Weather Emergencies Unit

for Special Education

4 weeks
200 pages

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Preview

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  - Sharing board
  - Unit Pre and Post Assessment
- Engaging Learning Experience
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- Week 1 : Learning what is and what is NOT severe weather
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  - How's the Weather Song (for transition time)
  - Lesson plans
  - Bingo game
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  - Tornado experiment
  - Sorting pictures of severe and not severe weather
  - Venn Diagram activity
  - Sequencing how weather turns severe using pictures
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- Week 2 : How will you know when severe weather is approaching?
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  - Creative writing activity with template and pictures
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  - Locating on a house map safe and unsafe places
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  - Map of USA and symbols to demonstrate what weather occurs where
  - Sorting activity
  - Thunderstorm experiment
    - Observation report template
    - Observation pictures
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- Week 4 : Writing script and filming short video
  - Water Plants Song (for transition time)
  - Lesson plans
  - Script template
  - Script pictures

Lesson plan

Teaching the Lesson Week 1 Day 1

Note: Items that are underlined indicate either digital or print resources that are included with the unit plan.

Approximate Time	Activity	Materials	Questions to ask
5 min	*Transition* • Play How's the Weather Song • Put out AT devices	• Projection device • Song clip • Vocabulary board and objects	I generally do not ask questions during the transition time to help decrease negative behaviors
5 min	*Power point:* ***What is Severe Weather*** • Go through slides; since this is their first exposure to vocabulary, do not attempt to elicit independent responses just go through power point	• Projection device • Power point • Vocabulary board and objects	1. Today you will be seeing some examples of severe weather. Think about what it may look like, feel like, and sound like. 2. Have you ever seen weather like this? 3. How do you think it would feel if you were outside during this weather? 4. Where do you think you would want to be during this weather? Why?
10 min	*Intro to Vocab Board* • Tell students you are going to go through the power point again, but this time you will using a new tool: a vocabulary board or objects • Give students time to explore their vocabulary boards • Go through slides stopping to look at the	• Vocabulary board or objects • Projection device • Power point	1. Why do you think this picture is on your board? 2. What is in this symbol that reminds you of the weather on this slide? 3. Do you think this could change into severe weather?

Lesson plan

	slide and finding the matching symbol or object; talk about similarities to help them make a connection • Be sure to make those same connections to the objects if you are using them • It is OK if you do not match every symbol to something in the power point. You will be using the same vocabulary board for the entire 4 week unit, so there will be ample opportunities to make and build connections.		
15 min	*Vocabulary Bingo* • Each student should have their own bingo board and marking device • Decide on rules for winning • Hold up picture and help students find and mark corresponding space if present	• AT devices • Vocabulary **bingo** boards (8 included) • Bingo calling cards (for teacher); cut apart a copy of vocabulary board • Sharing board • Bingo marking device • Small prizes	Focus these questions on math content: • How many markers does Joe have? • How many more does he have? • Who is closest to winning? Why? • Which one would you need to win?

Lesson plan

10 min	*Coloring Activity* • Give each student a copy of the vocabulary board • Go over coloring directions ***(teacher should pre-color directions)*** • Have students discuss if they think each picture is severe, maybe, or safe. • It is ok if they make mistakes; could use as another pre-assessment score	• Vocabulary boards (1@) • Crayons or markers • Pre-colored vocabulary coloring board • Colored cards for those who eye gaze	• Why • Could this weather turn severe?

Excerpts from power points

Some weather is nice, and we can play outside.

One place we can learn if severe weather is coming is from the radio, phone, or TV.

We should go inside if we hear thunder or see lightning.

But, sometimes that wind can turn into a tornado.

Engaging Learning Experience

Weather Emergencies: Engaging Learning Scenario

In the Wizard of Oz, Dorothy and Toto get swept away by a tornado. The house flies up in the air, leaving Kansas and arriving in the Land of Oz. Tornados are one example of severe weather. Imagine if you were living with Dorothy when the tornado came. How would it feel, what would it look like, how could you stay safe?

Task 1: Working as a group, go through various magazines to find pictures of various examples of weather situations. Students will then sort the pictures onto two collages: one indicating pictures of severe weather or the result of severe weather, and one that does not indicate severe weather.

Task 2: Each student will chose one weather picture from the severe weather collage to use as a focus for this next task. Gluing a picture of a cut-out person below the picture of the severe weather, students will first add an adjective to various parts of the body cut-out describing what the severe weather feels like, looks like, smells like, sounds like, and tastes like. Students will then use that finished body collage to complete a writing assignment and share with others how severe weather looks, sounds, or feels like.

Task 3: Imagine building a "safe place" that Dorothy and Toto could have gone when they heard the tornado coming. As a class, build a model of what you think would make a good storm shelter.

- Where would it be?
- What would it be made out of?
- What would you store there? (to eat/drink, to do, to survive)
- How would you know when you could come out?

Task 4: Using an iPad, or other recordable device, let each person "write" a script and record a reenactment of the Wizard of Oz using the class shelter and props. Provide ways for non-verbal students to verbalize, i.e. cue cards, closed captioning, ATT devices, etc.

