

LESSON PLAN 2: What makes up a hurricane?

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Grade Level/Subject: 5th Grade – Science

Prerequisite Knowledge:

- Students should know what famous hurricanes are and the effects.
- Students should know how hurricanes look.
- 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:

- Distinguish the parts of hurricanes and label the model correctly
- Work in groups cooperatively
- Revise their initial thoughts to fit in newly learned information.

Learning Objectives for EL Learners:

Students will be able to:

- Classify the different parts of the hurricanes and label the model in their language and in English.

Modifications for EL Learners:

- We will provide bilingual websites or books that have pictures of the different parts of the hurricanes in their language. We will provide a sample work of what we expect the model to look like. We will have the EL Learners label the parts in their language and practice writing in English. They can present their models in their native language and be assessed on the correct labels in their native language and/or English.

Content Standards:

- **11.A.2e** Report and display the results of individual and group investigations.
- **12.E.2b** Describe and explain short-term and long-term interactions of the Earth's components (e.g., earthquakes, types of erosion)

Materials/Resources/Technology:

- Journal
- Pencil
- Computer with internet access (1 per group)
- Funnel (1 per group)
- Post-it notes (1 pack per group)

Implementation:

Time

10 min	Opening of lesson: (Objectives, hook, behavior expectations) <ul style="list-style-type: none">- Assign students into groups of 3- Ask students to write an initial response to “What makes up a hurricane?”- Have the students discuss with their groups.
30 min	Procedures: Include critical thinking questions and accommodations for individual needs <ul style="list-style-type: none">- Present a funnel to the students and tell them that it represents the general shape of a hurricane. (“What does this part of the funnel represent on a hurricane? What is the purpose of each part of the hurricane?”)- “You guys will research the different components of a hurricane and the importance of each components.”- Have the students take notes on the journals.- After research, have the students label the funnel correctly using post-it notes.
15 min	Summary/Closing: <ul style="list-style-type: none">- Have students present their models to the class.- Allow students to revise their models and initial response based on other students’ models and the new information they have learned.
	Student Assessment: <ul style="list-style-type: none">- The teacher will grade the students on their models to see if they are correctly labeled.<ul style="list-style-type: none">o Correctly identified each part of the funnel compared to a hurricane and then relate it to an actual picture of a hurricaneo Correct description of the importance and the purpose of each part of the hurricane