Weather Unit

Design for Instruction

In my unit I have constructed several lessons that incorporate all learning styles. Each student will be given opportunity to learn at their appropriate learning levels and style, throughout each lesson. Students are expected to learn about the specific weather instruments, by hands-on examples, creating examples and using those instruments in a real world situation. In lesson 2 students will be talking about the clouds and what each cloud is capable of. They will be taken outside the classroom to evaluate the clouds and connect the classroom learning to the real world. In lesson 3, students will be discussing extreme weather conditions, like hurricanes and tornados. Students will be given opportunities to share their experiences with an extreme weather situation.

Lesson 1

**Focus:** Students will look at real weather instruments. Using a white board, students will try to name each instrument

**Instruction:** Teacher will read book, *Oh Say Can You Say What’s the Weather Today?* By Tish Rabe. Class will discuss vocabulary. Students will then research their chosen instrument. Using textbooks, internet, trade books and teacher created handouts. Teacher will facilitate learning.

**Guided Practice:** In 5 groups, students will construct their chosen weather instrument. (Thermometer, barometer, wind vane, rain gauge, and anemometer) They will create a presentation using their chosen format. (Tri-fold, power point, Prezi)

Students will then present their instrument to their peers. Peers will evaluate and take notes using a T chart.

Instruments will be used in another lesson on collecting, recording, and comparing weather patterns.

**Closure:** Students will talk about how these instruments will be used in everyday life.

Students will list on a sheet of paper, two things they learned that they did not know about the weather instruments.

In lesson 1, students will get an authentic experience with weather instruments, how they are used, and a real world connection using them. Students will have the opportunity to touch, investigate, and understand each instrument and its uses. The lesson content relates to the objectives by showing the students the instruments and how they are used. Then connecting those ideas with why the student needs to know the content, and how it will affect them in their daily lives. The students will have access to real life instruments, visuals, books, internet, videos, and cooperative learning experiences. Students will also have ample opportunity to use technology like iPad, Smart boards, internet, power point, Prezi, and you tube. Students will be able to learn about these instruments and their uses by many different resources.

**Lesson 2**

**Focus:** Students will be handed a weather condition and they will be asked to stand under the cloud hanging from the ceiling that that pattern goes with.

**Instruction:** students will watch a video. <https://www.youtube.com/watch?v=FMagDRCpJ14>

Read book, *The Man Who Named the Clouds* by Julie Hannah and Joan Holub

**Guided Practice:** Students will construct a 3D diagram of the cloud types, using construction paper and cotton balls.

Students will then do a four corners strategy and talk about the different cloud types based on their knowledge.

If weather allows it, students will take a trip outside the classroom and look at clouds in the sky.

**Closure:** Students will write three clouds types on an exit slip.

In lesson 2, students will be allowed the opportunity to move around the classroom. The student will be presented with visuals, videos, books, and will be allowed to construct a diagram of clouds. Students will also be given the opportunity to connect their learning with actual clouds in the sky. After assessing the students at the beginning of the lesson I will tailor the lesson according to how in depth I will need to go. If students have a good understanding of the contents then a deeper look into the history of the naming of the clouds will be done. I will facilitate learning, and give further instruction as needed. During guided practice, I will take anecdotal notes, and ask questions to get a better understanding of each individual student’s level. Technology for this lesson will consist of videos for the class to view that further explains the cloud types.

**Lesson 3**

**Focus:** I will ask students what they know about hurricanes, tsunamis, tornadoes, blizzards, and floods.

**Instruction:** Read a chapter from, *I Survived: True Stories: Five Epic Disasters* by Lauren Tarshis. Class will discuss story and other weather events. Then watch videos of the 5 different extreme weather situations.

Tornado, Hurricane, and blizzard: https://www.youtube.com/watch?v=mRB9byAQLvg

Tsunami: https://www.youtube.com/watch?v=vYy2h8IUV1U

Flood: https://www.youtube.com/watch?v=kAKL2xD07yM

**Guided Practice:** Students will then do In and out circles and discuss extreme weather situations. Class will then go over terminology of extreme weathers. Students will then read the other stories in the *I Survived* book. Students will then use the appointment clock strategy to talk with another student about what they read. They must meet with someone that read a different chapter then they did.

**Closure:** Student will reflect in their journals about what they learned today, a situation they were in that was an extreme weather, or anything else that they want to discuss pertaining to extreme weather.

In lesson 3, students will be looking at videos, books and peers for understanding of extreme weather. Students will be up and walking around the room, conferencing with each other. This lesson focuses on extreme weather all over the world. After pre assessing the students and getting a better understanding of their knowledge on extreme weather situations, as a class we will discuss what we know. Students that have personal experiences can share them with their classmates. We will also take a look at videos of these weather situations and help the students that have no prior knowledge or schema to draw from can get a better visualization. Formative assessment will be done a student’s conference about the stories and about their real life situations. And a journal entry will be made to get a better formative assessment of each individual students understanding of the content. The technology in this lesson consists of videos from the internet.