Nevia McClure-SIOP Lesson Plan 3

Topic: Science (Weather)	**Class:** 4th Grade	**Common Core Standards:** **S4E3. Students will differentiate between the states of water and how they relate to the water cycle and weather.** e. Investigate different forms of precipitation and sky conditions. (rain, snow, sleet, hail, clouds, and fog). **WIDA ELP**: Standard 4
Content Objectives: Students will find the differences between weather types.		**Language Objectives:** **Speaking:** Students will verbally describe weather terms within their table group. Students will role play various weather types. **Listening:** Hear others responses and give help to people at your table **Reading**:Read the weather poster to make sure your answers are correct. **Writing**: Students will create a weather dictionary using sentences and illustrations.
Key Vocabulary: drought, hurricane, blizzard, lightning, hail, foggy, windy, cloudy, stormy, snowy, cold, cool, warm, hot, sunny, tornado	**Materials (including supplementary and adapted):** *science big book text *pictures of weather types *CD's with weather sounds *container containing weather vocabulary on strips for choosing	

Essential Questions:
What are characteristics of different types of weather?

Time:	**Activities**
	Building Background: -Establish objectives and Orally cite the written objectives and essential questions: What are characteristics of different types of weather? -Students will act out the various types of weather after being given a musical demonstration of the weather learned (whole group). For example, play a recording of a thunderstorm, hold up the vocabulary card for a thunderstorm and allow the children in their own space to act out the storm (10 seconds).

	Discuss characteristics of a storm quickly and write the responses on a weather (word web). Then, play a recording of the wind, hold up the vocabulary card for the wind, and allow children in their own space to act out the wind (10 seconds). Discuss characteristics of wind quickly. Continue with other weather vocabulary terms. **Comprehensible Input (Tasks)** -Visual models and auditory sounds of the various weather types provides group clarification of the matching activity -Teacher models the sound a particular type of weather makes and holds up a visual to match the sound. manipulatives checking on group oral response to check for understanding of the task -Variety of techniques are visual presentation, students use movement, think pair share **Strategies:** -Students work in pairs and/or small groups to match weather vocabulary with the correct picture -Use of visuals of weather to compare weather types -Provision of visual supports for concept development -Summarize by creating a weather dictionary **Interaction:** - Students work in small groups and in pairs -Elaborated responses in groups and teacher/student interaction **Practice/Application:** -Students use hands on materials to practice using new content knowledge - Activities integrate all language skills (reading, writing, listening, speaking Since the class has learned lots of weather vocabulary**,** students sketch a quick picture (2-3 minutes) of their favorite type of weather so far. **Lesson Delivery:** -content and Language objectives are supported

	-TW model one example of matching a particular weather vocabulary with the picture. Teacher "Thinks aloud" to model process of elimination if stumped. For example, "My weather word is tornado. I know it's a kind of storm, so, it can't be the sunny picture or the cloudy picture. It might be the picture with the funnel cloud or the picture with gray skies, lots of wind, and stormy conditions. I remember that we talked about the tornado having the funnel shape, so it must be this picture." The directions are to find a partner at your table to tell why you chose your picture to match your term and see if your table members agree. Then, go to the self-checking chart and check to see if your picture matches your term. -TW walk the class through one example so they can understand the procedure. -TW have the students repeat the steps as they complete each one. The steps are listed below 1. Get a weather word out of the container. 2. Find the picture that matches. 3. Tell 3 people at your table why you chose the picture for your word. 4. Check on the poster for accuracy. 5. Find another weather word. -Student engagement facilitated by manipulative and paired group activities -Students monitor their own responses and self- correct by using the weather visuals **Review/Assessment:** **-**Review the content and language standards to see if all were completed **-**Think-pair- share about what was easy or challenging about the activity. How did you figure out which picture matched your words? -Illustrate weather terms to create a flip book dictionary

	Instructional Strategies:

X	Manipulatives / visual aids
	Graphic Organizer:
	Notes:
	Higher level questioning / Problem solving
x	Model Thinking: Stop and Think
	Anticipation / Reaction Guide
	Video:
	Quiz/Test
x	Other: (CD with various weather sounds)

Independent Practice:

	Homework:
x	Classwork: (Create weather dictionary with illustrations)
	Other: