesson Duration: 30-40 minutes

**Standards (as needed or required):**

**Lesson Objectives:**

- Student will be able to use vocabulary and phrases related to earthquakes.
  - *El/la estudiante podrá usar el vocabulario y frases relacionados con los terremotos.*
- Student will be able to identify how to prepare, take action, and stay safe during an earthquake.
  - *El/la estudiante podrá identificar cómo preparar, tomar acción, y mantenerse a salvo durante un terremoto.*
- Student will be able to match target vocabulary and phrases with the correct image.
  - *El/la estudiante podrá emparejar el vocabulario y las frases con la imagen correcta.*

**I Can Statements:**

- I can use vocabulary and phrases related to earthquakes.
  - *Puedo usar vocabulario y frases relacionados con los terremotos.*
- I can identify how to prepare, take action, and stay safe during an earthquake.
  - *Puedo identificar cómo preparar, tomar acción, y mantenerse a salvo durante un terremoto.*
- I can match vocabulary and phrases with the correct image.
  - *Puedo emparejar el vocabulario y las frases con la imagen correcta.*

**It is recommended that this lesson be preceded by the [Disaster Preparedness Overview Lesson](#).**

**Materials Needed**

- Laptop or other mobile device
- Lesson Plan
- [Vocabulary & Image Guide Sheet](#)
- [Vocabulary Practice Worksheet](#) & [Vocabulary Practice Answer Key](#)
- [Earthquake Information Sheet \(ENG\)](#), [Earthquake Information Sheet \(SPN\)](#)
- Vocabulary Images (Paper Flashcards)
- Quizlet Activities: [Flashcards](#), [Matching](#), [Q-Chat](#)
- EdPuzzle Video: [Drop, Cover, and Hold On](#)
- Copies of [Pre-Test](#), [Post-Test](#), & [Test Answer Key](#)



**[Disaster Preparedness Materials](#)**

- Prepare
- Communication Plan
- Supply Checklist



- Supply Kit
- Alerts

#### Optional Learning Tools:

-  Preparedness: Earthquake Safety - Drop, Cover and Hold On
-  When an earthquake strikes, will you know what to do?

#### Target Vocabulary

- Earthquake
- Anywhere
- Anytime
- Aftershock
- No warning
- Fires
- Road damage
- Tsunamis
- Landslides
- Avalanches
- Drop
- Cover
- Hold on

#### Target Phrases

- Take action.
- Don't stand in a doorway.
- Don't run outside.
- If in bed, stay.
- If outside, stay.
- If in a car, stop and stay.
- Use arms to protect your head and neck.

#### Pre-Test Questions

1. Which of the following should you do to stay safe during an earthquake?
2. Which of the following are caused by earthquakes?
3. It's okay to stand in a doorway during an earthquake.
4. Complete the sentence: Drop, Cover, and \_\_\_\_\_!
5. What is the English word for this image?



### Introduction/Opener/Activate Prior Knowledge

- Show an image of an earthquake and/or the following video and ask students to describe what they see.

 [When The Earth Shakes - Animated Video](#)

### Lesson Instructions

*Language Note: The following lesson may be taught in the students' native language for beginning English Language Learners. If your students are more advanced, these same lessons can be taught using as much English as is appropriate.*

While there may be a variety of available activities, it is important to select the particular activities that can be used for group or individual practice to meet the needs of the students. The objective is for students to practice with engaging activities that will enable them to practice what they are learning.

- Introduce Lesson Content:
  - Hand out Bilingual information sheets: Earthquake Information Sheet (ENG), Earthquake Information Sheet (SPN).
  - Explain that earthquakes can be very dangerous and happen with no warning.
  - Go over the **Earthquake Fact Sheet**. Ask students to identify *when* and *where* earthquakes occur. Discuss the difference between an earthquake and an aftershock. Ask students how they should *prepare* for an earthquake and what they should do to *take action*. Have students look at the images of earthquake dangers and ask students to explain what earthquakes can cause.
  - Go over the **Earthquake Safety Sheet** and explain that there are steps to take to *prepare* (these include all disasters), to *take action*, and to continue *staying safe* during an earthquake. Go over the DOs and DON'Ts.
- Introduce Vocabulary & Phrases:
  - Hand out Vocabulary & Image Guide and go over the vocabulary in English.
  - Practice out loud as a group.
  - Say the phrases in English and have students repeat.
  - Give students feedback with pronunciation.
  - Repeat the term and give feedback until the student closely mimics your pronunciation.
- English Vocabulary Practice:
  - Do the Vocabulary Practice Worksheet (Parts A and B)
  - Practice using flashcards (Paper or Virtual)



- Total Physical Response (TPR) activities to engage students that involve physical movement

### Virtual Activities

- Flashcards on **Quizlet** that match the paper flashcards
  - English-Spanish (students can switch to start with Spanish)
  - English to image
  - English with descriptions
- Comprehension activities on **Quizlet**
- Interpretive comprehension activities with videos using **EdPuzzle**

### Extension Activity/Connections to Other Topics

- Show the [Ways To Get Warnings](#) video. Have students verify that their cell phone is able to accept WEA (Wireless Emergency Alerts) and that notifications are enabled (Have students opt-in to receive notifications). Other options are to download the following mobile applications: [FEMA](#), [American Red Cross](#), [The Weather Channel](#).
- Direct students to *iSOSY Disaster Preparedness Overview Lesson* to extend their learning.

### Post-Test Questions

1. Which of the following should you do to stay safe during an earthquake?
2. Which of the following are caused by earthquakes?
3. It's okay to stand in a doorway during an earthquake.
4. Complete the sentence: Drop, Cover, and \_\_\_\_\_!
5. What is the English word for this image?

**BONUS:** Explain the difference between an earthquake and an aftershock.

### Wrap-Up/What Have Students Learned?

- Revisit the "I can" statements at the beginning of the lesson to determine what students have learned and what they can practice more on their own.

### Instructor Reflection

- When did students struggle?
- When did students experience success?
- Where to continue for the next lesson?
- Other ideas for the future?



## Disclaimer & References

Disaster Preparedness Copyright Hazard and Protective Actions Icons are used courtesy of FEMA and are available at <https://community.fema.gov/ProtectiveActions/s/protective-actions-icons>.

- [FEMA - Ready.gov - BE PREPARED FOR AN EARTHQUAKE \(ENG\)](#) [BE PREPARED FOR AN EARTHQUAKE \(SPN\)](#)
- [American Red Cross -Earthquake Preparedness Checklist](#) - [Earthquake Preparedness Checklist \(SPN\)](#)