Name: Evyn Graham_____

Tornado Lesson Plan

Lesson Segment Focus: Tornado_____ Lesson _____4_____of____6_____

Course & topic addressed : Weather Patterns - Tornadoes_____ Date: 10/28/19_____ Grade: 2nd_____

Student Outcomes

Specific learning objectives for this lesson.	Understand the following: -how tornadoes are created -what do tornadoes do -when do tornadoes stop Students will have successfully understood the lesson if they can answer these questions.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will need to have already completed previous lessons on regular weather patterns. This could be lessons 1, 2, or 3 of 6. These lessons will include vocab about condensation, the rain cycle, and other regular weather patterns before moving on to irregular weather patterns.
Knowledge of students background (personal, cultural, or community assets)	Understanding on weather in their daily lives. Students could never have experienced a tornado if they had just moved from a different region of the country. Ask the students about their previous knowledge of tornadoes.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	**Science** - Earth's Systems: Processes that Shape the Earth: **2-ESS1-1** Use information from several sources to provide evidence that Earth events can occur quickly or slowly. **ESS1.C: The History of Planet Earth** Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1) **Math** - Measurement and Data: Represent and interpret data**: AR.Math.Content.2.MD.D.9** - Generate data from multiple measurements of the same object & **AR.Math.Content.2.MD.D.10** - Draw a picture graph and a bar graph, with single-unit scale, to represent a data set with up to four categories - Operations and Algebraic Thinking: Understand properties of multiplication and the relationship between multiplication and division: **AR.Math.Content.3.OA.B.5** - Apply properties of operations as strategies to multiply and divide.

Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	First, students will hear these vocab words throughout the video played at the beginning of the lesson. Second, the students will be reminded of the words and extend their knowledge by discussing them further after the video is over. Students who are at different academic levels can speak to their neighbor about a specific word or concept. This will help incorporate their learning ability without feeling as though they will be embarrassed for not understanding completely.

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	**Tornado** **Supercells** **Natural Disaster** **Condition** **Condensation**

Materials

Materials needed by teacher for **this lesson**.	Computer and projector, charts premade and copied for students, tornado data chart and graphs premade and prepared to put on projector or smartboard, questions printed off for each student to complete
Materials needed by students for **this lesson**.	Pencil, ipad

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10	**Introduction**:	

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
		Begin the lesson by watching a video all about tornadoes. Many students are scared of tornadoes. They should be, but they also need to understand what they really are. Understanding what a tornado is can help students deal with their fear a bit better. Before watching the video, tell the students to come up with at least 1 fact about tornadoes to turn in at the end of class. https://www.youtube.com/watch?v=lmWh9jV_1ac Discuss the vocab words listed above, and how they were used throughout the video.
25-30 min	**Instruction:**	After watching the video, ask a few students to share their fact they learned about tornadoes. (2 min) Activity: Creating a data chart for the number of Tornadoes each month of 2018 in AR, OK, and TX. Group the students into teams. Each team should have 4 students. For each team, there will be 3 researchers and 1 secretary. The researchers will search the internet on their iPad in order to find the number of tornadoes each month in 2018 in each state. Each researcher will have a different state to research. The secretary will be recording the findings of the researcher in the chart provided. (15 min) Once all the team are finished researching, have each team discuss and answer the following questions: (10 min) -What state had the most tornadoes in 2018? -What month had the most tornadoes in all 3 states? -What is the average number of tornadoes for all 3 states? -What is the average number of tornadoes for the months of May and October.
10 min	**Closure:**	There is a premade chart made my Ms. Evyn. There are also graphs included. Put this up on the projector or smart board, and discuss the graphs and the charts with the students. Have them discuss if their numbers/findings are different in any way. Have students turn in their charts, their questionnaire sheet, and their fact about tornadoes.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students who get distracted easily can watch the video on their own iPad with their own headphones again after watching it with the class. This was they are able to be involved with the class discussion, but also are able to get the extra time to learn. ESL students can be helped in the same way. After watching and listening with their class the first time, they could watch a tornado video in their primary language to ensure understanding.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	During the activity, each student has a specific job. This teaching strategy is one that is great for having all kids getting what they need. The teacher needs to be walking around and helping the students if they are struggling to get started on their project.

Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	

Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx; http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf;

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