

附件四：

新北市109年度教師跨領域全英語授課教案設計
(參考範例-課程實施後)

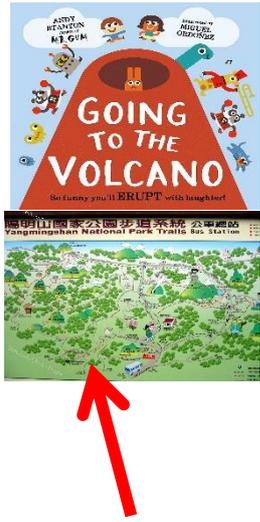
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| 設計者 / 服務學校 | 黃如鈺、許曼淳、陳民峰/北大國小 | |
| 教案名稱 | Going to the Volcano | |
| 教學年級：國小四年級 | 預計課程上使用之英語比例： 70 % (本比例係指教師以英語授課之時間佔總授課時間之比率) | |
| 學生人數：30 人 | 教學總節數： 4 節 | 學生人數：30 人 |
| 公開授課之時間： 109年11月25日 10時30分至11時10分 (第三節課) | 公開授課之地點： <u>新北市三峽區北大國小</u> <u>英語教室 D</u> | 公開授課之時間： 109年11月25日 10時30分至11時10分 (第三節課) |

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| 核心素養 | 總 綱 | A1身心素質與自我精進 A2系統思考與解決問題 B1符號運用與溝通表達 C2人際關係與團隊合作 C3多元文化與國際理解 |
| | 領 綱 | 英語 英-E-A1具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 英-E-A2 具備問題理解、思辨分析、推理批判的系統思考與後設思考素養，並能行動與反思，以有效處理及解決生活、生命問題 英-E-B1 具備理解及使用語言、文字、數理、肢體及藝術等各種符號進行表達、溝通及互動，並能了解與同理他人，應用在日常生活及工作上。 英-E-C2 具備友善的人際情懷及與他人建立良好的互動關係，並發展與人溝通協調、包容異己、社會參與及服務等團隊合作的素養。 英-E-C3 具備自我文化認同的信念，並尊重與欣賞多元文化，積極關心全球議題及國際情勢，且能順應時代脈動與社會需要，發展國際理解、多元文化價值觀與世界和平的胸懷。 |

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| | | <p><u>自然</u></p> <p>自-E-A2 能運用好奇心及想像能力，從觀察、閱讀、思考所得的資訊或數據中，提出適合科學探究的問題或解釋資料，並能依據已知的科學知識、科學概念及探索科學的方法去想像可能發生的事情，以及理解科學事實會有不同的論點、證據或解釋方式。</p> <p>自-E-C2 透過探索科學的合作學習，培養與同儕溝通表達、團隊合作及和諧相處的能力。</p> |
| 學習重點 | 學習表現 | <p>1-II-7 能聽懂課堂中所學的字詞。</p> <p>2-II-2 能辨識課堂中所學的字詞。</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <p>3-II-3 能看懂課堂中所學的句子。</p> <p>5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-II-4 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>6-II-2 積極參與各種課堂練習活動。</p> <p>7-II-2 能妥善運用情境中的非語言訊息以幫助學習。</p> <p>9-II-1 能夠將所學字詞做簡易歸類。</p> <p><u>自然</u></p> <p>tm-II-1 能經由觀察自然界現象之間的關係，理解簡單的概念模型，進而與其生活經驗連結。</p> <p>pc-II-2 能利用簡單形式的口語、文字或圖畫等，表達探究之過程、發現。</p> <p>ai-II-1 保持對自然現象的好奇心，透過不斷的探尋和提問，常會有新發現。</p> |
| | 學習內容 | <p>Ab-II-4 所學的字母拼讀規則（含看字讀音、聽音拼字）</p> <p>Ac-II-1 簡易的教室用語。</p> <p>Ac-II-2 簡易的生活用語。</p> <p>Ac-II-3 第二學習階段所學字詞。</p> <p>D-II-1 所學字詞的簡易歸類。</p> <p><u>自然</u></p> <p>INd-II-1 當受外在因素作用時，物質或自然現象可能會改變。改變有些較快、有些較慢；有些可以回復，有些則不能。</p> |
| | 具體學習目標 | <ol style="list-style-type: none"> 1. 能運用先備知識預測文本主題。 2. 能看懂短文並與自身生活經驗結合。 3. 能讀出與文本內容相關的單字與句子。 4. 能聽辨、認讀 ai, a_e 的發音規則與字母拼讀單字。 <p>已學之字彙：cat, rabbit, panda, girl, boy, giraffe, volcano</p> |

