

NJ ESL Curriculum Exemplar
 Aligned to the 2007 WIDA Standards
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade Level Cluster 1-2 Unit Overview

Content Area: English as a Second Language

Unit Title: Weather	Program Design: Pull out across grade levels and proficiency levels; 45 minute class period.
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Target Proficiency Level: Level 1 Entering to Level 5 Bridging
www.wida.us/standards/perfdefs.pdf

Unit Summary:

In “Weather” students will explore a variety of weather concepts including air movement, clouds, precipitation, and temperature using a range of culturally authentic learning materials such as websites, graphs, science equipment, chants, songs, and literature both fiction and nonfiction. Students will reflect on how weather affects their daily lives and influences their daily activities. Through a series of scaffolded learning activities, they strengthen their linguistic complexity, vocabulary usage and language control necessary to demonstrate mastery about weather.

Interdisciplinary Connections: Language Arts Literacy, Math, and Science.

21st Century Themes: Global Awareness.

Unit Rationale:

By utilizing a variety of linguistically complex and content vocabulary embedded assignments, students will demonstrate appropriate language control. Developing awareness of weather and its impact on the students’ daily lives is important in preparing students for understanding their environment in the 21st century. Students will have an opportunity to use language and technology to reflect on how weather influences their daily lives.

Learning Targets

WIDA	English Language Proficiency Standards
ELP Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.
ELP Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .
ELP Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics .
ELP Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science .
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing
2010 Common Core Standard	English Language Arts Speaking and Listening
Presentation of knowledge and ideas 1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
2009 NJCCCS	Science
Earth System Science: 5.4	All students will understand that Earth operates as a set of complex dynamic and interconnected systems and is part of the all encompassing

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F.	system of the universe. Climate and Weather: Earth’s weather and climate systems are the result of complex interactions between land, ocean, ice and atmosphere.	
8.1	Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of weather?		Unit Enduring Understandings <ul style="list-style-type: none"> • Listening, speaking, reading, and writing about weather require specific academic language. • Weather impacts students’ daily lives.
Evidence of Learning		
<p>Summative Assessment: You are a meteorologist predicting the weather according to the information collected in your weather journal. Using the information you will write a weather forecast and present it to the class in front of a weather wall. As a forecaster you also offer recommendations on what to wear and what you can do based on the weather for the day. All forecasts will be videotaped and uploaded to appropriate locations, i.e. teacher’s home page, ipod, etc. Classmates will use a weather forecast checklist to demonstrate understanding of the presentation.</p> <p>Equipment needed: computer, Internet, whiteboards, projectors, speakers, writing instruments, paper, journals, flip camera</p> <p>Teacher Resources: Teacher designed rubric, weather forecast checklist</p>		
<p>Unit Learning Targets Students will create a weather forecast in writing using key vocabulary and key language structures. Students will then present their forecast orally to their classmates using cue cards, if necessary.</p> <ul style="list-style-type: none"> • Observe daily weather • Record daily weather • Graph daily weather • Describe daily weather • Compare and contrast daily weather from one day to the next. • Draw conclusions about how weather impacts activities • Interpret how weather impacts what people wear • Evaluate how weather impacts our environment 		
Lesson		Timeframe
Lesson 1 What is weather?		5 days
Lesson 2 Clouds		7 days
Lesson 3 Precipitation		7 days
Lesson 4		

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Weather Forecasting

3 days

Teacher Note: The language functions utilized are cross-curricular and students should be able to transfer these functions across subject areas. These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.

