

## **LESSON PLAN 4: Response & Reaction (Evacuation)**

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

### **Prerequisite Knowledge:**

- Students should know the famous hurricanes and the effects of it.
- Students should know the components of a hurricane
- Students should know what causes hurricanes.
- Students should know the different levels of severity of hurricanes.
- Students should be able to research using a computer.

**Approximate Time:** ~ 55 min

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

Students will be able to:

- Explain how evacuation plans are created.
- Create their own evacuation plans using models.

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

Students will be able to:

- Produce a model city and the evacuation plan

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

- We will provide a model of an evacuation plan to provide a visual guidance. We will have the EL Learners be included in an English-speaking group. Instead of having them write an evacuation plan, we will have them draw their plan and use hand gestures to explain it.

### **Content Standards:**

- **11.B.2a** Identify a design problem and propose possible solutions.
- **11.B.2b** Develop a plan, design and procedure to address the problem identifying constraints (e.g., time, materials, technology).
- **11.B.2c** Build a prototype of the design using available tools and materials

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

- Journals
- Pencil
- Lego (Enough to have each group build a city.)
- Computers with internet access (1 per group)

### **Implementation:**

Time

10 min	<p>Opening of lesson: (Objectives, hook, behavior expectations)</p> <ul style="list-style-type: none"> <li>- Ask, "Do you know anyone that has an evacuation plan for hurricanes? If yes, how did they create it?"</li> <li>- Have students sit with their group.</li> <li>- Ask students to write an initial response to "How do people create evacuation plans? What are some things that needs to be considered into when creating an evacuation plan?"</li> <li>- Have the students discuss with their groups.</li> </ul>
30 min	<p>Procedures: Include critical thinking questions and accommodations for individual needs</p> <ul style="list-style-type: none"> <li>- Provide enough Lego for each group.</li> <li>- "You guys are going to create a model city and explain the most efficient ways to evacuate the residents."</li> <li>- Have students research actual evacuation plans of any public area that have chosen.</li> <li>- "What did you like and dislike about certain evacuation plans? Why?"</li> </ul>
15 min	<p>Summary/Closing:</p> <ul style="list-style-type: none"> <li>- Have students present their models to the class.</li> <li>- Allow students to revise their models and initial response based on other students' models and the new information they have learned.</li> </ul>
	<p>Student Assessment:</p> <ul style="list-style-type: none"> <li>- Assess their reasoning/explanation and see if they make sense. <ul style="list-style-type: none"> <li>o Correct use of the information they have learned through previous lessons.</li> </ul> </li> </ul>