FIRST GRADE SCIENCE UNIT:

WEATHER PATTERNS

7 DAY UNIT
LESSON OBJECTIVES

Lesson Objectives:

- Obj. Thunder- SWBAT record data daily in their weather journals with 100% accuracy.
  - GLE- 5.2.F.a
- Obj. Lightning- SWBAT predict weather patterns, in their weather journals, based on their gathered data with 100% accuracy.
  - GLE- 5.2.F.d
- Obj. Clouds- SWBAT identify a season and which weather patterns occur within that season with 100% accuracy.
  - GLE- 5.2.F.c
- Obj. Rain- SWBAT research information on weather and write notes for information gathered.
  - Communication Arts Standards- Reading- 3.A, 3.C.a,b,c,d,e, Listening and Speaking- 2.B
- Obj. Snow- SWBAT write a description of each weather pattern and which season it belongs in for a group book and draw a picture to go with each page.
  - Science GLE- 5.2.F.d
  - Communication Arts Standards-Writing- 1.A.a,c,d,ef, 2.A,B,D, 2.E.a,b,c,d,e,f,g
- Obj. Rainbow- SWBAT present their weather books in an appropriate fashion and listen politely to others.
  - Communication Arts Standards- Listening and Speaking- 1.A,B, 2.A
- Obj. Wind- SWBAT speak clearly when sharing ideas and asking questions in small and large groups with 100% accuracy.
  - Communication Arts Standards- Listening and Speaking- 2.A
- Obj. Hurricane- SWBAT identify weather patterns relationships between observed weather data and weather phenomena with 90% accuracy.
  - GLE- 5.2.F.d
- Obj. Tornado- SWBAT identify the weather pattern tornado and describe what to do during that time.
  - GLE- 5.2.F.d

STATE STANDARDS

State Standards:

- Communication Arts Standards- Listening and Speaking- 1.A,B, 2.A
  - 1.A- Listen for enjoyment, and information.
1. B - Demonstrate listening behaviors (ex. Prepare to listen, listen without interruptions, maintains eye contact)
2. A - Speak clearly when sharing ideas and asking questions in small or large group

- Science GLE - 5.2.F.d
  5.2.F.d - Identify patterns indicating relationships between observed weather data and weather phenomena.

- Communication Arts Standards - Writing
  1. A.a, d, e, f, 2. A, B, D, 2. E.a, b, c, d, e, f, g
     1. A.a - Brainstorm and record ideas in written form.
     1. A.c - Reread Writing
     1. A.d - Revise writing to clarify
     1. A.e - Edit for conventions
     1. A.f - Publish
     2. A - Recognize audience and purpose with assistance
     2. B - Compose text using pictures and words with ideas that relate to topic, with assistance
     2. D - Compose text using words relating to topic
     2. E.a - print each letter legibly with spacing
     2. E.b - Capitalize beginning of sentence
     2. E.c - Period at end of sentence
     2. E.d - Use naming words and action words correctly
     - Naming words examples - thunderstorm, rain, etc.
     - Action words examples - cracks, pours, blowing, etc.
     2. E.e - Spelling words with simple patterns and high frequency words correctly.
     2. E.f - Use phonetic spelling, classroom resources to verify correct spelling, and spelling strategies.
     2. E.g - Write legibly

- Communication Arts Standards - Reading
  3. A, 3. C.a, b, c, d, e, Listening and Speaking
  3. A - Identify and explain information in text, pictures, title, and charts
  3. C.a - Demonstrate comprehension skills previously introduced
  3. C.b - Clarify meaning
  3. C.c - Answer questions
  3. C.d - Identify main idea
  - Example - Thunderstorm, Rain, etc.
  3. C.e - Identify supporting details
  2. B - Give simple oral directions
  - In small groups each team figures out who does what and what they are looking for in researching book.

- Science GLE - 5.2.F.a
Observe, measure, record weather data throughout the year (i.e., cloud cover, temperature, precipitation, wind speed) by using thermometers, rain gauges, wind socks

- **Science GLE- 5.2.F.c**
  - Compare weather data observed at different times throughout the year

**NETS:**

- **NETS-T**
  - 1c- promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes.
  - 2a- design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
  - 2c- customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources.
  - 3a- demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
  - 3c- communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

- **NETS-S**
  - 2a- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - 3b- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - 3d- process data and report results.
  - 6a- understand and use technology systems.
  - 6d- transfer current knowledge to learning of new technologies.

**LESSON OBJECTIVES**

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  - **GLE- 5.2.F.a**
- Obj. Lightning- SWBAT predict weather patterns, in their weather journals, based on their gathered data with 100% accuracy.
  - **GLE- 5.2.F.d**
- Obj. Clouds- SWBAT identify a season and which weather patterns occur within that season with 100% accuracy.
  - **GLE- 5.2.F.c**
ENGAGE

- Day 1
  - 3 min- Weather song:
    - [http://www.youtube.com/watch?v=LTXtSGf1VdY&list=PL1DB2735F9BA65C2D](http://www.youtube.com/watch?v=LTXtSGf1VdY&list=PL1DB2735F9BA65C2D)

EXPLORE

- Day 1
  - We will go out to the playground or to the windows to observe the weather.
    - 5 mins- to record data, in their weather journals, they have gathered from the methods of observation, and make a prediction of how the weather may be tomorrow and why.
      - They are allowed to record their information in picture or writing form. If it is a picture it has to be labeled (cloudy, windy, sunny, etc.).
      - Predictions have to be written.
      - Example attached.

EXPLAIN

- 5 mins - We will the return to the classroom and discuss our observations and predictions. Then they will turn in their journals.