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| | <p>字彙: lane, plane, rain, crane, pain, Spain, Jane, composite volcano, shield volcano</p> <p>句型: <u>Going off with Jane-0</u> to look at the volcano.</p> <ul style="list-style-type: none"> ◇ Drop, cover and hold on. ◇ If you are in bed, cover your head with a pillow. ◇ Stay away from the windows. ◇ Don't use the elevator. ◇ Move away from buildings, trees, and power lines. ◇ Make a disaster kit. <p>4. 能積極和小組成員合作，並參與課內英語文學習活動。</p> <p>5. 能發揮想像力及運用創造力。</p> |
| <p>與其他領域/科目/ 議題的連結</p> | <p>閱讀素養議題</p> <p>閱 III-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。</p> <p>閱 III-E3 熟悉與學科學習相關的文本閱讀策略。</p> <p>閱 III-E6 發展向文本提問的能力。</p> <p>閱 III-E11 能在一般生活情境中，懂得運用文本習得的知識解決問題。</p> <p>閱 III-E12 培養喜愛閱讀的態度。</p> |
| <p>教學資源/ 設備需求</p> | <p>Projector, flashcards,</p> |

各節教學活動設計

| 節次 | 教學活動流程 | 時間 | 教學資源 | 教師語言 |
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| <p>第一節</p> | <p>【引起動機 Warm-up】</p> <ol style="list-style-type: none"> 1. Greetings. 2. Show the students a picture of a volcano and ask students: <ol style="list-style-type: none"> a. What do you see? It's a volcano. b. Do we have any volcanoes in Taiwan? Yes, we do. c. Where is it? It's in Yangmingshan National Park. <p>■ Present the photo of Yangmingshan National Park and direct the class where Tatun Volcano Group located.</p> <ol style="list-style-type: none"> 2. Announce to the class that we are going to read a book about volcanoes. <p>【發展活動 Presentation & Practice】</p> <p><u>Before Reading:</u></p> <ol style="list-style-type: none"> 1. Have students look at the cover page of the picture book of "Going to the volcano" on the powerpoint. 2. Ask students the followings: <ol style="list-style-type: none"> a. What do you see? (a girl, a boy, a panda, a giraffe, a cat and so on) b. Where's the name of the author on the cover page? | <p>5 mins</p> | <p>(包含情境布置或教具之運用)</p> <ul style="list-style-type: none"> ◇ Projector ◇ Computer ◇ Picture books  | <p>(教師授課中所使用的指導語，例如：Take out your book, please.)</p> <p>Good morning everyone. How's everyone? Today, we are going to learn about volcanoes. What do you see? Do we have any volcanoes in Taiwan? Where is the volcano? Let's see the map of Yangmingshan National Park and this is where Tatun Volcano Groups are. So we're going to read a story named "Going to the volcano" Let's have a look at the cover page of the book. What do you see? (a girl, a boy, a panda, a giraffe, a cat and so on.) Where's the name of the</p> |