Curriculum Development Resources

WIDA Proficiency Standards and Can Do Descriptors, www.wida.us

NJCCCS/CC Standards www.13.state.nj.us/standards

www.13.state.nj.us/NJCCCS/Technologytoolbox

Project Groundhog, <http://www.projectgroundhog.net/>

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Weather Lesson Plan #1							
Content Area: English as a Second Language							
Lesson Title: What is weather?			Timeframe: 5 days				
Lesson Components							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	X	Collaboration
Interdisciplinary Connections: Language Arts Literacy, Math, Science							
Integration of Technology: Websites, video							
Equipment needed: Computers, cameras, TV/VCR, balloons, thermometer							

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students:</p> <p><i>Speaking/Listening</i></p> <ul style="list-style-type: none"> • Discuss why weather is important. • Answer teacher questions about the weather. <p><i>Reading/Writing</i></p> <ul style="list-style-type: none"> • Identify different types of weather. Report and graph the weather in a daily journal. • Identify changes in the weather. • Make statements about weather from personal observation and visual images. • Give examples of some weather conditions that can be 	<p>Key Vocabulary: Weather, temperature, moisture, thermometer, weather forecast, meteorologist, air pressure, wind vane</p> <p>Key Language Structure: Predict, observe, graph, report, journal</p> <p>Warm-up: Teacher: Brings in weather realia (umbrella, sunglasses, hat and gloves, kite, beach shovel and pail etc.). Discuss what the items would be used for and what they all have in common.</p> <p>Lesson Sequence: 1. Students: Draw a picture of your favorite thing to do outside (make sure students include the type of weather required for the activity). Discuss the weather required for that activity and if the weather was different, whether it would be possible to do what they wanted. 2. Students: Generate a list of weather vocabulary based on realia and student pictures. Write on</p>	<p style="text-align: center;"><u>Formative</u></p> <ul style="list-style-type: none"> • Student oral responses to realia discussion • Pictures of outdoor activities • Student generated list of weather words • Weather journal/chart • Temperature recording worksheet

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<p>measured.</p> <ul style="list-style-type: none">Describe ways of measuring weather.	<p>chart paper to remain hanging on the wall.</p> <p>3. Teacher: Introduces weather words using the book <u>Weather Words and What They Mean</u> (pages 2 – 16).</p> <p>4. Teacher: Reads aloud book and lists key vocabulary on the board (add to weather word chart if not previously listed).</p> <p>5. Teacher: Describes how these components combined compose daily weather.</p> <p>6. Teacher: Introduces a weather chart to record weather information.</p> <p>7. Teacher: Introduces thermometer using power point to enlarge fine detail of thermometer and to enable students to see components.</p> <p>8. Students: Use thermometers to measure temperature themselves and record temperature.</p> <p>9. Students: Make a wind vane to record wind direction.</p> <p>http://www.k12science.org/curriculum/weatherpr oj2/en/activity1.shtml</p> <p>10. Students: Blow up balloons to demonstrate air pressure.</p> <p>11. Teacher: Places half the balloons in the refrigerator/freezer for 15 minutes to demonstrate the changes in dimensions.</p> <p>12. Students: Read literature about weather in pairs/small groups.</p> <p>13. Students: Engage in a think/pair/share activity about the weather, clothes, and activities.</p> <p>Closure: Students: Maintain weather journal by observing and writing about the weather.</p> <p>Expansion/Extension/Homework: Students: Write about the weather, clothes they wore, and activities students did over the weekend.</p>	<ul style="list-style-type: none">Wind direction recording sheetAir pressure observation sheetTeacher observation of pair/small group reading activity
<p>Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. Weather literature will be available on a variety of reading levels to accommodate ELP Levels</p> <p>ELP 1 and 2 - Use pictures/drawings to chart weather in their weather journals.</p>		

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ELP 3 to 5 - Write words/sentences to record weather in their journals.

Suggested Resources

<http://www.k12science.org/curriculum/weatherproj2/en/teacher.shtml>

http://www.edheads.org/activities/weather/frame_loader.htm ending activity

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Weather Lesson Plan #2							
Content Area: English as a Second Language							
Lesson Title: Clouds			Timeframe: 5 days				
Lesson Components							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy	
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	X	Collaboration
Interdisciplinary Connections: Language Arts, Science, Social Studies							
Integration of Technology: Power Point, Dan's Wild Wild Weather Page http://whnt19.com/Kidwx/cloud.htm http://imnh.isu.edu/digitalatlas/teach/lsnplns/fogbotlp.htm http://paos.colorado.edu/~wxp/labs/localobs/ObservingClouds.html							
Equipment needed: Computer/ projection setup, student computers, Internet, digital camera							