ELABORATE

- Day 1
  - 5 min- Obj. Thunder- We will discuss all the ways we can observe weather and make a classroom list.
  - 5 min- Obj. Lightning- We will play “Guess the weather”
    - Child thinks of a weather pattern and whispers it to teacher
    - They give clues one at a time.
      - Ex. It is dark., A loud boom., Flash of light.
    - After each clue the class gets to guess the weather pattern and season it is found in.
      - Ex. Cloudy, rain, thunderstorm, spring, summer, fall.
- The person who guesses correctly goes next. If no one guesses correctly then draw a stick with a name on it to see who is next.
  - 5-10 min- Obj. Clouds- Students will write and draw their favorite season and why.
    - Include a drawing of the season.
    - What the season is.
    - Weather patterns you like in that season.
    - Things you do in that season.

**EVALUATE**

- Weather Journal
  - Obj. Thunder- Did students record data daily in their weather journals with 100% accuracy.
  - Obj. Lightning- Did students predict weather patterns, in their weather journals, based on their gathered data with 100% accuracy.
- Favorite Season Page
  - Obj. Clouds- Did students identify a season and what weather patterns occur within that season with 100% accuracy.

**MATERIALS/RESOURCES**

- Binders/folders with weather journal pages
- Favorite season page
- Art supplies

**ADAPTATIONS**

- Instead of kids thinking of weather patterns either have premade cards with the weather pattern on it that they describe.
NARRATIVE REFLECTION

With each question listed below be very thorough and descriptive in your response to explain how your lesson supports a constructivist approach.

- How will you incorporate **prior knowledge** of our students?
  - Prior knowledge will be used during all areas of this lesson because it is mostly based on prior knowledge.

- How will students be **active learners**?
  - They will be actively gathering data and recording it and making predictions based on what they know or experienced.

- How will students be **creative learners**?
  - They are able to be creative by how they record their data, drawing or writing, and during the game to try to get the class to guess their weather pattern.
  - The favorite season page they get to create a story of their favorite season.

- How will students be **social learners**?
  - They get to share their findings.
  - Playing the game will help be a social learner.
Directions: Draw or write what today’s weather is. Then write one sentence what your prediction is for tomorrow’s weather.

Today the weather is:

Prediction: (Tomorrow’s weather will be __________ because….)
Evaluation: Weather Journal- 5pt

1. Did the child gather and record data? 2pt

2. Did the child make a prediction? 1pt

3. Did the child explain why they made that prediction? 2pt
Evaluation: Favorite Season 10pt

1. Did the child pick a favorite season? 1pt

2. Did they describe the weather during that season? 5pts

3. Did they describe activities they can do during that season? 4pt
My Favorite Season is…

By:__________________________

__________________________ is my favorite season because

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
LESSON OBJECTIVES

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  - Communication Arts Standards- Reading- 3.A, 3.C.a,b,c,d,e, Listening and Speaking- 2.B
- Obj. Snow - SWBAT write a description of each weather pattern and which season it belongs in for a group book and draw a picture to go with each page.
  - Science GLE- 5.2.F.d
  - Communication Arts Standards-Writing- 1.A.a,c,d,e,f, 2.A,B,D, 2.E.a,b,c,d,e,f,g
- Obj. Rainbow - SWBAT present their weather books in an appropriate fashion and listen politely to others.
  - Communication Arts Standards- Listening and Speaking- 1.A,B, 2.A

ENGAGE

- Days 2-5
  - 3 min- Weather song:
    - http://www.youtube.com/watch?v=LTXtSGf1VdY&list=PL1DB2735F9BA65C2D
  - 5-10 min- Observe and record weather in weather journals
    - Describe or draw weather today
    - One sentence predict weather for tomorrow
- Day 2
  - Science/Reading
    - 5min- Start KWL Chart about weather as large group on large paper. (KWL- What do students know, what do students want to learn, and what did students learn)
      - This will be hung up so all students have access to this throughout the unit.
      - Don’t do the Learn part until the end.
    - 2-5 min- Remind students how to read and take notes in a nonfiction informational book.
• A mini lesson prior to this unit on how to read and take notes on a nonfiction book is required.
• Students will use their science journals to take notes in.
  o Don’t forget to date.
• Writing
  ▪ 5 min - Demonstrate how to write page for book using information gathered.

EXPLORE

• Day 2 -
  o Before class
    ▪ Split up books for each group
      • Station one- Seasons
        o Basket A and Basket B
          ▪ Have these books in each: 2 Winter, 2 Summer, 2 Spring, 1 Fall, 3 All Seasons
        o Basket C- the sharing basket
          ▪ Has 1 Fall book
      • Station two- Types of Weather
        o Basket A and Basket B
          ▪ Have these books in each: 2 Wind, 1 Rain, 1 Storms, 3 Snow, 1 Cloud
        o Basket C- the sharing basket
          ▪ Will have 1 Wind, 1 Rain, and 1 Rainbow books.
      • Station three- All about Weather
        o Basket A and Basket B
          ▪ Have these book in each: 2 Weather
            • Students will partner read
        o Basket C- the sharing basket
          ▪ Has 1 Weather book
  o Science/Reading- 50-60 min
    ▪ Split students into 6 groups
      • 4 students to a group for a class of 24.
    ▪ Groups will go to stations
      • Two groups per station
      • The groups will take turns with the books
- 20 min- Read a book and take notes.
  - If finished early start a new book different type.
- 10 min- If groups get restless then give them a group discussion break to talk about what they have learned from their book.
- 20 min- Read a new book and take notes.