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| <p>c. Where is the name of the illustrator on the cover page?</p> <p>d. Can you guess what the story is?</p> <p><u>While Reading:</u></p> <ol style="list-style-type: none"> 1. Introduce two characters: Jane and Dwayne 2. Telling the students that the characters are taking us to the volcano and we're taking different ways to get to the volcano. 3. Present the first method: Going off 4. Show the first page of the story telling the students: Going off with Jane-O to look at the volcano. 5. Present the flashcard of lane-O and the second method: walking down the lane-O 6. Turn to the next page and say with TPR: walking down the lane-O to look at the volcano. 7. Repeat steps 5 and 6 to the whole picture book. <p><u>Riding the Great Dane-O</u> to look at the volcano.</p> <p><u>Sitting on the train-O</u> to look at the volcano.</p> <p><u>Jumping on the plane-O</u> to look at the volcano.</p> <p><u>Splashing through the rain-O</u> to look at the volcano.</p> <p><u>Going up the crane-O</u> to look at the volcano.</p> <p>8. The last two pages: Tell the students that everyone is in the hospital and has a lot of pain because of the erupting volcano.</p> <p><u>After Reading</u></p> <ol style="list-style-type: none"> 1. Let's review the words: going off, lane, train, plane, Spain, rain, crane, chain 2. Matching: (the whole class) Divide the class into two groups → Give each group a set of word and picture cards. → Have each team send one person to listen and match the word cards and picture cards. | <p>5 mins</p> <p>15 mins</p> <p>10 mins</p> | <div data-bbox="837 280 1077 448" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>大屯火山群 Tatun Volcano Group</p> </div> <div data-bbox="821 571 1061 739"> <p>The characters Jane Dwayne Jane Dwayne</p> </div> <ul style="list-style-type: none"> ◇ Picture Books of Going to the volcano ◇ Flashcards ◇ Slides of Powerpoint (Please see Appendix 1) <div data-bbox="829 1108 1069 1288"> </div> <div data-bbox="829 1332 1069 1512"> </div> <div data-bbox="837 1534 1077 1713"> </div> <div data-bbox="837 1724 1077 1904"> </div> <ul style="list-style-type: none"> ◇ 2 sets of word and picture | <p>author on the cover page? Where's the name of the illustrator on the cover page? Can you guess what the story is? If you're right, you'll get 5 stamps at the end of the lesson.</p> <p>There are two people in the story and you'll see them in every page. They are Jane and Dwayne. Please say Hello to Jane and Dwayne.</p> <p>Now. Let's follow Jane and Dwayne to the volcano. They're going to show us how to get there.</p> <p>Everyone say: going off and TPR. What is going off? So we're going off with Jane-O to look at the volcano. Here's Jane. Everyone say: Jane What is Jane? We're walking down the lane-O to look at the volcano. Then. riding with TPR Everyone say: riding and TPR Let's see the dog. It's Great Dane. So we're riding the Great Dane-O to look at the volcano.</p> <p>Here's train. Everyone say: train We're sitting on the train-O to look at the volcano. Everyone say: plane and jump with TPR We're jumping on the plane-</p> |
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- ➔ Winner team gets 5 points and another team gets 2 points.
- Put the story cards in order by groups:
- ➔ Divide the class into 7 groups of 4 students
- ➔ Give each team a set of story cards
- ➔ Have each team put the cards in order.
- ➔ Reward the first three teams: 10, 8 and 6 points.

【統整與總結 Wrap-up】

1. Teacher read the story again and have the class say: to look at the volcano.
2. Give each student a piece of worksheet and have them write down how they feel for the story.

5 mins

cards
(Appendix 2)



✧ 7 sets of story cards
(Appendix 3)



✧ A piece of Reading Fun worksheet for every student
(Appendix 4)



O to look at the volcano.
Point to the flashcard and say: rain
Everyone say: rain
We're splashing through the rain-O to look at the volcano.
We're very close to the volcano.
Let's say crane.
We're going up the crane-O to look at the volcano.
And hooray, we're here on top of the volcano.
Everyone make a circle.
Do you know what happened?
The volcano is erupting.
Everyone say: BOOM.
And lay down.
How do you feel?
Yes, it's painful.
So everyone is now in the hospital.
Everyone say: pain
Do you want to go the the volcano again?
I don't want to, either.
Everyone is in a lot of pain.
Never do it again-O. Stay off the volcano.
We don't want to go there again at all.

OK. Let's review the words:
going off
lane
train
plane,
Spain,
rain,
crane
chain
I'm going to divide the class into two groups. This team is Team Jane and another team is Team Dwayne.
Please send one person to the front and listen and show.