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students:</p> <p><i>Listening/Speaking</i></p> <ul style="list-style-type: none"> • Retell a story using magnetic board and sentence strips. • Explain what makes clouds and fog and how clouds and fog form. • Chant the Water Cycle Rap and sing song. <p><i>Listening</i></p> <ul style="list-style-type: none"> • Identify the three main types of clouds (cirrus, 	<p>Key Vocabulary: Clouds, fog, atmosphere, condensation, evaporation, precipitation, collection, water cycle, cumulus, cirrus, stratus</p> <p>Key Language Structures: Sequence, compare and contrast Yesterday, it was _____. Today is _____. Tomorrow, it will be _____.</p> <p>Warm-up: Teacher: Plays “Get Off of My Cloud” as background music. Students: Go outside with the teacher and look at clouds. Students: Write/illustrate and log observations. Students: Draw what clouds look like.</p>	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Evaluate weather journal. • Water cycle sequencing activity. • Shaving cream clouds to demonstrate understanding of cloud types. • True and false questions about

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<p>cumulus, and stratus).</p> <p><i>Speaking</i></p> <ul style="list-style-type: none"> Describe the three main types of clouds (cirrus, cumulus, status) <p><i>Reading</i></p> <ul style="list-style-type: none"> Read cloud poems with a partner and make statements about clouds from pictures and photographs. <p><i>Writing</i></p> <ul style="list-style-type: none"> Record cloud observations in a journal. Predict weather based on cloud formation. Compare and contrast differences in clouds using a graphic organizer. 	<p>Lesson Sequence:</p> <ol style="list-style-type: none"> Teacher: Conducts a shared reading of <i>It Looked Like Spilt Milk</i>. Teacher: Retells using magnetic board pictures and sentence strips Teacher: Reads various fiction and non-fiction books about clouds, how they develop and the characteristics of three main types including fog. Students: Read cloud poems with a partner (“Clouds” by Christina Rossetti, “Clouds” by Aileen Fisher, “Curb Your Cloud” by Richard Garcia). Students: Complete a graphic organizer showing type of cloud, description and weather observed when the specific cloud type is present (cumulus, cirrus, stratus). Students: Make a cloud finder, develop an observation chart, record observations over a period of time, take daily digital pictures of sky and record all in a learning journal. Students: Conduct “Fog in a Bottle Experiment,” http://imnh.isu.edu/digitalatlas/teach/Isnpls/fogbotlp.htm Students: Research how clouds influence weather using Dan’s <u>Wild Wild Weather Page</u> Students: Chant & illustrate the Water Cycle Rap chant and the Water Cycle Song. Students: Sequence how clouds are formed (water cycle). <p>Closure: Students: Play “Pass it Down the Lane” (first person tells second person, second person tells third person, etc) their information learned each day.</p> <p>Expansion/Extension/Homework: Students: Report weekend cloud/fog formation. Students: Tell peer/parent what type of clouds are present each day.</p>	<p>clouds.</p> <p>Venn Diagram</p>
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Differentiation: Use flexible grouping; deliberately pair students homogeneously or

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heterogeneously by proficiency level depending on objective

Partner students at **ELP Level 1 with students at Level 3** when reading pocket poems.

ELP 1 - Point to responses, follow one step directions, and draw responses.

ELP 2 - Match oral descriptions to illustrations, follow two step directions, and respond with drawings and labels.

ELP 3 - Follow multi-step directions, and respond with short phrase and simple sentence responses.

ELP Level 4 & 5 - Follow multi-step directions and respond using more complex sentences.

