**Weather Lesson Plan #4**

**Content Area:** English as a Second Language

**Lesson Title:** Weather Forecasting

**Timeframe:** 3 days

### Lesson Components

<table>
<thead>
<tr>
<th>21st Century Themes</th>
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<tbody>
<tr>
<td>X Global Awareness</td>
<td>X Financial, Economic, Business, and Entrepreneurial Literacy</td>
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<tr>
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<td>Civic Literacy</td>
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<td>X Health Literacy</td>
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<table>
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<tr>
<th>21st Century Skills</th>
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<tbody>
<tr>
<td>X Creativity and Innovation</td>
<td>X Critical Thinking and Problem Solving</td>
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<td>X Communication</td>
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<td>X Collaboration</td>
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### Interdisciplinary Connections:
Language Arts, Math, Science

### Integration of Technology:
Forecasting websites

### Equipment needed:
Computer/ projection setup, student computers, Internet, digital video camera

### Goals/Objectives

**Students:**

**Speaking**
- Present a daily weather report based on weather journal records.
- Recommend clothing and accessories for the weather described.

**Listening**
- Actively listen to student presentations of weather report.

**Reading/ Writing**
- Create note

### Learning Activities/Instructional Strategies

**Key Vocabulary:** All previous weather unit vocabulary

**Key Language Structure:** Reporting information orally, and taking notes from a presentation

**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.

**Lesson Sequence:**
1. Teacher: Plays several different recordings of professional weather reports.
2. Teacher: Reviews chart of required elements in weather reports: precipitation, ...

### Assessment Tasks

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

| cards listing statements about precipitation, temperature, clouds, and wind. | temperature, clouds, wind, clothing, accessories.  
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.  

**Closure:** Students: view video-taped presentations.  

**Expansion/Extension:**  
Students: Practice reporting at home,  
Students: Present daily weather report to other classes  

| • Self assessment with check off list  
**Summative**  
• Student weather report presentation  
• Student evaluations of presentations on check off rubric  

| 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.  
**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  

| Suggested Resources  
• Student weather journal  
• Videotaped/downloadable professional weather reports  
• Poster board, markers, colored pencils  
• Paper people figures and art supplies  

9/26/2011
• Self assessment check list
• Evaluation rubric check of features
• [http://www.edheads.org/activities/weather/](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)

9/26/2011