Student: Kaleigh Narracci Date: 2/7/12

Grade: 6 & 7 Topic: Severe Weather: Thunderstorms Content Area: Science

**Instructional Objective**

Objective: After the completion of a class discussion on thunderstorms, the students will be able to list facts that they learned about thunderstorms in the “What I Learned” section of a KWL chart. The students will be able to list at least two facts about thunderstorms that they learned during the lesson.

**Standards and Indicators**

NYS Science Learning Standard #4:

The Physical Setting: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Key Idea #2.2p/ P.S. 2.2p:

Students should develop an understanding of Earth as a set of closely coupled systems. The concept of systems provides a framework in which students can investigate three major interacting components: lithosphere, hydrosphere, and atmosphere. Processes act within and among the three components on a wide range of time scales to bring about continuous change in Earth’s crust, oceans, and atmosphere.

Hazardous weather conditions include thunderstorms, tornadoes, hurricanes, ice storms, and blizzards. Humans can prepare for and respond to these conditions if given sufficient warning.

Indicator:

This will be evident when the students are able to list facts that they learned about thunderstorms in the “What I Learned” section of a KWL chart.

General Skills:

Students will follow safety procedures in the classroom and laboratory.

Indicator:

This will be evident when the students are able to list facts that they learned about thunderstorms in the “What I Learned” section of a KWL chart.

**Motivation**

The students will listen to a story about a sudden thunderstorm waking them up at night.

**Materials**

* SMART Board
* Laptop
* Thunderstorm clip
* Post-Its
* Pens/Markers
* KWL chart
* Homework worksheet about Thunderstorms

**Strategies**

KWL Chart: A KWL chart is asking the students to assess prior knowledge, let the teacher know what they want to learn, and shows what they did learn. It asks the students to write down what they already know, then to state what they would like to learn prior to the lesson. After the lesson is complete it asks students to present what they learned. This information is placed on a graphic organizer.

Story Strategy: the teacher will have the class close their eyes and will read a descriptive story to them. After the story, the teacher asks the students what they felt, smelled, tasted, saw and heard. It is used as a motivation tool.

Direction Instruction: the teacher will deliver notes on thunderstorms to the class.

**Adaptations**

The child with noise sensitivity will receive advanced notice about a thunderstorm sound clip being used during the Story Strategy.

**Differentiation of Instruction**

Tier 1: The students will be able to list facts that they learned about thunderstorms in the “What I Learned” section of a KWL chart using the notes they took from class.

Tier 2: The students will be able to list facts that they learned about thunderstorms in the “What I Learned” section of a KWL chart.

Tier 3: The students will be able to list facts that they learned about thunderstorms in the “What I Learned” section of a KWL chart and write a paragraph on lightning and the damages it can cause.

**Developmental Procedures**

* The students will listen to the story and then discuss what they sensed during the story. *(What did you see? Hear? Feel? Taste? Smell?)*
* The students will complete the K and W sections of the KWL Chart. *(What do you already know about thunderstorms? How do you know that? What else would you like to know about thunderstorms?)*
* The students will receive the notes on thunderstorms. *(What type of cloud is associated with a thunderstorm? What type of front? What is lightning? Thunder? What did you think it was?)*
* The students will complete the L section of the KWL Chart. *(What did you learn? Is that completely different than what you originally thought? How did this change your view of thunderstorms?)*

**Assessment**

The students will be able to list facts that they learned about thunderstorms in the “What I Learned” section of a KWL chart. The students will be able to list at least two facts about thunderstorms that they learned during the lesson.

**Independent Practice**

For homework, the students will complete a worksheet on thunderstorms.

**Follow-Up: Direct Teacher Intervention and Academic Enrichment**

Direct Teacher Intervention: The student, under direct intervention with the teacher, will watch the BrainPop video on thunderstorms together and complete the review activities.

Academic Enrichment: The students will write a narrative on one time in their life when they encountered a thunderstorm.

**Teacher References**

*Brainpop video on thunder*. [Web Video]. Retrieved from http://www.brainpop.com/science/weather/thunderstorms/

Bunch, B., & Branca, B. (1987). *Globe earth science*. (2nd ed.). Englewood Cliffs, NJ: Globe Book Company.

Daniel, Rillero, Snyder, & Zike, (2007). *Glencore science: New york science*. New York, NY: McGraw-Hill Education.

Denecke, E. (2008). *Let's review: Earth science the physical setting*. (3rd ed.). Whitestone, NY: Barron's.