Assessments

Name: _____

Week 1 Quiz

1. Which is an example of severe weather?
   a. Sunny
   b. Rain
   c. Tornado

2. What type of severe weather was in the Wizard of Oz?
   a. Hail
   b. Tornado
   c. Rain

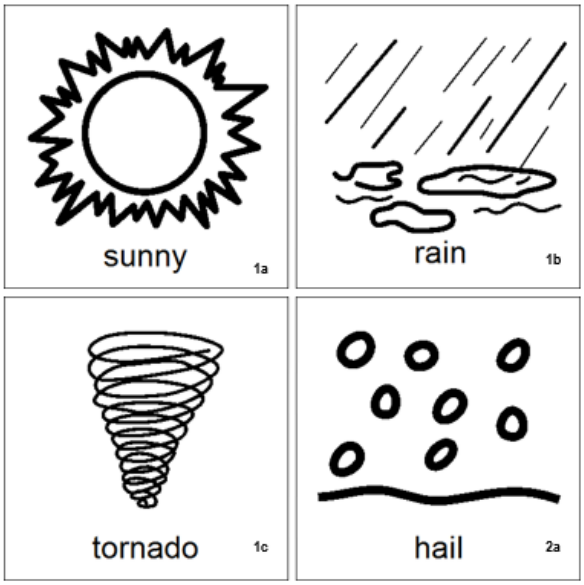
3. What type of weather might you see before it starts to hail?
   a. Stormy
   b. Blizzard
   c. Sunny

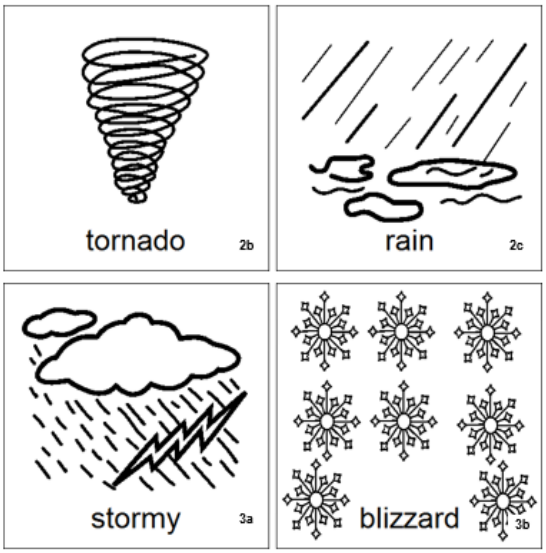
4. As the clouds get dark and you hear loud booms, what type of **severe** weather should you watch for:
   a. Storm
   b. Rain
   c. Blizzard

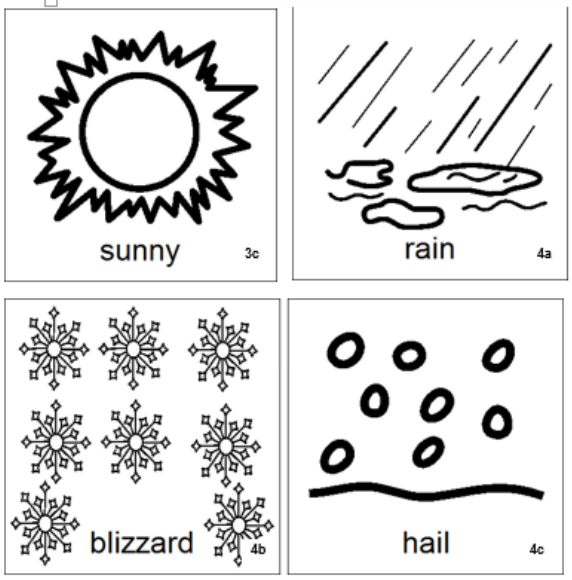
5. In our experiment, what type of weather did we make in the bottle?
   a. Hail
   b. Tornado
   c. Blizzard

Week 1 Quiz: Response Cards

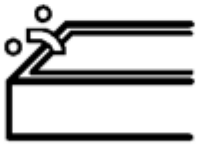
(Print out and glue onto a 4x7 index card; question number is in bottom right corner)

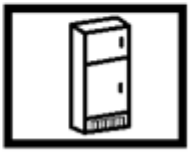


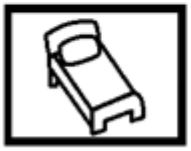




Sorting sample







Sequencing sample

Put the pictures in order as the weather gets more severe.

