**Differences between Tornados and Thunderstorms**

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**Overall Goal for the Lesson:**

The children will have the opportunity to:

1. Sort and Categorize what is in each storm.
2. Determine what is expected from tornados and thunderstorms
3. Follow directions when building a tornado

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

The 23 children are in first grade. They are between the ages 6-7 years old. 2 are ELL (Spanish). Some of the children are in the preoperational and concrete stages on Piagets levels of cognitive development. There is one child who is on the autism spectrum, another one is dealing with ADHD and another child has symptoms of ADD.

**Student Objectives for the lesson.**

The children will be able to work independently or with a partner to complete the lesson that was created on Kidspiration. They will have the opportunity to categorize what they see in each storm by moving the pictures into the boxes. The children will then be able to combine materials together to create a tornado. The 18 out of 23 children will be able to match the picture to the right categories and follow direction when building a tornado.

**Length of Lesson:**

The first day, the lesson will take up to 10-15 minutes to complete. There will be 15 minutes that is part of their centers to work on the Kidspiration either by themselves or with a partner. The Second day would be about 15-30 minutes to complete. They will be building a tornado as part of center time.

**Schedule of Activities:**

Day 1: The teacher would discuss with the students what do they know about thunderstorms and tornados. Then list those comments on the white board. Then, before being dismissed to their center times, ask them to visit the computer on Kidspiration to place what they see in either a thunderstorm or a tornado. I would demonstrate how to use the Kidspiration program by showing them what they need to know using activity they will be using.

Day 2: We will review the difference between tornados and thunderstorms. Then, demonstrate how to build a tornado from Kidspiration. Then, we will build a tornado using two pop bottles. Partners would be together building a tornado of their own.

**PASS Content Standards Addressed**

**Literacy:**

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

4. Classify categories of words.

Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking*.***

**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.

5. Relate an important life event or personal experience in a simple sequence.

6. Provide descriptions with careful attention to sensory detail.

7. Use visual aids such as pictures and objects to present oral information

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**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.

**Mathmatics:**

**Standard 5: Data Analysis - The student will demonstrate an understanding of data collection and display.**

1. Data Analysis a. Organize, describe, and display data using concrete objects, pictures, or numbers.

**Science**

**Process Standard 1: Observe and Measure - Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.**

2. Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms and/or observable events.

**P Process Standard 2: Classify - Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.**

1. Classify a set of simple objects, familiar organisms, and/or observable events by observable properties.

**PASS Instructional Technology Standards**

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:**

Day 1: They would be assessed by observations on what category they place the pictures on the Kidspiration program. Also listening in on conversations throughout the center times.

Day 2: Observations will be made through the discussions on reviewing the differences of tornados and thunderstorms. Also, through observations and conversations when they build the tornado in the pop bottles.

**Accommodations:**

Accomodations would be on a need basis:

1. Headphones
2. Teacher staying near by.
3. Special Education teacher
4. Labels and activity in spanish would be provided.
5. ELL teacher

**Materials Needed:**

1. computer
2. Kidspiration program
3. Copies of the Directions on how to build the Tornado (Kidspiration)
4. whiteboard
5. two pop bottles (per student/group)
6. bottle size of water
7. glitter
8. two pop bottle lids with holes in them
9. duct tape.