Suggested Resources : Power Point <http://nenes.eas.gatech.edu/Cloud/Clouds.pdf>

Dan's Wild, Wild Weather Page <http://whnt19.com/Kidwx/cloud.htm>

Fog in a Bottle Experiment <http://imnh.isu.edu/digitalatlas/teach/lsnplns/fogbotlp.htm>

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Weather Lesson Plan #3							
Content Area: English as a Second Language							
Lesson Title: Precipitation				Timeframe: 7 days			
Lesson Components							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	X	Collaboration
Interdisciplinary Connections: Language Arts, Math, Science							
Integration of Technology: Power Point, websites							
Equipment needed: Computer/projector setup, interactive whiteboard, speakers, Internet							

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Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students will:</p> <p><i>Speaking</i></p> <ul style="list-style-type: none"> Describe activities and feelings associated with different types of precipitation. <p><i>Speaking and Writing</i></p> <ul style="list-style-type: none"> Use words or phrases to describe precipitation (rain, sleet, and snow). Compare/contrast weather conditions related to precipitation. <p><i>Listening</i></p> <ul style="list-style-type: none"> Actively listen to various weather related books. Construct a model by listening to oral directions. Predict the outcome and perform an experiment by following oral directions. <p><i>Reading</i></p> <ul style="list-style-type: none"> Read independently about water cycle. <p><i>Writing</i></p> <ul style="list-style-type: none"> Express feelings and thoughts through writing. Create precipitation vocabulary flashcards. 	<p>Key Vocabulary: Rain, sleet, snow, hail</p> <p>Key Language Structure: If.... then, I wear a..... cause/effect statements</p> <p>Warm-up: Teacher: Shows students a Power Point representing four basic types of precipitation, discusses that precipitation originates in the clouds and asks students their thoughts/feelings about precipitation.</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none"> Teacher: Begins and ends lessons with the songs such as “Rain, Rain Go Away” displayed on whiteboard. Teacher: Reads various fiction and non-fiction books about precipitation: how it develops, characteristics of each type of precipitation, activities that may/may not occur in said weather and what to wear. Students: Creates precipitation vocabulary flashcards with name, picture, and definition. Students: Record precipitation on a chart for five days and express knowledge of the importance of precipitation or lack thereof. Students: Construct take-home booklets “We Need Rain” and “Dressing for Snow,” and then read independently. Teacher: Reads <i>Listen to the Rain</i> by B. Martin and J. Archambalt then works with students to create a list of sounds (plop, splash, drip, etc.). Students: Select a weather sound and illustrate; construct a class book with pictures. Students: Make a clay/play dough model of a hailstone and a drawing of how they form within a cloud. Students: Use two-column graphic organizers to show advantages/disadvantages of precipitation. Students: Decide if they like rain/snow and display their answers on “Do you like rain chart?” or “Have you seen snow chart? Use raindrops or snowflakes with students’ names to tally votes. Students: Make predictions, conduct an experiment “Snow vs. Sleet” and discuss results and accuracy of the predictions. 	<p style="text-align: center;"><u>Formative</u></p> <ul style="list-style-type: none"> Warm-up responses Homework Drawing to Demonstrate Journal Writing Precipitation Match test Weather Word Wheel Game

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	Learning Activities/Instructional Strategies	
vocabulary flashcards	<p>Closure : Students: Complete a journal writing on their choice of topics:</p> <ul style="list-style-type: none">• How do you feel when it rains?• What activities do you like to do in the rain/snow?• Where do you think rain/snow comes from? <p>Students: Construct a class Wordle and print out finished product</p> <p>Expansion/Extension Students: Follow directions on “Rain and Snow” or “Look Out the Window” worksheets at the drawing center.</p> <ul style="list-style-type: none">• Vocabulary Tic-Tac-Know• Riddle Cards <p>What do you do on a _____ day? worksheet What to wear? worksheet Spotting Snowflakes worksheet How Hailstones Form worksheet</p>	
<p>Differentiation Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on objective.</p> <p>ELP 1-2 Activity #4 Record precipitation by drawing pictures. ELP 3-5 Activity #4 Record precipitation by written words. ELP 1-2 Take-home Booklets can be accompanied by a recording. ELP 1-2 Closure journal activity can be adapted by having students draw pictures to answer questions. ELP 1-2 Vocabulary can be adapted with just pictures and words.</p> <p>Suggested Resources</p> <ul style="list-style-type: none">• Sample songs, two column charts, riddle, flashcards• Book suggestion list• Homework and center worksheets• Vocabulary Tic Tac Know Instructions• Weather Wheel• Take Home Booklets• Vocabulary Match• Precipitation record chart• Raindrop/snowflake cut outs• Instructions for experiment• www.scholastic.com,		

