

Lesson Plan

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School: UW-Platteville

Grade Level: 3rd grade

Subject: Science-“Tornadoes”

Date: March 22, 2011

STUDENTS: 19 third grade students, 11 boys and 8 girls.

INSTRUCTIONAL GOALS:

Students will be able to:

- Make predictions as a class about tornadoes by answering teacher questions.
- Discuss as a class what they already know about tornadoes.
- Ask questions about tornadoes to become curious learners.
- List 3-5 safety measures to take in the event of a tornado as a class.
- Extend knowledge about tornadoes to make an accurate shaped (funnel) and colored tornado drawing/picture.
- Observe the physical characteristics of a tornado through hands on activity.
- Recall as a class, 5 main facts that they have learned about tornadoes.

INSTRUCTION:

- Present a short video clip of an active tornado to provide background information on the day’s lesson.
- Lead a class discussion on what students already know and want to know about tornadoes (KWL: **K**now, **W**ant to know, **L**earned).
- Read “Tornado Alert” by Franklyn M. Branley and ask prepared questions for student engagement throughout the book and rest of lesson.
- Introduce the topic of the tornadoes shape. Ask students to draw a picture of a tornado. Make sure they know that a tornado is funnel shaped and dark in color and why it is that way.
- Lead a class discussion to compile a list of safety precautions to take in the event of a tornado. Have them come up with at least 3-5 different safety measures and write them on a large sheet of paper on an easel to be displayed in the room during tornado week.
- Show the students the pre-prepared tornado simulator. Show students how it works then let everyone have a chance at spinning it.
- Lastly, go through the “L” portion of the KWL on the board and have students list the things they have learned about tornadoes. Write these down to assess what they have learned.

CONTENT STANDARDS:

- **Reading Standards**

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
 - Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **Speaking and Listening Standards**
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.
 - ✓ c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - ✓ d. Explain their own ideas and understanding in light of the discussion.
- **Science Standards**
 - A.4.1 When conducting science investigations ask and answer questions that will help decide the general areas of science being addressed.

INSTRUCTIONAL MATERIALS/RESOURCES:

- Video clip from www.youtube.com
- Two-2 liter bottles
- Water
- Duck tape
- Dish soap
- Glitter
- “Tornado Alert” book by Franklyn M. Brankley
- Large sheet of paper
- Easel
- Marker board and markers

ASSESSMENT:

- Teacher observation of student participation.
- Listing 3-5 safety measures.
- Accurate shape and colors of tornado in drawing.

- The 5 main facts about what they have learned in the “L” portion of the KWL.