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| | | | | <p>Are you ready? OK. Let's go. Let's demo how to play the game. Team Jane and Team Dwayne. Please listen, match and show the word and picture cards. lane, lane Very good.</p> <p>Now, we're going to divide the class into 7 groups of four students. Listen and raise your hand if you're the team member. Here's Team One. Please raise your hands. Team Two</p> <p>Is everyone ready? What are we doing now? Yes. You're putting the pictures of the story in order. Are you ready? Yes. There you go. OK. Now you learn a new story and know the story. Please write down the names of the book and the author. Also color the faces. If you're happy with the book and you color smily face and so on. That's it for today. Thank you everyone and see you next time.</p> |
| 第二節 | <p>【引起動機 Warm-up】</p> <ol style="list-style-type: none"> Greetings. Announce the class that we're going to sing a volcano song: The volcano is erupting. Teach the class with TPR for The volcano is erupting. + The volcano is calm at last. Whenever the class hears these two sentences in the song, they need to do along with the song. | 7 mins | <p>☆ Youtube</p>  <p>☆ Flashcards</p> <p>☆ Letter card (small a)</p> <p>☆ 7 sets of Word cards (Appendix 2)</p> | <p>Hello everyone. How's everyone? Do you remember the story of Going to the volcano? Yes. Before reading the story again, we're going to sing a volcano song. Let's look at this powerpoint and say: The volcano is erupting. Does anyone know what is erupting in Chinese?</p> |

◇ 2 sets of long a and short a cards

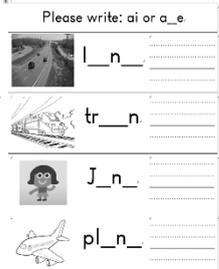
Short a

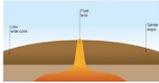
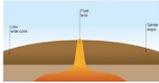
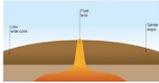
Long a

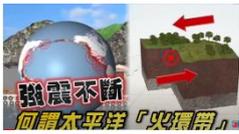
Yes. That's right.
How do we do erupting?
OK. Show me your hand and follow me. Say erupting with TPR.
Again. The volcano is erupting.
Well done.
So I'm going to play the music and please just listen. Then, sing along with the music and if you can, you can say and do.
OK. Are you ready?
Let's go.
The volcano is erupting.
With TPR
Stop when it comes to
The volcano is calm at last.
So the volcano is calm at last.
What can we do with calm?
Yes. You're very good.
Put your hands on your head and say The volcano is calm at last.
That's amazing.
Let's play the music again and sing and do.
Well done. Excellent. Team one has done a good job.

OK. Class class.
Let's read the story again.
I say one line and please follow me.
What does that mean in Chinese?
Yes. Well done.

Let's review the words.
Jane, Jane.
plane, plane
lane, lane
rain, rain
crane, crane
pain, pain
chain, chain
Spain, Spain