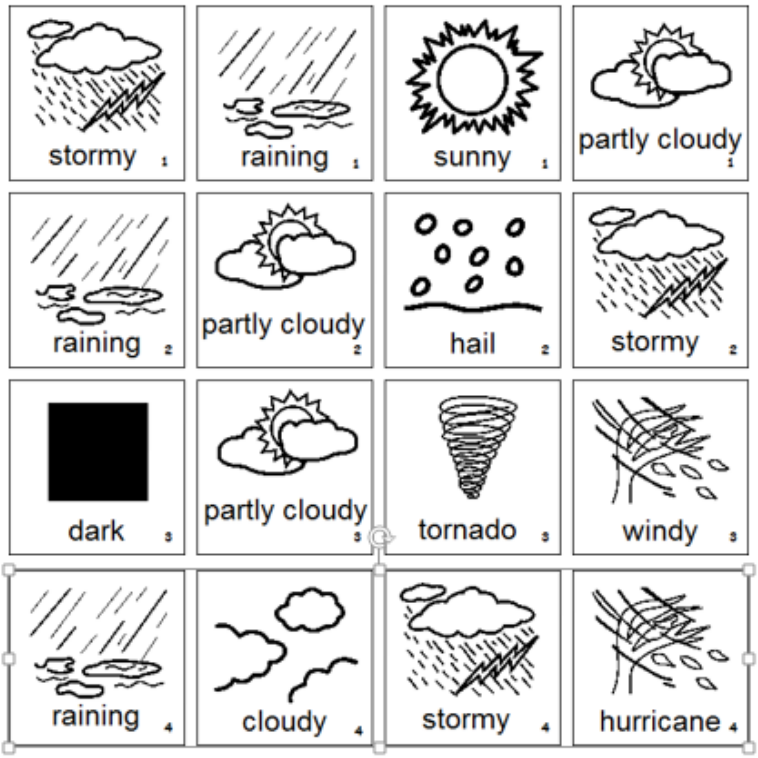
1

2

3

4

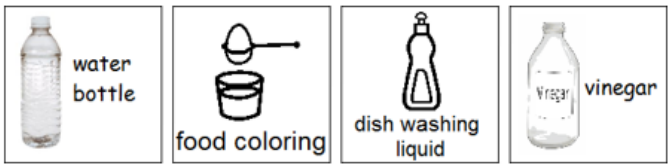
To use with sequencing template. See numbers in bottom right corner to determine which sequence set they belong to.



Tornado experiment

Tornado Directions

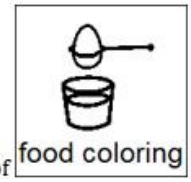
1. Get



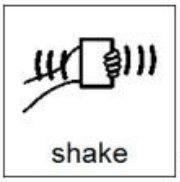
2. Fill bottle with water

3. Add

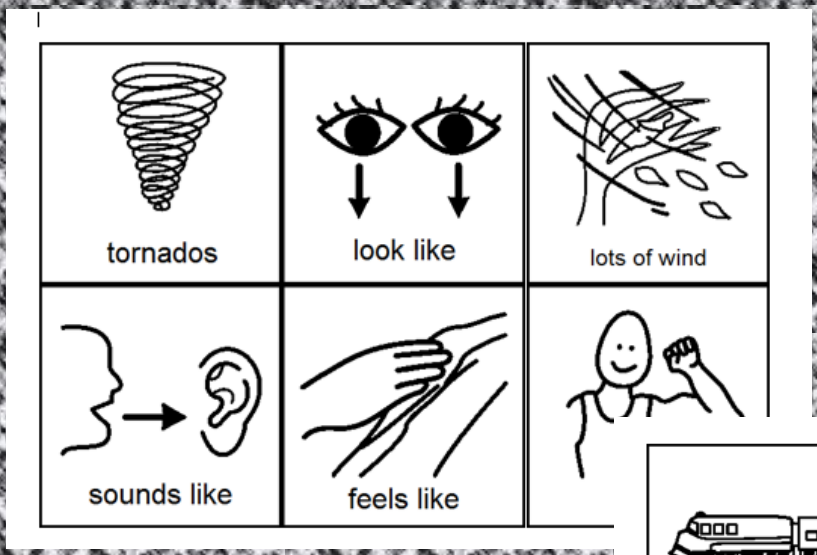
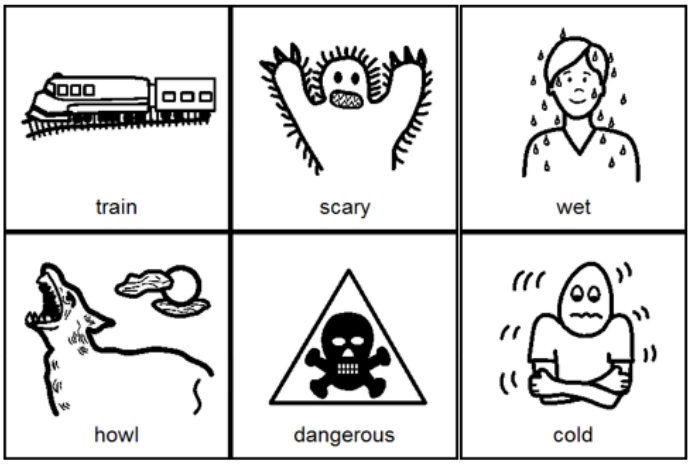
4. Add

5. Add 2 drops of 

6. Have lid on

7. 

bottle

Writing example

Tornados