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- <http://www.storyplace.org/preschool/activities/bellawear.asp>
- <http://www.wordle.net/>

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Weather Lesson Plan #4					
Content Area: English as a Second Language					
Lesson Title: Weather Forecasting				Timeframe: 3 days	
Lesson Components					
<u>21st Century Themes</u>					
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Health Literacy
<u>21st Century Skills</u>					
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication
Interdisciplinary Connections: Language Arts, Math, Science					
Integration of Technology: Forecasting websites					
Equipment needed: Computer/ projection setup, student computers, Internet, digital video camera					

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students: <i>Speaking</i></p> <ul style="list-style-type: none"> • Present a daily weather report based on weather journal records. • Recommend clothing and accessories for the weather described. <p><i>Listening</i></p> <ul style="list-style-type: none"> • Actively listen to student presentations of weather report. <p><i>Reading/ Writing</i></p> <ul style="list-style-type: none"> • Create note 	<p>Key Vocabulary: All previous weather unit vocabulary</p> <p>Key Language Structure: Reporting information orally, and taking notes from a presentation</p> <p>Warm-up: Teacher: Presents a weather report modeling format and content of student presentations, including poster and paper figures. Students: identify content included in the presentation.</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Teacher: Plays several different recordings of professional weather reports. 2. Teacher: Reviews chart of required elements in weather reports: precipitation, 	<p style="text-align: center;"><u>Formative</u></p> <ul style="list-style-type: none"> • Oral responses to professional weather reports • Note cards of weather information/clothing/ accessories • Poster board of weather information • Paper figure person with clothing and accessories

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<p>cards listing statements about precipitation, temperature, clouds, and wind.</p> <ul style="list-style-type: none"> • Illustrate a poster board with the correct weather pictured and labeled • Design a paper figure of a person dressed in the appropriate clothing and accessories for the weather. • Record weather described on a chart. 	<p>temperature, clouds, wind, clothing, accessories.</p> <ol style="list-style-type: none"> 3. Students: Record information in groups on recording chart. 4. Students: Use chart and weather journal information to create note cards for weather reports. 5. Students: Illustrate poster boards and create paper figure people. 6. Teacher: Introduces report opening and closing statements. 7. Students: Practice reporting weather with a partner; self assess with check off rubric. 8. Teacher: Video-record students doing weather presentations to group. 9. Students: Evaluate classmates by using check off rubric listing features required in the weather forecast. <p>Closure: Students: view video-taped presentations.</p> <p>Expansion/Extension: Students: Practice reporting at home, Students: Present daily weather report to other classes</p>	<ul style="list-style-type: none"> • Self assessment with check off list <p style="text-align: center;"><u>Summative</u></p> <ul style="list-style-type: none"> • Student weather report presentation • Student evaluations of presentations on check off rubric
<p>Differentiation: Language objectives will be differentiated for each ELP Levels. Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on objective.</p> <p>ELP 1 - Illustrate note cards and label with one word, present weather report with a partner ELP 2 - Illustrate note cards and label with brief phrases, present weather report with a partner ELP 3 - Illustrate note cards and label with simple sentences, present weather report individually ELP 4 and 5 - Illustrate note cards and label using more complex sentences, present weather report individually</p>		
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Student weather journal • Videotaped/downloadable professional weather reports • Poster board, markers, colored pencils • Paper people figures and art supplies 		

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- Self assessment check list
- Evaluation rubric check of features
- <http://www.edheads.org/activities/weather/>
- [http://ww2010.atmos.uiuc.edu/\(Gh\)/guides/mtr/fcst/home.rxml](http://ww2010.atmos.uiuc.edu/(Gh)/guides/mtr/fcst/home.rxml)

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