**EXPLAIN**

- Day 2
  - Writing- 30 min.
    - Groups at Station one will work on figuring out which types of weather go in each season (section of their book)
      - This is their brainstorming time
      - Figure out which chapter they are going to write and start writing.
        - Which they will read that book when it comes time to switch to station two.
      - After they are finished brainstorming they will work on the pictures of each type of weather and a picture for each season
        - These will be placed with each chapter and section.
    - Groups at Station two will work on their chapters
      - Each student will write a chapter
        - Example
          - One will do snow, another rain, another wind and another clouds
          - Then they can work together to write the ones about storms and rainbows or volunteer to write another.
    - Groups at Station three will work on their chapters more
      - Each student will pick a type of weather
        - Which they will read that book when it comes time to switch to station two.
      - They will then write a chapter like Station two groups

**ELABORATE**

- Day 2
  - 20 min- Each group will get to make a picture to match their part of their books using anything available in the arts and crafts bins.
• Station one groups will work on Section picture for which section they choice.
  • So each student will choice one season that they researched and design a picture for the book that matches that season.
• Station two groups will work on pictures for the chapter they are writing.
  • Or two pictures if doing two.
• Station three groups will work on Cover for the book
  • They will decide which one type of weather or one season they want to use.
  • They will then take turns creating the picture.
  o Example
    • One might draw the thunderstorm clouds
    • The next the lightning
    • The next the ground
    • The next the rain and sky

**EVALUATE**

• Days 2-5
  o Formative
    • Obj. Thunder and Lightning- Observe students writing in weather journals
    • Obj. Rain- Observe students writing their research information in their science journals.
    • Obj. Snow- Teacher - group conferences, Observe and Assist students in writing weather pattern descriptions and placing in correct seasons, and drawing a correct picture to match their descriptions.
    • Obj. Rainbow- observe them practicing for presentation and make sure all are participating.
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  - 5-10 min- Observe and record weather in weather journals
    - Describe or draw weather today
    - One sentence predict weather for tomorrow
- Day 3
  - Science
    - 5min - Anything to add to KWL chart
      - Don’t do the Learn part until the end.

EXPLORE

- Day 3
Science/Reading - 50-60 min
- Have students switch
- Groups will go to stations
  - Two groups per station
  - The groups will take turns with the books
- 20 min- Read a book and take notes.
  - If finished early start a new book different type.
- 10 min- If groups get restless then give them a group discussion break to talk about what they have learned from their book.
- 20 min- Read a new book and take notes.

writing

EXPLAIN

Day 3
- Writing
  - Have students switch stations
    - Station one to three, station two to one, station three to two
  - Groups at Station one will work on figuring out which types of weather go in each season (section of their book)
    - This is their brainstorming time
    - Figure out which chapter they are going to write and start writing.
      - Which they will read that book when it comes time to switch to station two.
    - After they are finished brainstorming they will work on the pictures of each type of weather and a picture for each season
      - These will be placed with each chapter and section.
  - Groups at Station two will work on their chapters
    - Each student will write a chapter
      - Example
        - One will do snow, another rain, another wind and another clouds
        - Then they can work together to write the ones about storms and rainbows or volunteer to write another.
  - Groups at Station three will work on their chapters more
    - Each student will pick a type of weather
Which they will read that book when it comes time to switch to station two.

- They will then write a chapter like Station two groups
  - When finished with chapter trade in group and edit.
  - If time start final copy.

**ELABORATE**

- Day 3
  - Students work on new station they switched to
  - 20 min- Each group will get to make a picture to match their part of their books using anything available in the arts and crafts bins.
    - Station one groups will work on Section picture for which section they choice.
      - So each student will choice one season that they researched and design a picture for the book that matches that season.
    - Station two groups will work on pictures for the chapter they are writing.
      - Or two pictures if doing two.
    - Station three groups will work on Cover for the book
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      - They will then take turns creating the picture.
        - Example
          - One might draw the thunderstorm clouds
          - The next the lightning
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**EVALUATE**

- Days 2-5
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    - Obj. Thunder and Lightning- Observe students writing in weather journals
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- Obj. Rainbow- SWBAT present their weather books in an appropriate fashion and listen politely to others.
  - Communication Arts Standards- Listening and Speaking- 1.A,B, 2.A

ENGAGE

- Days 2-5
  - 3 min- Weather song:
    - http://www.youtube.com/watch?v=LTXtSGf1VdY&list=PL1DB2735F9BA65C2D
  - 5-10 min- Observe and record weather in weather journals
    - Describe or draw weather today
    - One sentence predict weather for tomorrow
- Day 4
  - Science
    - 5 min- Anything to add to KWL chart
      - Don’t do the Learn part until the end.
  - Writing
    - How to put book together
      - Examples
        - Each section is a season
          - Inside each section is a chapter about each type of weather
• Each chapter must match correctly with each season and the same chapter information may be in more than one section.
  o Ex.
    ▪ Section spring, chapter thunderstorm
    ▪ Section fall, Chapter thunderstorm

• Each chapter must have a description of that type of weather and whether it is hot, warm or cold during that type of weather.
  o This is what will be taught during writing on day one.

  ▪ Presentations
    • Each person in group will read for the book your group wrote.

EXPLORE

• Day 4
  o Science/Reading- 50-60 min
    ▪ Have students switch stations
    ▪ Groups will go to stations
      • Two groups per station
      • The groups will take turns with the books
    ▪ 20 min- Read a book and take notes.
      • If finished early start a new book different type.
    ▪ 10 min- If groups get restless then give them a group discussion break to talk about what they have learned from their book.
    ▪ 20 min- Read a new book and take notes.

EXPLAIN

• Day 4
  o Writing- 30 min.
    ▪ Have students switch stations
      • The station they have not been to.
• Groups at Station one will work on figuring out which types of weather go in each season (section of their book)
  • This is their brainstorming time
  • Figure out which chapter they are going to write and start writing.
    • Which they will read that book when it comes time to switch to station two.
  • After they are finished brainstorming they will work on the pictures of each type of weather and a picture for each season
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• Groups at Station two will work on their chapters
  • Each student will write a chapter
    • Example
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• Groups at Station three will work on their chapters more
  • Each student will pick a type of weather
    • Which they will read that book when it comes time to switch to station two.
    • They will then write a chapter like Station two groups
  • Trade in group and edit the chapters.
  • If time start Final copy.