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| <p>【發展活動 Presentation & Practice】</p> <p><u>Reading the story of Going to the volcano.</u></p> <ol style="list-style-type: none"> Browse the story and read the contents to the class. Encourage the class to say the story lines together. Teacher say the story line first and the class repeat. Check the students' comprehension of the story along with the reading. <p><u>Phonics time</u></p> <ol style="list-style-type: none"> Put the flashcards of Jane, lane, plane, rain, crane, pain, chain, Spain on the board. Review short a sound and introduce long a sound. Ex. a cat, ai, a_e /a/ Review Jane and emphasize J /j/ a_e say /a/, Sp /sb/ ai say /a/ <p>Activity 1: (the whole class)</p> <ul style="list-style-type: none"> → Divide the class into two groups. → Have each group send a student. → Teacher say a word (ex. cat) and the students should show up their cards (short a or long a) → The first one to show the answer wins 5 points. <ol style="list-style-type: none"> Teacher underline a_e and ai on the flashcards and read the words again and reinforce the long a sounds. <p>Activity 2: (group work)</p> <ul style="list-style-type: none"> → Divide the class into 7 groups of 4 students → Give each group a set of word cards (Jane, plane, crane, rain, pain, chain, Spain) → Have each group find out the pattern of long a: a_e, ai → Reward the first three groups who have found the pattern. <ol style="list-style-type: none"> Give each student a piece of worksheet. Have the students write down their answers. <p>【統整與總結 Wrap-up】</p> | <p>15 mins</p> <p>3 mins</p> <p>5 mins</p> <p>5 mins</p> | <p>Do you remember what a say? What about cat?</p> <p>C say /k/ A say /a/ T say /t/</p> <p>/cat/ cat</p> <p>Well done.</p> <p>Jane J /j/ a_e a Sp /sb/ ai a</p> <p>Let's put you into two groups. I'm giving each group a set of long a and short a cards. Please listen and show. The first one shows the card and is correct. It's the winner and gets 5 points.</p> <p>Now we're putting you into a team of four students. Here you're Team One. Please raise your hand.</p> <p>Yes. Here's a set of word cards. Please discuss in your team and find out the pattern in these words. Ex. Are they long a or short a? I'll give you two minutes.</p> <p>Ok. Times up. Which team would like to share your answer?</p> <p>Now, I'm going to read the story lines again and please show up the words if your hear them. Let's do an example. Going off with Jane-O to look at the volcano. Do you hear any words in</p> <p>◇ Phonics worksheets (Appendix 5)</p>  | |
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| | <ol style="list-style-type: none"> Teacher read the story lines and have the class show up the word cards whenever they hear the word. Ex. Jane, plane, Spain, rain, crane, pain, chain. Thanks the class for their attention and see them next time. | 5 mins | | <p>your word cards? Yes. That's Jane. So show up Jane card and you'll get a point.</p> <p>Let's read and show. Well done everyone.</p> <p>That's it all for today. See you next time.</p> | | | | | | | | | | | | |
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| 第三節 | <p>【引起動機 Warm-Up】</p> <ol style="list-style-type: none"> Greet the class. Tell the class that there are mainly two types of volcanoes in the world. They will watch two videos and they need to pay attention to lava's stickiness and the height of the volcanoes. Discuss the features of volcano one and volcano two. <p>【發展活動 Presentation & Production】</p> <ol style="list-style-type: none"> Introduce the features of composite volcanoes and shield volcanoes. <table border="1" data-bbox="193 1173 715 1400"> <thead> <tr> <th></th> <th>composite volcano</th> <th>shield volcano</th> </tr> </thead> <tbody> <tr> <td>outward appearance</td> <td></td> <td></td> </tr> <tr> <td>lava stickiness</td> <td>sticky</td> <td>watery</td> </tr> <tr> <td>height</td> <td>tall</td> <td>short</td> </tr> </tbody> </table> <ol style="list-style-type: none"> Ask the students that the volcano in the picture book belongs to which type. The answer is composite volcano because the volcano is taller and the lava is sticky. Introduce a shield volcano in Sanxia in the past. Tell students that they are going to do an experiment. They need to observe the stickiness and the height of the lava to tell which lava belongs to composite volcanoes, vice versa. <p>Experiment steps: (1.) Students No. 1 and No. 2 squeeze 3 ml lava from cup A</p> | | composite volcano | shield volcano | outward appearance |  |  | lava stickiness | sticky | watery | height | tall | short | <p>8 min</p> <p>5min</p> <p>15 min</p> | <ol style="list-style-type: none"> PPT blackboard related videos experiment materials: cups, containers, and fake lava worksheets (Appendix 6)  | <ol style="list-style-type: none"> Good mornig class. Do you remember the story of "Going to the volcano!" Do you how the volcano explode at last? There are two types of volcanoes in the world. The volcano in our story book is one kind. Do you know what is the other kind? The other kind is like volcanoes in Icedland. They are shield vocanoes. Let's do an experiment! Each group will get two cups of lava. You need to use the dropper to drop the lava on the sticker in the container. Observe the stickiness of the lava. Which cup's lava is sticky? Which cup's lava is watery? Draw the lava. Which cup's lava is taller? Let's check the answer together. |
| | composite volcano | shield volcano | | | | | | | | | | | | | | |
| outward appearance |  |  | | | | | | | | | | | | | | |
| lava stickiness | sticky | watery | | | | | | | | | | | | | | |
| height | tall | short | | | | | | | | | | | | | | |

