

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

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 sheet• Air pressure observation sheet• Teacher 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