

## **LESSON PLAN 1: What are some famous hurricanes?**

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**Grade Level/Subject:** 5<sup>th</sup> Grade – Science

### **Prerequisite Knowledge:**

- Students should know the general idea of what a hurricane is.
- Students should know how to use a computer to conduct a research.

**Approximate Time:** ~ 55 min

### **Student Objectives/Student Outcomes:**

Students will be able to:

- Describe a variety of famous hurricanes
- Work in groups cooperatively

### **Learning Objectives for EL Learners:**

Students will be able to:

- Identify famous hurricanes from their native countries.

### **Modifications for EL Learners:**

- We will provide websites that are in their language so that they are able to research with their peers while comprehending the information. We will show the students how to research before they are on their own. We will also provide guidelines on how to use the computer for a research so that EL Learners can understand it. They wouldn't be required to present it but then we might include them in a group to participate on creating a poster.

### **Content Standards:**

- **11.A.2c** Construct charts and visualizations to display data.
- **11.A.2e** Report and display the results of individual and group investigations.
- **13.B.2e** Explain how technology is used in science for a variety of purposes.
- **5. A.2b** Organize and integrate information from a variety of sources.
- **5.B.2b** Cite sources used.
- **5.C.2b** Prepare and deliver oral presentations based on inquiry or research.

### **Materials/Resources/Technology:**

- Pencil
- Markers
- Poster (1 per group)
- Computer with internet access (1 per group)
- Library or books on the famous hurricanes
- "Famous Hurricanes" worksheet

## Implementation:

Time	
15 min	Opening of lesson: (Objectives, hook, behavior expectations) <ul style="list-style-type: none"><li>- “What are some famous hurricanes that you have heard about?”</li><li>- “What were the effects from the hurricanes?”</li><li>- Assign students into groups of 3</li><li>- Have the students choose one hurricane to conduct a research and present.</li><li>- Assign a computer per group.</li></ul>
35 min	Procedures: Include critical thinking questions and accommodations for individual needs <ul style="list-style-type: none"><li>- Have the students research about the hurricane they have chosen using the books provided and the computer.</li><li>- Have the students answer the questions from the worksheet.</li><li>- After research, the students should organize their information to put on the poster.</li><li>- “Write what you want to present on the poster and you can decorate it until we are all ready to present.”</li></ul>
15 min	Summary/Closing: <ul style="list-style-type: none"><li>- Have students present their posters to the class. After each presentation, there will be Q &amp; A time where the class can ask the students one or two questions about the hurricane they have picked.</li><li>- After everyone is done presenting, we will talk about how different hurricanes have different effects and we will learn more in depth about throughout the unit.</li></ul>
	Student Assessment: <ul style="list-style-type: none"><li>- The teacher will grade the students on their posters and the worksheet to see if they have answered all of the questions.<ul style="list-style-type: none"><li>o Identification of the correct hurricane (location, date)<ul style="list-style-type: none"><li>▪ Response of the civilians during and after</li><li>▪ Damage level</li></ul></li></ul></li></ul>

## **“Famous Hurricane”**

*Direction: Here are the questions you need to answer with your group.*

- 1) What is the name of the hurricane?
  
- 2) How did the hurricane get its name?
  
- 3) When and where did this hurricane occur?

4) How severe was the hurricane?

5) What damages did it cause? Short-term? Long-term?

6) Any interesting fact about this hurricane?