

Name: Ben Wilson

Date: 4/15/02

Content Area: ELA

Unit Topic: Tornados

Today's Lesson: What is a Tornado?

Grade Level: 3rd

Duration: 9:00am- 9:40am

LESSON RATIONALE

New York State Learning Standards

English Language Arts Standards 1, 2

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.

Key Ideas: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Standard 2: Language for literary response and expression.

As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Key Ideas: Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multi-layered.

- Objectives:
1. Students will identify what a tornado looks like. (Bloom Level 1, Knowledge).
 2. Students will identify at least one trait or descriptive word about tornados using a K-W-L chart. (Bloom Level 2, Comprehension).

Adaptations: Students with vision impairments- The teacher will be prepared with copies of any handouts or texts in larger print.

- Materials:
- Mr. Twister machine
 - Copies of K-W-L charts
 - Writing Utensils
 - Chart paper

LESSON OPENING

Anticipatory Set:

“Good morning, class! Today we are going to start a new unit. I’ve got a little something up here that I want to show you. (Turn on the Mr. Twister.) Who can tell me what I’ve created inside this machine? That’s right, it’s a tornado! We’ve talked a little bit before about storms, such as rain, hail, and thunderstorms. Our new unit is going to be on some of the largest, most destructive storms of all... TORNADOS! By a show of hands, how many people in this classroom know a little about tornados? How many people know a lot about tornados? Well, by the end of this unit, each and every one of you is going to know a whole lot more about these amazing storms. Before we begin to learn about tornados, lets review what we already know. I have some K-W-L charts here, and I want everyone to fill one out on the topic of tornados.

“A K-W-L chart provides a structure for personalizing the summarization of what was learned. A completed K-W-L chart can help students reflect upon and evaluate their learning experience, and also serves as a useful assessment tool for teachers.” (Stephens and Brown, 47).

LESSON BODY

1. Begin by introducing the Mr. Twister to the students. Ask them if they know what it is creating. Explain that the new unit is going to be on tornados.
2. By a show of hands, find out how many kids already know a little about tornados, and find out how many would like to learn more.
3. Once you have introduced the subject of tornados to the students, pass out a K-W-L chart to each of them. Ask them to fill it out based on the subject of tornados. Make sure each child understands how the chart works. (Guided Practice).
4. Ask each student to identify at least one trait or descriptive word that they know about tornados, as well as identifying a few things they would like to learn about the subject. (Guided Practice).
5. Once each student has completed his or her K-W-L chart, create a class data sheet. On a piece of chart paper, write each of the children’s answers down. Have a column of information that the class already knows, and have another column of information that the class would like to learn and questions they would like answered. (Guided Practice).

Closure:

“Well boys and girls, we did a lot for our first day of a new unit. We identified a tornado, discovered what we already know about tornados and thought of some thing we’d like to learn, and created a class list of what we know and what we want to know. During our next lesson, we will start answering all of the questions you have about tornados!”

LESSON FOLLOW-UP

Evaluation:

What did you want the students to learn?

This lesson brings forth all of the previous knowledge that students have about the subject. It also brings out the ideas and questions that the children have about tornados. It teaches them to realize what they know already, and to describe what they would like to know and verbalize some of the questions they may have,

How will you know they have learned it?

The instructor will know they have learned it by seeing that the children are able to fill out the K-W-L charts and put forth their questions and ideas into a class list of information and questions.

LESSON RESOURCES

Stephens, E.C. and Brown, J.E. (2000). *A handbook of content literacy strategies: 75 practical reading and writing ideas*. (1st ed.). Norwood, MA: Christopher-Gordon Publishers, Inc.