**ELABORATE**

• Day 4
  • Students work on new station they switched to
  • 20 min- Each group will get to make a picture to match their part of their books using anything available in the arts and crafts bins.
    • Station one groups will work on Section picture for which section they choice.
      • So each student will choice one season that they researched and design a picture for the book that matches that season.
    • Station two groups will work on pictures for the chapter they are writing.
• Or two pictures if doing two.
  ▪ Station three groups will work on Cover for the book
  • They will decide which one type of weather or one season they want to use.
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    ◦ Example
      ▪ One might draw the thunderstorm clouds
      ▪ The next the lightning
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**EVALUATE**

• Days 2-5
  ◦ Formative
    ▪ Obj. Thunder and Lightning- Observe students writing in weather journals
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ENGAGE

- Days 2-5
  - 3 min- Weather song:
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  - 5-10 min- Observe and record weather in weather journals
    - Describe or draw weather today
    - One sentence predict weather for tomorrow
- Day 5
  - Writing
    - Talk about presentation
      - How each students participates and listens
      - Remind to revise and start final draft

EXPLORE

- Day 5
Today Science and Reading will be last
- 10 min- Have students get into groups and practice reading their part to their group.
- 30-40 min- Present and answer questions
- 5-10 min- Finish KWL Chart

**EXPLAIN**

- Day 5
  - Writing will be first today
    - Finish final editing if needed
    - Finish final copy

**ELABORATE**

- Day 5
  - After writing
    - Students finish up pictures and final writing
    - Get book in order for binding.
    - Put in binder
      - Cover on outside front of binder
      - Put picture facing written section or chapter
        - Inside binder the pictures and final drafts will be in page protectors.
  - Example Below
    - Page one
    - Face page two
    - Picture for Section
    - Ex. Spring Picture
    - Page two
    - Face page one
    - back to page three
    - Title of Section
    - Ex. Spring
If finished early practice for presentation.

**EVALUATE**

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    - Obj. Rainbow- observe them practicing for presentation and make sure all are participating.
  - Summative
    - Obj. Thunder and Lightning- Look over weather journals to see if daily data was recorded and if a prediction sentence was made.
    - Obj. Rain- Check their science journals for recorded research information.
    - Obj. Snow- Students will turn in a group book with each weather pattern described in writing and illustrated and placed in the correct season.
    - Obj. Rainbow- Observe each group present their weather book in an appropriate fashion and listen politely to others.
MATERIALS/RESOURCES

- Days 2-5
  - Writing and drawing paper
  - Pencils
  - Art supplies
  - Large paper for KWL chart
  - Binders or staple pages together
  - Books on weather suggests below
    - These book are available at Parkview Elementary
  - Weather and Science Journals

ADAPTATIONS

- Days 2-5
  - Any kids struggling can partner read and note take.
  - They can also ask for my help.

NARRATIVE REFLECTION

- Days 2-5

With each question listed below be very thorough and descriptive in your response to explain how your lesson supports a constructivist approach.

- How will you incorporate prior knowledge of our students?
  - KWL Chart
- How will students be active learners?
  - Take notes and ask questions and research for the answers.
- How will students be creative learners?
  - Creating the book
- How will students be social learners?
  - Group work
## Seasons- Station 1

- **Winter**

<table>
<thead>
<tr>
<th><strong>Winter</strong></th>
<th>Whitehouse, Patricia</th>
<th>AR Quiz No. 65413 EN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This book is a simple description of the things which can be experienced in the winter.</strong></td>
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**Winter**  
**Klingel, Cynthia**  
**AR Quiz No. 48256 EN**

This book uses simple text to describe the season of winter, the changes the Earth goes through, and the effects that can be seen on plants, animals, and people. The coauthor is Robert B. Noyed.

**AR Quiz Availability:**  
Reading Practice

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<td>Wonder Books;</td>
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**Winter**  
**Herriges, Ann**  
**AR Quiz No. 108938 EN**

This book provides simple text and supportive images that introduce beginning readers to the characteristics of the season of winter.

**AR Quiz Availability:**  
Reading Practice

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Summer
Whitehouse, Patricia
AR Quiz No. 65412 EN
This book is a simple description of the things which can be experienced in the summer.
AR Quiz Availability: 
Reading Practice, Recorded Voice

ATOS Book Level: 1.8
Interest Level: Lower Grades (LG K-3)
AR Points: 0.5
Rating: ★★★★☆
Word Count: 298
Fiction/Nonfiction: Nonfiction
Topic - Subtopic: English in a Flash Recommended List, Library 2-Chapter 7, 95%; Seasons/Weather-Summer;
Series: Heinemann Read and Learn; Seasons (Heinemann);

Summer
Thayer, Tanya
AR Quiz No. 58945 EN
Simple text describes what happens in the summer.
AR Quiz Availability: 
Reading Practice, Recorded Voice
This book uses simple text to describe the season of summer, the changes the Earth goes through, and the effects that can be seen on plants, animals, and people. The coauthor is Robert B. Noyed.

**AR Quiz Availability:**
*Reading Practice*
Summer
Herriges, Ann
AR Quiz No. 108936 EN

This book provides simple text and supportive images that introduce beginning readers to the characteristics of the season of summer.

AR Quiz Availability:
Reading Practice

ATOS Book Level: 1.6
Interest Level: Lower Grades (LG K-3)
AR Points: 0.5
Rating: ★★★☆☆
Word Count: 206
Fiction/Nonfiction: Nonfiction
Topic - Subtopic: Science-Meteorology; Seasons/Weather-Summer;
Series: Blastoff! Readers; Seasons (Bellwether);

Spring
Thayer, Tanya
AR Quiz No. 58944 EN

Simple text describes what happens in the spring.

AR Quiz Availability:
Reading Practice, Recorded Voice

ATOS Book Level: 1.8
Interest Level: Lower Grades (LG K-3)
AR Points: 0.5
Rating: ★★★☆☆
Word Count: 240
### Spring

**Whitehouse, Patricia**  
**AR Quiz No. 65411 EN**

This book is a simple description of the things which can be experienced in the spring.

**AR Quiz Availability:**  
Reading Practice, Recorded Voice

- **ATOS Book Level:** 1.8  
- **Interest Level:** Lower Grades (LG K-3)  
- **AR Points:** 0.5  
- **Rating:** ★★★★☆

**Word Count:** 285

### Spring

**Herriges, Ann**  
**AR Quiz No. 108935 EN**

This book provides simple text and supportive images that introduce beginning readers to the characteristics of the season of spring.

