**Lesson Plan-Institute for Creative Teaching**

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This two day lesson is part of a unit study that explores how changes in weather and seasons impact organisms and the environment.

Objectives: Students will identify and share changes we make in our daily lives based on changes in the weather.

Grade Level: 2nd

Standards: **Science**

3.1.a - Use evidence to develop a scientific explanation for how the weather and changing seasons impacts the organisms such as humans, plants, and other animals – and the environment (DOK 1-3) **Dance**

2.1.b - Select movement for the phrase that has meaning and relevance to the idea or stimuli (DOK 1-3) **Drama and Theatre Arts**

2.2.d - Respond with gestures and movement in a dramatic portrayal (DOK 1-2)

**Reading, Writing, and Communicating**

3.1.c- Organize ideas using pictures, graphic organizers, or story maps

1.1.a - Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences

Introduction:

Teacher uses dramatization to act out a short story in which weather changed her daily plans.

Themes:

**Connections -** Remember a time when your personal plans changed due to weather.

**Imagination –** (Interactive) Use imagination to personify a weather element (wind, rain, sun, etc.).

**Sensory -** While outside, use senses to hear, feel, see, and smell current weather conditions.

**Perceptive –** Enjoy a deeper sense of the current weather.

**Active Engagement -**Students have many opportunities for individual expression through movement, writing, groupings, and expression.

Time Line:

Two, one hour time blocks

Materials:

Book – Gilberto and the Wind by Marie Hall Ets

Index Cards with different kinds of weather

Student writing journals

Activities: Day 1-

1. Whole group brainstorms to create a Tree Map of various types of weather. (10 min.)
2. Whole group movement activity- teacher leads students in thinking about how these various weather elements move (focusing on space, time, and quality). (10 min.)
3. Teacher reads Gilberto and the Wind. In this fascinating book, the Wind is personified and Gilberto finds a playmate in the Wind. After the story, children jot down, in their writing journals, the characteristics that make the wind appear human. Students share out some of these qualities. (25 min) 4. Teacher models personification of a weather element with voice and movement. Students are put with a partner and given a card with a weather element. Partners are given five minutes to create and act out their weather element using voice, movement, etc. (10 min.)

5. Final comments and questions. (5 min.)

Day 2 –

1. Review Day 1- Tree map with different types of weather and qualities of weather. (5 min.)
2. In writing journals, students create a four column chart with the headings – See, Feel, Hear, Smell. With writing journals and a pencil, whole group goes outside. Students sit for 5 min., focusing on sight, sound, feel, and smell. Students will perceive the current weather (windy, breezy, hot, warm, grass/ tree movements, etc.). Next, students write words or phrases on their charts to describe their sensory experience. Go back inside. (20 min.)
3. Have students think about a time when they had to change their plans because of weather. With a partner or two, students share their experience. (5 min.)
4. Students complete a sentence starter in their journals using a real life experience –

“One day I was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 Then it started (describe weather) \_\_\_\_\_\_\_\_\_\_, so I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

 Explain that after completing their sentence starter, students will add at least 3 actions/movements that goes with their writing piece. (10 min.)

1. Students take turns reading their competed sentence starter, adding in movements. (15 min.)
2. Final thoughts and questions. (5 min.)

Adaptions:

**Access**- Teacher may provide pre-written four column notes and sentence starter. **Expressions -** Students may draw their sensory experience.

**Extensions –**

Write a short story, poem, or skit about a change in daily life due to weather. Explore why understanding how weather impacts human behavior matters.

Evaluation-

Students will identify, write, and act out a short scenario in which an event in their daily lives changed based on changes in the weather.