

Lesson Plan By: Jay Sheets
Lesson Storms
Length: **60 Minutes**
Level intended: **5th Grade**

Academic Standard:

Science:

5.3.5 Observe and explain that clouds and fog are made of tiny droplets of water

Writing:

5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.

Performance Objectives:

Given a book and the internet, the students will identify 3 facts about storms.

Given the structure of an essay, the students will write a 1 page summary including an introduction, body, and conclusion paragraph.

Assessment: Once you are done reading the book to the students, have them go back to their desks with their own copy of the book and look through it to find 3 of the most important components of a storm. Once they have 3 things to talk about have them write down some notes to describe the components more in detail. Then take them to the library and have them type 3 paragraphs with a minimum of 5 sentences in each paragraph. If they need more information outside of the book, they can use the internet in the library with my directions of good websites to use. When they are finished have them print it out and grade according to your rubric.

Advanced Preparation: Make sure that you supply enough copies of the book so everyone can have one, but if you cannot divide the class into groups and take turns sharing the books. Reserve a time in the computer lab so the students can type their report. Make a rubric to show the class what you are looking for when you grade it.

Procedure: Introduction/Motivation: Good morning class! With a show of hands, who thinks storms are scary? Alright, now who thinks that storms are cool to watch like thunderstorms? Remember yesterday when I showed you different pictures of what storms look like. Remember how they looked different and we talked about the different weather patterns? I have a website I want to show you dealing with weather patterns and

different terms that deal with weather. (At the bottom of lesson plan) Good, well today I have a book that I am going to read to you guys called *Storms*, by Seymour Simon. The book is going to tell us all the components it takes to make a thunderstorm. After we are done reading this, we will all be going to the library to write a summary of some of the most important things you think make up a storm. Maybe after this activity some of you will not be as scared about storms!

Step-by-Step Plan:

1. Introduce the book to the class and ask question about what they know about storms already.
2. After they give you some answers, begin reading the book to them and see if they are close on anything that they said. Make a diagram while reading the book with information that they gave about storms and the information the book gives you to compare the two.
3. When you are finished reading the book, hand out individual copies to the students for them to look through and find more information about storms for their paper.
4. Next, go to the computer lab and if the students need more information have them individually look information up on storms online. Have a conversation with them about what makes a good source. **(Gardner: Intrapersonal; Bloom: Analysis)**
5. Have them come tell you the 3 things they are going to talk about to make sure they are on the right path. **(Bloom: Knowledge)**
6. Explain to the students how you want a beginning, middle, and ending paragraph in their paper. Do this by writing it on the board what goes under each specific paragraph. For the beginning it is an introduction to what you are talking about. The middle is giving details about the different points you are talking about and the ending is where you wrap up all your thoughts into one paragraph. **(Gardner: Visual/Spatial)**
7. After you explain that, hand out the rubric so they can see how you will be grading them. **(Bloom: Application)**
8. Then let them get to work, by typing their paper.
9. When they are finished have them print out the paper and hand it in.
10. If they finish early have them remain at their seat and play number munchers.
11. When they are done, go back to the class and begin to have them share their summaries to the class. **(Bloom: Comprehension; Gardner: Verbal/Linguistic, Interpersonal)**

Closure:

First off, how did you all feel about reading about storms and then writing summaries on it? I hope you all enjoyed learning more on storms and now that you have new information about them, go home and explain it to your parents how storms work. Tomorrow it is suppose to storm so I will set aside sometime to watch the storm in action. We also will be watching a YouTube video on storms tomorrow while we are observing a storm outside.

Adaptations/Enrichments:

Girl with ADHD-Hyperactivity: Place her towards the front of the room where she is close to you. Also try to have her sit by someone who will not distract her even more.

Student with higher ability: Have the student write a longer paper on the components of a storm. Try and have them be more detailed too.

Boy with Dyslexia: Make an audiotape with information on storms so he can use that for more resources to write his paper with.

Boy with an Oral Expression Learning Disability: When the student reads his paper to the class, sit by him so if he needs help with the words you are there for support.

Self Reflection: Did all of the students complete the assignment on time? Was there anything I could have explained better or should I have given them more time on the assignment? Were the students having fun with this project?

Website for further knowledge on weather:

<http://www.weatherwizkids.com/>

Rubric:**Research Report : Storms**

Teacher Name: **Jay Sheets**

Student Name: _____

CATEGORY	4	3	2	1
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Content	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Structure	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Information Requirements	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Grammar/Spelling	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.