**AR Quiz Availability:**  
Reading Practice

- **ATOS Book Level:** 1.8  
- **Interest Level:** Lower Grades (LG K-3)  
- **AR Points:** 0.5
Simple text and photographs describe the signs of spring.

**AR Quiz Availability:**
Reading Practice

- **ATOS Book Level:** 1.9
- **Interest Level:** Lower Grades (LG K-3)
- **AR Points:** 0.5
- **Rating:** ★★★★★
- **Word Count:** 262
- **Fiction/Nonfiction:** Nonfiction
- **Series:** Signs of the Seasons (ABDO); SandCastle;

**Autumn/Fall**

- **Fall**
  Whitehouse, Patricia
  AR Quiz No. 65403 EN

  This book is a simple description of the things which can be experienced in the autumn.

  **AR Quiz Availability:**
  Reading Practice, Recorded Voice

  **ATOS Book Level:** 1.9
Fall
Herriges, Ann
AR Quiz No. 108933 EN

This book provides simple text and supportive images that introduce beginning readers to the characteristics of the season of fall.

AR Quiz Availability:
Reading Practice

ATOS Book Level: 1.6
Interest Level: Lower Grades (LG K-3)
AR Points: 0.5
Rating: ⭐⭐⭐⭐
Word Count: 167
Fiction/Nonfiction: Nonfiction
Topic - Subtopic: English in a Flash Recommended List, Library 2-Chapter 15, 95%; Science-Meteorology; Seasons/Weather-Fall;
Series: Blastoff! Readers; Seasons (Bellwether);
Fall
Thayer, Tanya
AR Quiz No. 58939 EN

Simple text describes what happens in the fall.

AR Quiz Availability:
Reading Practice, Recorded Voice

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e. All Seasons

Watching the Seasons
Eckart, Edana
AR Quiz No. 87092 EN

Simple sentences tell about what happens in each season of the year.

AR Quiz Availability:
Reading Practice

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<td><strong>Season to Season</strong></td>
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<td>Price, Christine</td>
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<td>This book discusses the changing seasons and what each is like.</td>
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<td><strong>The Seasons</strong></td>
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<td>Cannon, Shannon</td>
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<td>This book discusses the seasons in an easy-to-read text that incorporates phonics instruction.</td>
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The simple text in this book describes the seasons, the changes they bring about, and the different ways that people enjoy them.
### Seasons of the Year

**Hall, Margaret**

**AR Quiz No. 108405**

This book provides simple text and photographs that describes why the seasons change and how seasons are a recurring pattern in nature.

**AR Quiz Availability:**
Reading Practice

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**Fiction/Nonfiction:** Nonfiction

**Topic - Subtopic:** Science-Nature; Seasons/Weather-Summer; Seasons/Weather-Fall; Seasons/Weather-Spring; Seasons/Weather-Winter;

**Series:** Pebble Plus; Patterns in Nature;

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### Seasons of the Year

**Kalinowski, Delphine**

**AR Quiz No. 52242**

This book is about the seasons.

**AR Quiz Availability:**
Reading Practice, Recorded Voice

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<td><strong>Series:</strong></td>
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- **Types of Weather - Station 2**
  - **Wind**

  **Wind**  
  Frost, Helen  
  AR Quiz No. 74848 EN

  Simple text and photographs present wind, how it is formed, and how it affects the Earth and people.

  **AR Quiz Availability:**  
  Reading Practice

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  **Wind**  
  Edison, Erin  
  AR Quiz No. 144681 EN

  Simple text and full-color photographs describe wind and how it affects weather.

  **AR Quiz Availability:**  
  Reading Practice

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This book describes the wind, how it is formed, and its effects on the world.

**AR Quiz Availability:**
Reading Practice

ATOS Book Level: 1.1
Interest Level: Lower Grades (LG K-3)
AR Points: 0.5
Rating: ⭐⭐⭐⭐
Word Count: 81

**Watching the Wind**
Eckart, Edana
AR Quiz No. 87095 EN

Simple text introduces facts about the wind.

**AR Quiz Availability:**
Reading Practice

ATOS Book Level: 1.7
Interest Level: Lower Grades (LG K-3)
AR Points: 0.5
It Is Windy
Doudna, Kelly
AR Quiz No. 62643 EN

This book is a very simple introduction to the characteristics of wind.

AR Quiz Availability:
Reading Practice

Rain
Herriges, Ann
AR Quiz No. 108924 EN

The simple text and supportive images in this book introduce beginning readers to the characteristics of rain.

AR Quiz Availability:
Reading Practice, Recorded Voice
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**Rain (Wonder Books)**
Flanagan, Alice K.
AR Quiz No. 67993 EN

This book describes rain, its characteristics, how it is formed, and its effects on the Earth.

AR Quiz Availability:
Reading Practice

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**It Is Raining**
Doudna, Kelly
AR Quiz No. 62639 EN

This book is a very simple introduction to the characteristics of rain.

**AR Quiz Availability:**
Reading Practice

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<td><strong>Series:</strong></td>
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**Rainbows**
Dwyer, Jacqueline
AR Quiz No. 45780 EN

This book describes what rainbows are made of, what colors they contain, and how readers can make rainbows of their own.

**AR Quiz Availability:**
Reading Practice

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<td>Series:</td>
<td>PowerKids Readers: Nature Books;</td>
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**Thunder and Lightning (Wonder Books)**  
Flanagan, Alice K.  
AR Quiz No. 67997 EN

This book describes thunder and lightning, what causes these phenomena, and what they can do to the Earth.

AR Quiz Availability:  
Reading Practice

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**Storms!**  
Editors of Time for Kids  
AR Quiz No. 110334 EN

This book describes different kinds of storms.

