

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

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

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Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p><b>Students will:</b></p> <p><i>Speaking</i></p> <ul style="list-style-type: none"> <li>Describe activities and feelings associated with different types of precipitation.</li> </ul> <p><i>Speaking and Writing</i></p> <ul style="list-style-type: none"> <li>Use words or phrases to describe precipitation (rain, sleet, and snow).</li> <li>Compare/contrast weather conditions related to precipitation.</li> </ul> <p><i>Listening</i></p> <ul style="list-style-type: none"> <li>Actively listen to various weather related books.</li> <li>Construct a model by listening to oral directions.</li> <li>Predict the outcome and perform an experiment by following oral directions.</li> </ul> <p><i>Reading</i></p> <ul style="list-style-type: none"> <li>Read independently about water cycle.</li> </ul> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>Express feelings and thoughts through writing.</li> <li>Create precipitation vocabulary flashcards.</li> </ul>	<p><b>Key Vocabulary:</b> Rain, sleet, snow, hail</p> <p><b>Key Language Structure:</b> If.... then, I wear a..... cause/effect statements</p> <p><b>Warm-up:</b> 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><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"> <li>Teacher: Begins and ends lessons with the songs such as “Rain, Rain Go Away” displayed on whiteboard.</li> <li>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.</li> <li>Students: Creates precipitation vocabulary flashcards with name, picture, and definition.</li> <li>Students: Record precipitation on a chart for five days and express knowledge of the importance of precipitation or lack thereof.</li> <li>Students: Construct take-home booklets “We Need Rain” and “Dressing for Snow,” and then read independently.</li> <li>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.).</li> <li>Students: Select a weather sound and illustrate; construct a class book with pictures.</li> <li>Students: Make a clay/play dough model of a hailstone and a drawing of how they form within a cloud.</li> <li>Students: Use two-column graphic organizers to show advantages/disadvantages of precipitation.</li> <li>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.</li> <li>Students: Make predictions, conduct an experiment “Snow vs. Sleet” and discuss results and accuracy of the predictions.</li> </ol>	<p style="text-align: center;"><b><u>Formative</u></b></p> <ul style="list-style-type: none"> <li>Warm-up responses</li> <li>Homework</li> <li>Drawing to Demonstrate</li> <li>Journal Writing</li> <li>Precipitation Match test</li> <li>Weather Word Wheel Game</li> </ul>

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

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