

LESSON PLAN 3: How are hurricanes formed? How do you determine its severity?

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Date: October 17, 2011

Grade Level/Subject: 5th Grade – Science

Prerequisite Knowledge:

- Students should know the parts of hurricanes.

Approximate Time: ~ 55 min

Student Objectives/Student Outcomes:

Students will be able to:

- Describe how hurricanes are formed
- Determine the severity of different hurricanes
- Describe the different steps leading up to the formation of a hurricane

Learning Objectives for EL Learners:

Students will be able to:

- Sort pictures of how hurricanes are formed in order

Modifications for EL Learners:

- We will provide bilingual resources about how the hurricanes are formed. We will make picture cards that are identical to the resources they are using so that they are more familiar with the pictures. They will place the pictures in order. Instead of having them write an explanation for each card, they will number them to show the order.

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.
- **11.A.2d** Use data to produce reasonable explanations
- **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:

- Picture Cards (1 per group)
- Writing Utensils
- Posters
- Computers
 - o Given website:
<http://www.teachersdomain.org/resource/ess05.sci.ess.wateyc.hurrlife/>

Implementation:

Time	
15 min	<p>Opening of lesson: (Objectives, hook, behavior expectations)</p> <ul style="list-style-type: none">- Ask, "How are hurricanes formed? Do you think different hurricanes have different level of effect? Do hurricanes form frequently?"- Assign students into groups of 3- Have each group pick up a baggie of pictures.- Have students place the pictures in order of how they think it is formed using only their background knowledge.
35 min	<p>Procedures: Include critical thinking questions and accommodations for individual needs</p> <ul style="list-style-type: none">- Have students explain how they think hurricanes are formed using their picture cards. ("How did you come up with resolution?")- Have the students go on the given website to look at the video of how hurricanes are formed ("How did your initial response differ from the video? Did you have to change anything?")- Using the information they have found have the students rearrange the picture cards and write down the explanations to their new order on the post it note.
15 min	<p>Summary/Closing:</p> <ul style="list-style-type: none">- Have students present their posters to the class. The students will discuss how their initial response changed and why they changed it.- At the end, we will talk about how even though hurricanes are different, they are formed similarly and how we need to consider this into our final unit project.
	<p>Student Assessment:</p> <ul style="list-style-type: none">- The teacher will grade the students on picture cards and their explanation.<ul style="list-style-type: none">o Correct order of the picture cardso Correct labels of explanations for each picture cards