AR Quiz Availability:  
Reading Practice

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<td>Rating:</td>
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### d. Snow

**Snow**  
Herriges, Ann  
AR Quiz No. 108926 EN  

The simple text and supportive images in this book introduce beginning readers to the characteristics of snow.  

**AR Quiz Availability:** Reading Practice, Recorded Voice  

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<td>Rating:</td>
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<td>Topic - Subtopic:</td>
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<td>Series:</td>
<td>Blastoff! Readers; Weather (Bellwether);</td>
</tr>
</tbody>
</table>

**Snow (Wonder Books)**  
Flanagan, Alice K.  
AR Quiz No. 67994 EN  

This book describes snow, its characteristics, how it is formed, and what it does for the Earth.  

**AR Quiz Availability:** Reading Practice  

<p>| ATOS Book Level: | 1.5 |</p>
<table>
<thead>
<tr>
<th><strong>Interest Level:</strong></th>
<th>Lower Grades (LG K-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AR Points:</strong></td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Rating:</strong></td>
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<tr>
<td><strong>Word Count:</strong></td>
<td>105</td>
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<tr>
<td><strong>Fiction/Nonfiction:</strong></td>
<td>Nonfiction</td>
</tr>
<tr>
<td><strong>Topic - Subtopic:</strong></td>
<td>English in a Flash Recommended List, Library 2-Chapter 13, 95%; Family Life-Reading; Seasons/Weather-Snow;</td>
</tr>
<tr>
<td><strong>Series:</strong></td>
<td>Wonder Books;</td>
</tr>
</tbody>
</table>

**Snowflakes**  
**Rustad, Martha E.H.**  
**AR Quiz No. 123657 EN**

This book uses simple text and photographs to present snowflakes.

**AR Quiz Availability:**  
Reading Practice

<table>
<thead>
<tr>
<th><strong>ATOS Book Level:</strong></th>
<th>1.4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest Level:</strong></td>
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</tr>
<tr>
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<td>Nonfiction</td>
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<tr>
<td><strong>Topic - Subtopic:</strong></td>
<td>English in a Flash Recommended List, Library 3-Chapter 13, 95%; Seasons/Weather-Winter;</td>
</tr>
<tr>
<td><strong>Series:</strong></td>
<td>Pebble Plus; All About Winter;</td>
</tr>
</tbody>
</table>

**Learning About Snow**  
**Smith, Kathy**  
**AR Quiz No. 42711 EN**

This book describes snow.

**AR Quiz Availability:**  
Reading Practice, Recorded Voice
<table>
<thead>
<tr>
<th>ATOS Book Level:</th>
<th>1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest Level:</td>
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</tr>
<tr>
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<td>Topic - Subtopic:</td>
<td>English in a Flash Recommended List, Library 2-Chapter 11, 95%; Seasons/Weather-Snow;</td>
</tr>
<tr>
<td>Series:</td>
<td>Real Readers (Rosen);</td>
</tr>
</tbody>
</table>

**The Magic School Bus Lost in the Snow**  
Cole, Joanna  
AR Quiz No. 105780 EN

Climb on the Magic School Bus with Ms. Frizzle and her class and learn about winter weather.

AR Quiz Availability:  
Reading Practice

<table>
<thead>
<tr>
<th>ATOS Book Level:</th>
<th>1.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest Level:</td>
<td>Lower Grades (LG K-3)</td>
</tr>
<tr>
<td>AR Points:</td>
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<td>Topic - Subtopic:</td>
<td>Adventure-Travel; Seasons/Weather-Snow;</td>
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<tr>
<td>Series:</td>
<td>Magic School Bus;</td>
</tr>
</tbody>
</table>
I Am Snow
Marzollo, Jean
AR Quiz No. 58768 EN

This book explains what snow is and what can be done with it.

AR Quiz Availability:
Reading Practice

<table>
<thead>
<tr>
<th>ATOS Book Level:</th>
<th>1.2</th>
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<tbody>
<tr>
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<td>English in a Flash Recommended List, Library 1-Chapter 10, 95%; Seasons/Weather-Snow;</td>
</tr>
<tr>
<td>Series:</td>
<td>Hello Reader! Science; Hello Reader! Level 1;</td>
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</tbody>
</table>

e. Cloudy

It Is Cloudy
Doudna, Kelly
AR Quiz No. 62638 EN

This book is a very simple introduction to the characteristics of clouds.

AR Quiz Availability:
Reading Practice

<table>
<thead>
<tr>
<th>ATOS Book Level:</th>
<th>1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest Level:</td>
<td>Lower Grades (LG K-3)</td>
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<td>0.5</td>
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<td>Topic - Subtopic:</td>
<td>English in a Flash Recommended List, Library 2-Chapter 15, 95%; Seasons/Weather-Misc./Other;</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Series:</td>
<td>SandCastle; Weather (ABDO);</td>
</tr>
</tbody>
</table>
| **Clouds (Wonder Books)** | Flanagan, Alice K.  
AR Quiz No. 67983 EN |
| **This book describes the three main types of cloud formations and how they appear.** | |
| **AR Quiz Availability:** | Reading Practice, Recorded Voice |

<table>
<thead>
<tr>
<th><strong>ATOS Book Level:</strong></th>
<th>1.7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest Level:</strong></td>
<td>Lower Grades (LG K-3)</td>
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<tr>
<td><strong>AR Points:</strong></td>
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<tr>
<td><strong>Rating:</strong></td>
<td>★★★½</td>
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<tr>
<td><strong>Word Count:</strong></td>
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<tr>
<td><strong>Fiction/Nonfiction</strong></td>
<td>Nonfiction</td>
</tr>
<tr>
<td><strong>Topic - Subtopic:</strong></td>
<td>English in a Flash Recommended List, Library 2-Chapter 12, 95%; Family Life-Reading; Seasons/Weather-Misc./Other;</td>
</tr>
<tr>
<td><strong>Series:</strong></td>
<td>Wonder Books;</td>
</tr>
</tbody>
</table>
The concepts of seasons and weather are introduced to young readers through simple text and illustrations.