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|-----|--|---------------------|---|--|
| | <p>and drop the lava on the sticker in the container.</p> <p>(2.) Students No. 3 and No. 4 squeeze 3 ml lava from cup B and drop the lava on the sticker in the container.</p> <p>(3.) Observe the lava and finish the worksheet together!</p> <p>【統整與總結 Wrap-Up】</p> <ol style="list-style-type: none"> 1. Invite different groups to share their answers. 2. Teacher shows the answer and make sure students understand the content. 3. Remind students that they will learn more about volcanoes in next period. | 5 min | | |
| 第四節 | <p>【引起動機 Warm-Up】</p> <ol style="list-style-type: none"> 1. Greet the class. 2. Refresh students' memory by showing them two photos and ask them if they can distinguish two types volcanoes. <p>【發展活動 Presentation & Production】</p> <ol style="list-style-type: none"> 1. Ask students why volcanoes exist? 2. Show them a video about ring of fire. (https://www.youtube.com/watch?v=IKLICyLwjTM) 3. Check students' understanding. 75 percent of active volcanoes and 90 percent of earthquakes in the world are all because of the ring of fire. 4. Show students the map of ring of fire and ask them questions. 5. Let students work in groups and guess how many earthquakes occur in Taiwan each year. (Approximately Twenty-three thousand earthquakes occur in Taiwan per year.) 6. Let students watch an earthquake video. (https://www.youtube.com/watch?v=VSvB2US5r-4) | 5 min 15 min | <ol style="list-style-type: none"> 1. PPT 2. blackboard 3. related videos 4. worksheets   | <ol style="list-style-type: none"> 1. Good mornig class. 2. Can you tell me which picture is composite volcano? And which one is shield volcano? 3. What do you see in the video? 4. What is Ring of Fire? 5. Where is Taiwan in the World map? 6. Is Taiwan in the Ring of Fire? 7. How many earthquakes occur in Taiwan each year? 8. What can you do if an earthquake hit? 9. Let's laern the earthquake safety in the video together. 10. Let's practice! Everyone stand up and make a line. You will see a photo later. If it is dos, jump to the left-hand side. If it is don'ts, jump to the right-hand side. 11. Now we need to work in group. Please sort out the dos and don'ts |

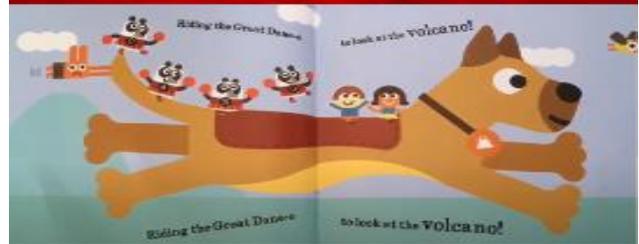
| | | | | |
|--|--|----------------------------|--|--|
| | <p>7. Teach the earthquake safety in the video.</p> <ul style="list-style-type: none"> ❖ Drop, cover and hold on. ❖ If you are in bed, cover your head with a pillow. ❖ Stay away from the windows. ❖ Don't use the elevator. ❖ Move away from buildings, trees, and power lines. ❖ Make a disaster kit. <p>8. Practice earthquake safety's dos and don'ts. Show students the picture and they should jump to the correct side. (Left-hand side means dos and right-hand side means don'ts.)</p> <p>9. After students become more familiar with the content. Teacher divides the class into groups, and assign them to categorize dos and don'ts. Then they need to record their answer on the worksheet and each group needs to think of one more earthquake safety's dos and don'ts.</p> <p>【統整與總結 Wrap-Up】</p> <ol style="list-style-type: none"> 1. Teacher shows the answer and invites each group to come to the front and share their creative answer. 2. Today's homework: Go home and prepare a disaster kit in case anything happens! | <p>10 min</p> <p>5 min</p> | <p>(Appendix 7)</p>  | <p>in the correct space and think of one more dos and don'ts.</p> <ol style="list-style-type: none"> 12. Let's check the answer together. 13. Which group wants to share your answer? 14. Today's homework: <ol style="list-style-type: none"> i. Prepare a disaster kit! |
|--|--|----------------------------|--|--|

