

## Unit 1: Building Strong Communities

### WEEK 8 Lesson 1

# Science and Engineering

Observing the Sky: What happens during a storm?

<b>S &amp; E Big Idea</b>	Weather affects people.
<b>S &amp; E Guiding Question</b>	How does the weather affect people?
<b>Content Objective</b>	I can describe how a picture (or frame of a video) connects to what I am learning in science and engineering. (1-ESS1-2, Practice 8)
<b>Language Objective</b>	I can use unit vocabulary to describe what happens during a storm. (SL.3.1.a, L.6.1)
<b>Vocabulary</b>	<b>time-lapse:</b> a way of filming something using many photographs taken over a long period of time, shown quickly <b>storm:</b> a weather condition with heavy rain or snow and strong winds and sometimes thunder or lightning <b>severe:</b> intense
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• demonstration thermometer, set to 85 degrees</li><li>• <a href="https://www.youtube.com/watch?v=1gnhcupdp1s&amp;feature=youtu.be">Timelapse: Intense storm makes Boston disappear</a> video (1:29) (https://www.youtube.com/watch?v=1gnhcupdp1s&amp;feature=youtu.be)</li><li>• projector and screen</li></ul>
<b>Opening</b> 2 minutes	<i>Today we're going to watch another video, of a different storm. This one happened in 2015 (___ years ago). It's also a time-lapse video.</i>
<b>Text</b> 10 minutes	Show the video through without stopping.  <i>Now we'll watch it again, stopping in a few places to talk about what we find.</i> With each stop, facilitate a brief VTS conversation, asking the questions, <i>What's going on here?</i> <i>What makes you say that?</i>

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	<p><i>What more can we find?</i></p> <p>Suggested stopping points:  0:17 lightning strikes  0:50 clouds come in  1:03 raindrops on the screen  1:15 everything is covered</p>
<p><b>Game</b> 10 minutes</p>	<p>Invite children to sit around the perimeter of the meeting space. Make sure that children have plenty of space to move around without too much bumping.</p> <p>Repeat the game from the previous lesson. To begin, set the scene of a thunderstorm.</p> <p><i>Before we pretend to go out, let's take a look out the window to see what's happening. It's nice now and I can see clouds off in the distance.</i></p> <p><i>Let's check the thermometer. It's pretty warm, 85 degrees. We don't need to put any extra clothes on. Ready to go outside?</i></p> <p>Mime opening the door (or ask a couple of children to act as the doorway) and invite children to go through it.</p> <p><i>Oh! Are those clouds getting closer? I think it's starting to rain. (Gasp!) Did you hear that thunder! What do we need to do? Is it safe to stay out here? Quick! Everyone get back inside where you will be safe and dry!</i></p> <p>Give a signal to bring the children back "inside."</p> <p>Suggest or have a child suggest another weather condition to act out, such as rain showers, a tornado, warm and sunny.</p> <p>For each scenario, adjust the model thermometer to offer evidence for the particular weather condition. Intentionally use weather-specific vocabulary children have been exploring.</p>
<p><b>Closing</b></p>	<p><i>We've been talking a lot about storms. For some people, storms are exciting. For other people, storms can be scary.</i></p> <p><i>There are certain things people do to stay safe in severe weather conditions. In a thunderstorm like the one we acted out today, it's a good idea to get inside. When there's a blizzard, it's hard to see and roads get very slippery. And if there's a tornado or hurricane, we need to get to an inside space, away from windows.</i></p>
<p><b>Standards and Practices</b></p>	<p><b>SE-ESS.1</b> Make observations at different times of the year to relate the amount of daylight to the time of year. (Further explanation: Emphasis is on relative comparisons of the amount of daylight in the winter or summer to the amount in the spring or fall. Planning and Carrying out</p>

	<p>Investigations, Earth and the Solar System, Patterns) Clarification Statement: • Examples of seasonal changes to the environment can include foliage changes, bird migration, and differences in amount of insect activity.</p> <p><b>Practice 8.</b> Obtaining, evaluating and communicating information</p> <p><b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>L.6.1</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
<b>Ongoing assessment</b>	<p>The focus of this lesson is allowing students to communicate and make sense of the language they have been using during this unit. Assess students ability to use vocabulary and recognize the relative temperature.</p>

**Notes**