**AR Quiz Availability:**
Reading Practice, Recorded Voice

---

This book explains the different types of weather conditions.

**AR Quiz Availability:**
Reading Practice
What Will the Weather Be?
Cox, Diane
AR Quiz No. 50374 EN

This book shows what the weather is like in the different seasons.

**AR Quiz Availability:**
Reading Practice

<table>
<thead>
<tr>
<th>ATOS Book Level</th>
<th>1.6</th>
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</thead>
<tbody>
<tr>
<td>Interest Level</td>
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<td>0.5</td>
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<tr>
<td>Rating</td>
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<td>Word Count</td>
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<tr>
<td>Fiction/Nonfiction</td>
<td>Nonfiction</td>
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</table>

Watching the Weather
Eckart, Edana
AR Quiz No. 87094 EN

This book presents a simple introduction to how weather changes and how meteorologists forecast the weather.

**AR Quiz Availability:**
Reading Practice

| ATOS Book Level | 1.3 |
**Interest Level:** Lower Grades (LG K-3)  
**AR Points:** 0.5  
**Rating:** ★★★★☆  
**Word Count:** 113  
**Fiction/Nonfiction:** Nonfiction  
**Topic - Subtopic:** English in a Flash Recommended List, Library 2-Chapter 15, 95%; Science-Meteorology; Seasons/Weather-Misc./Other;  
**Series:** Watching Nature; Welcome Books;  

**Watching the Weather**  
Freeman, Marcia  
AR Quiz No. 77746 EN  
This book discusses what the weather is like in each season of the year.  
**AR Quiz Availability:** Reading Practice  
**ATOS Book Level:** 1.3  
**Interest Level:** Lower Grades (LG K-3)  
**AR Points:** 0.5  
**Rating:** ★★★★☆  
**Word Count:** 152  
**Fiction/Nonfiction:** Nonfiction  
**Topic - Subtopic:** English in a Flash Recommended List, Library 3-Chapter 13, 95%; Science-Meteorology; Science-Nature; Seasons/Weather-Misc./Other; Discovery Links Science-Early;  
**Series:**  

![Watching the Weather book cover]
<table>
<thead>
<tr>
<th>Category</th>
<th>Good</th>
<th>Okay</th>
<th>Bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Rough Draft</td>
<td>Turning in rough draft and Science Journal with research on 6 books</td>
<td>Turned in rough draft and science journal with research on 4 or less books</td>
<td>Did not turn in rough draft or science journal or did no research in science journal</td>
</tr>
<tr>
<td>Conventions</td>
<td>Every sentence starts with a capital letter and ends with a period. And known words and important words from research books (ex. Snow, Rain, etc.) are spelled correctly.</td>
<td>Most sentences start with a capital letter and ends with a period. And most known words and important words from research books are spelled correctly.</td>
<td>Few or no sentences start with a capital letter and ends with a period. And few or no known words and important words from research books are spelled correctly.</td>
</tr>
<tr>
<td>Neatness</td>
<td>Written and illustrated pages are neat and legible.</td>
<td>Written and illustrated pages have a few smudges marks or are a little sloppy.</td>
<td>Written and illustrated pages are sloppy and illegible or picture does not match written page.</td>
</tr>
<tr>
<td>Group participation</td>
<td>Participated in research, writing, drawing, and presentation.</td>
<td>Participated in two of the four parts.</td>
<td>Did not participate at all.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Spoke clearly and listened well to other groups.</td>
<td>Mumbled and listened most of the time.</td>
<td>Mumbled and disrupted other during presentation.</td>
</tr>
</tbody>
</table>
LESSON OBJECTIVES

Lesson Objectives:

- Obj. Tornado- SWBAT identify the weather pattern tornado and describe what to do during that time.
  - GLE- 5.2.F.d

ENGAGE

- Day 6
  - 5-10 min- Watch Tornado video to see destruction
  - 5 min- Discussion
    - This type of weather is scary what can you do to protect yourself during a tornado.
    - We are going to make a safety book.

EXPLORE

- 20-30 min- Go on WizKids.com and research about tornados
  - Research Page

EXPLAIN

- 10 min- discussion
  - What to put in the book.
    - Tornado watch and warning
    - What to do during
    - Safety kit checklist
    - Floor plan where you will go during a tornado warning
    - Other ideas from students

ELABORATE

- 30-50 min- Make books
  - Use art supplies for floor plan
  - Call students up one by one to make floor plan.
**EVALUATE**

- Formative
  - Discussion with students to see if they understand what to do during tornado.
- Summative
  - Students identified the weather pattern tornado and described what to do during that time.

**MATERIALS/RESOURCES**

- WizKids.com
- Tornado research page
- Paper
- Art supplies
- Computer

**ADAPTATIONS**

- If your group can’t find one ask another group or teacher.
- Ask parents to make a floor plan of house.

**NARRATIVE REFLECTION**

With each question listed below be very thorough and descriptive in your response to explain how your lesson supports a constructivist approach.

- How will you incorporate prior knowledge of our students?
  - Floor Plan of their house
- How will students be active learners?
  - Take notes and ask questions and research for the answers.
- How will students be creative learners?
  - Creating safety book
- How will students be social learners?
  - Group work
**Bonus Research Page- Key**

Fill in the blanks from the Wizkids website.

**Tornado Safety**

Tornado watch means *tornadoes* are possible in your *area*. Stay tuned to the radio or *television* news.

Tornado warning means a *tornado* is either on the *ground* or has been detected by *Doppler* radar. Seek shelter immediately!

**Before a tornado**

- Have a disaster *plan*.
- Make sure you know which *county* you live in.
- Prepare a disaster supplies *kit* for your home and car.
  - Include a first aid *kit*, canned food and a *can* opener, bottled *water*, battery-operated *radio*, flashlight, protective clothing and written instructions on how to *turn* off electricity, gas and *water*.