Appendix 1

train



Going to the volcano



plane



Going to the volcano



Spain



Going to the volcano



rain



Going to the volcano



crane

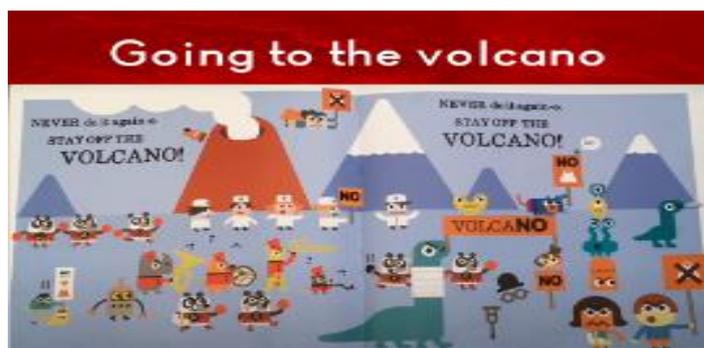
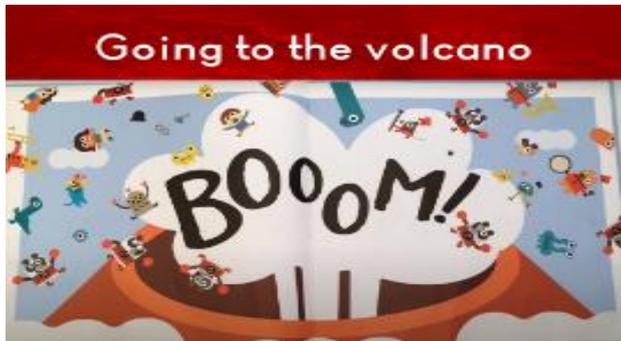


Going to the volcano



chain





Appendix 2:

| | |
|-----------|--|
| going off |  |
| lane |  |
| riding |  |
| train |  |
| plane |  |

| | |
|--------------|---|
| Spain |  |
| rain |  |
| chain, crane |  |
| pain |  |
| | |

Appendix 3:



Appendix 4:

Going to the volcano. Going to the volcano.

Going to the volcano. Going to the volcano.

Going to the volcano. Going to the volcano.

Reading Fun

Class: _____ Name: _____

英

Title of the book: _____

Author: _____

Did you like the story? Color one.



The part I like.

Going to the volcano. Going to the volcano.

Appendix 5:

Please write: ai or a_e

| | | |
|--|---------|--|
|  | l__n__ | |
|  | tr__n | |
|  | J__n__ | |
|  | pl__n__ | |
|  | Sp__n | |
|  | r__n | |
|  | cr__n__ | |
|  | ch__n | |
|  | p__n | |

Appendix 6:

Class: _____ Team: _____

Lava Experiment

 Do the experiment, check, draw and write!

| | Cup A | Cup B |
|--|-------|-------|
| 1. Which cup's lava is sticky? | | |
| 2. Which cup's lava is watery? | | |
| 3. Which cup's lava is tall? | | |
| 4. Draw the lava. Example:  | | |
| 5. The type of volcano (composite volcano / shield volcano) | | |

Appendix 7:

Class: Name: Number: ↵

Earthquake Safety



Sort the actions in the correct place and write.

- ◇ Drop, cover and hold on.
- ◇ If you are in bed, cover your head with a pillow.
- ◇ Stay away from the windows.
- ◇ Don't use the elevator.
- ◇ Move away from buildings, trees, and power lines.
- ◇ Make a disaster kit.

Dos ○

Don'ts ✕