



Tornados, Oh My!

By: Amanda Martin
Elementary school music teacher; M.A.Ed. In Curriculum and Instruction

Science
Grades 3-5



Introduction

What makes a tornado so strong? What affects their strength? Students will discover this knowledge and how it relates to the Midwest of the United States. Students will review the components of a tornado and will also learn how elements can intensify a tornado.

Learning Objectives

Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly. ([CCSS-ELA-Literacy.W.3.2](#))

Materials Needed

- Journals/notebooks/paper
- Laptops/computers

Procedure

1. Ask students to recall the components of a tornado. On a piece of paper, ask students to jot down what they know about tornados. Allow students to work for 3-5 minutes. When time is up, ask students to share out loud. On the board, create a compilation of student responses.
2. Discuss the following question as a class: What elements affect the intensity of a tornado? (For example: temperature, etc.) Show students [this video](#).
3. Students are now prepared to write a short informative text answering the following question: Why do tornadoes develop more frequently and more dangerously in the Midwest than anywhere else in the United States? Student responses should consist of at least three paragraphs but no more than five paragraphs. Students must explain how tornados intensify and why it happens more often in the Midwest. (Students will need basic knowledge of the geography of the Midwest prior to completing this portion of the lesson.)

Continued on page 2



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Continued from page 1

Evaluation

Please use the following rubric to assess student learning.

Categories	3 (Excellent)	2 (Okay)	1 (Not Quite)
The student understands how tornados intensify.			
The student correctly explains why tornados intensify more often in the Midwest.			
The student uses complete sentences with appropriate capitalization and punctuation.			