**During a tornado**

- Go to the *basement*.
- If you don’t have a *basement*, go to an interior *room* without windows on the lowest *floor* such as a bathroom or *closet*.
- If you live in a mobile *home* get *out*. They offer little protection against *tornadoes*.
- Get out of automobiles. Do not try to out run a *tornado* in your *car*.
- If you’re outside, go to a *ditch* or low lying area and lie *flat* in it.
- Stay away from fallen *power* lines and stay out of damaged *areas*. 

After a tornado

- Stay indoors until it is safe to come out.
- Check for injured or trapped people, without putting yourself in danger.
- Watch out for downed power lines.
- Use a flashlight to inspect your home.

Now that you are finished with your research make a check list of supplies you need for tornado safety.

Next, make a floor plan of your house to show where to go for safety during a tornado. Start at your room and go to safety.

This is made into a book called my tornado safety plan.
Tornado Safety

Tornado watch means __________ are possible in your ______. Stay tuned to the radio or ________________ news.

Tornado warning means a __________ is either on the __________ or has been detected by ______________ radar. Seek shelter ______________!

Before a tornado

- Have a disaster __________.
- Make sure you know which ________________ you live in.
- Prepare a disaster supplies ______ for your home and car.
  - Include a first aid ________, canned food and a ______ opener, bottled ____________, battery-operated ___________, flashlight, protective clothing and written instructions on how to ________ off electricity, gas and ______________.

During a tornado

- Go to the _________________.
- If you don’t have a ________________, go to an interior ________ without windows on the lowest ____________ such as a bathroom or __________.
• If you live in a mobile __________ get ________. They offer little protection against ____________________.
• Get out of automobiles. Do not try to outrun a ______________ in your ______.
• If you’re outside, go to a ______________ or low lying area and lie ______ in it.
• Stay away from fallen __________ lines and stay out of damaged ________.

After a tornado

• Stay indoors until it is ______________ to come ____________.
• Check for injured or trapped ______________, without putting yourself in ____________.
• Watch ________ for downed ______________ lines.
• Use a flashlight to inspect your ________________.

Now that you are finished with your research make a check list of supplies you need for tornado safety.

Next, make a floor plan of your house to show where to go for safety during a tornado. Start at your room and go to safety.

This is made into a book called my tornado safety plan.
Grading Scale: Tornado Safety Book

- Filled out research page - 5pt
- Copied requested information - 5pt
- Made floor plan safety map – 5pt
LESSON OBJECTIVES

Lesson Objectives:

- Obj. Wind- SWBAT speak clearly when sharing ideas and asking questions in small and large groups with 100% accuracy.
  - Communication Arts Standards- Listening and Speaking 2.A
- Obj. Hurricane- SWBAT identify weather patterns relationships between observed weather data and weather phenomena with 90% accuracy.
  - Science GLE- 5.2.F.d

ENGAGE

- Day 7
- Objective Hurricane- Students will look at pictures and decide what weather pattern it is by using prior and learned knowledge.
- Students will watch short clips on severe weather
  - Hurricane Katrina and Sandy
  - Flood in Chicago and in Midwest
    - http://youtu.be/nEqQoY_X8nU
    - http://youtu.be/zduxIj2_drl
  - Hail

EXPLORE

- Objective Hurricane- Students will identify the weather through words as they look at each picture.

EXPLAIN

- Objective Hurricane- students will express why or how they came to their conclusion through their writing.
- Objective Wind- Students will discuss their view of each weather patterns during large group meeting.
ELABORATE

- Objective Wind - Students will express their views of each photo in a respectful and informative manner. They will also be able to ask fellow classmates questions about how they came to their concussion.
- Objective Hurricane - Student will express which season they believe each weather pattern falls in.

EVALUATE

- Over all this Virtual Field Trip is an assessment of the full unit.
- Objective Hurricane - SWBAT identify weather patterns relationships between observed weather data and weather phenomena with 90% accuracy.
- Objective Wind - SWBAT speak clearly when sharing ideas and asking questions in small and large groups with 100% accuracy.

MATERIALS/RESOURCES

- Weather Photos - nationalgeographic.com
- Weather Patterns Knowledge Sheet
- Smart board or a way to get it from the computer to where they can view it.
- Video links from Nationalgeographic.com and youtube.com

ADAPTATIONS

- If a smart board is unavailable the students can go to a computer in small groups and go through the photos in a PowerPoint.
- Students who need help with writing are encouraged to spell words to the best of their ability and a word bank is provided on the top of their weather patterns sheet to help as well.

NARRATIVE REFLECTION

- Students are encouraged to use their prior knowledge as well as what they have learned to make an educated decision about the weather pattern and time of the year they believe it is in each picture.
• Students will be active learners because this step will strengthen their analyzing process to help them further determine the weather for their daily weather journals they are doing.
• Most pictures are open for interpretation as to which weather pattern it could be. They have to use more of a prediction and explanation to answer these.
• They will also be sharing their information with the class and asking questions of other students’ information to make deeper conversation.
<table>
<thead>
<tr>
<th>Rubric for Virtual Field Trip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Weather Pattern</strong></td>
</tr>
<tr>
<td><strong>Time of Year</strong></td>
</tr>
<tr>
<td><strong>Why</strong></td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
</tr>
</tbody>
</table>
Classify the Weather Pattern

Directions: After looking at each picture write down which type of weather you think the picture represents and what time of the year you expect to see that type of weather. Also tell me why you think that picture represents that type of weather and that time of year. Use what you know and what you have learned through our unit to make your decision. The word bank below is for help spelling and if you do not see the pattern you are thinking of you can write your ideas.

<table>
<thead>
<tr>
<th>Word Bank or Your Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thunderstorm</td>
</tr>
<tr>
<td>Partly Cloudy</td>
</tr>
<tr>
<td>Down Pour</td>
</tr>
</tbody>
</table>

1. _____________________________________________________________
   _____________________________________________________________

2. _____________________________________________________________
   _____________________________________________________________

3. _____________________________________________________________
   _____________________________________________________________

4. _____________________________________________________________
   _____________________________________________________________