**Tornados! Introductory KWL**

**Lesson Plan**

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**Revision Date of Lesson Plan: April 11, 2011**

**Overall Goal for the Lesson:**

To give students the opportunity to access their background knowledge about tornados and discuss what they would like to learn about tornados during the course of the unit.

**Description of classroom, grade level, and students:**

* 1st grade, ages 6-7
* 23 students
* Mixed income families
* 2 out of the 23 are English Language Learners (Spanish); 21 are native

English speakers

* Some students are in Piaget’s preoperational stage of cognitive

development and some are moving into the concrete operational stage

* One child is on the autism spectrum, another child has been diagnosed

with ADHD, and another child has symptoms of ADD

**Student Objectives for the lesson. (Given a condition, the students will, to what level).**

Given the opportunity to participate in a classroom discussion, students will contribute at least one idea regarding their background knowledge on tornados and/or what they would like to learn about the topic.

After playing an online game about tornados, at least 3 of the students will articulate what new information they have learned about tornados.

**Length of Lesson: (minutes, number of class periods, or days or weeks needed).**

Approximately 25 minutes each for two “half” class group sessions.

**Schedule of Activities: (Break down your activity into a timeline of events. Focus on what students will be doing and what teachers will be doing during each part of the activity.)**

1. Briefly introduce the activity and pull up the SmartBoard version of the lesson.
2. Ask the students to discuss what they already know about tornados.
3. Play the online game with the children. Let them click on their response.
4. Ask the students if they learned any new information from playing the game.
5. Have the students explain what they would like to learn about tornados during their investigation of the topic.
6. Engage in shared writing as you record student responses.
7. Post the children’s responses in the classroom for reference throughout the unit.

**PASS Content Standards Addressed (Copy and Paste from:** [**http://sde.state.ok.us/Curriculum/PASS/default.html**](http://sde.state.ok.us/Curriculum/PASS/default.html)**)**

LANGUAGE ARTS

Standard 4: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Increase personal vocabulary by listening to and reading a variety of text and literature.
2. Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.
3. Use new vocabulary and language in own speech and writing.

Standard 6: Comprehension/Critical Literacy – The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding

c. Respond to questions designed to aid general comprehension.

Standard 1: Listening – The student will listen for information and for pleasure.

1. Listen attentively and ask questions for clarification and understanding.

Standard 2: Speaking – The student will express ideas and opinions in a group or individual situations.

1. Stay on topic when speaking.
2. Use descriptive words when speaking about people, places, things and events.
3. Relate an important life event or personal experience in a simple sequence.

Standard 3: Group Interaction - The student will use effective communication strategies in pair and small group context.

1. Show respect and consideration for others in verbal and physical communications.
2. Make contributions in group discussions.

EARTH/SPACE SCIENCE

Standard 4: The student will examine the interaction of the environment and the people of a community.

1. Describe the impact of physical changes, such as seasons, on people in the neighborhood /community (e.g., how seasons affect what people eat and wear).

**PASS Instructional Technology Standards (Copy and Paste from:** [**http://sde.state.ok.us/Curriculum/PASS/default.html**](http://sde.state.ok.us/Curriculum/PASS/default.html)**)**

Standard 3: The student will demonstrate knowledge of technology productivity tool.

1. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.
2. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

Standard 6: The student will demonstrate knowledge of technology problem-solving and decision-making tools.

1. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.

**Assessments: How will these activities be assessed? (Go back to your objectives, what will the students do? Make sure that each objective is paired to an assessment measure that allows students to show it).**

Observe the children, take anecdotal notes, and look at their ideas recorded on the SmartBoard. Do they contribute to the discussion? Can they articulate their ideas using relevant vocabulary?

**Accommodations: How might the lesson need to be adapted for students with special needs?**

Provide students with alternative means of expressing their ideas. Instead of responding orally, allow them to draw or write on their individual white boards.

Watch for attention spans and break the lesson up by doing movement activities—such as pretending to be a tornado. Have stress balls or other similar manipulatives for students whose hands need to be busy. The most active children can bring their Disc-O-Sit cushions with them to the class meeting. Learn a few tornado-related words in Spanish and encourage English Language Learners to teach relevant Spanish words to the class.

**Materials Needed: Go through each activity and identify what items (both technology and not) are needed to complete this lesson. Include a breakdown according to individual student or student groups. Include materials that need to be created as well.**

SmartBoard and SmartBoard software

Computer with projector

Individual white boards and markers

Stress balls

Disc-O-Sits