

Success Indicators	Areas of Concern
<ul style="list-style-type: none"> <li>★ students are able to use scaffolds, when needed, to talk about the weather and wild weather preparedness</li> <li>★ students are able to use technology to research their topic and create presentations</li> <li>★ students are able to respond to each other in the target language or their home language</li> <li>★ students are able to work together and work out problems during group assignments</li> <li>★ the various formative assessments show growth and an increase in students' mastery of the content</li> <li>★ students are able to match preparedness strategies with weather scenarios</li> <li>★ students are able to complete the assignments in the time allotted, 5 days</li> <li>★ the majority of students are successfully completing the activities with high accuracy</li> <li>★ the majority of students are able to improve fluency by reading the same text three times in a row on three separate days (Wide Reading)</li> </ul>	<ul style="list-style-type: none"> <li>★ there are many components in this unit and the sentence stem scaffolds can be overwhelming in number, for students to remember</li> <li>★ creating scaffolds at every point will be challenging for me, the teacher</li> <li>★ students will be using technology that is new to them to gain instruction and create new products</li> <li>★ the amount of vocabulary and structures are varied and extensive</li> <li>★ Spanish is the target language and the majority of students are not proficient in communicating in Spanish</li> <li>★ students will be required to research independently and they are still emerging readers</li> <li>★ students will be required to write and they are still emerging writers. Even with sentence stems, word walls, books, and bilingual partners, it will be difficult to write about the aspects of wild weather preparedness</li> <li>★ are the objectives aligned properly?</li> <li>★ are the activities aligned properly?</li> <li>★ are the assessments assessing the standards?</li> </ul>

Content Areas & Language Domains Assessed			
Standard 1: Social and Instructional Language	☑	Speaking	☑
Standard 2: The Language of Language Arts		Listening	☑
Standard 3: The Language of Mathematics		Reading	☑
<b>Standard 4: The Language of Science</b>	☑	Writing	☑

**EL Demography**

- 12 English Learners, of 23 Spanish/English Dual Language Learners
- Exceptional: 2; High: 5; Mid: 5; Low: 0
  - WAP-T, listening and speaking composite scores
- 12 born in the United States
- Home language is Spanish, English, or Spanish & English

**Missouri Learning Standards**

Content Area Standards	Content Objectives	Language Objectives	LO Spanish Translation
Ask questions to obtain information about the purpose of weather forecasting, to prepare for, and respond to, severe weather	Students will summarize information about severe weather in our community	Students will label a picture (depicting tornado preparedness) using nouns, adjectives, and verbs using a bilingual dictionary	Los estudiantes etiquetarán una imagen (que representa la preparación para tornados) usando sustantivos, adjetivos y verbos usando un diccionario bilingüe
		Students will write a book about tornado weather preparedness with the aid of a labeled diagram, bilingual dictionary, sentence stems, and a partner	Los estudiantes escribirán un libro sobre la preparación para el clima de tornados con la ayuda de un diagrama rotulado, un diccionario bilingüe, fragmentos de oraciones y un compañero
		Students will physically and verbally respond to a tornado-warning scenario with the aid of a bilingual word wall	Los estudiantes responderán físicamente y verbalmente a un escenario de advertencia de tornado con la ayuda de un muro de palabras bilingüe
		Students will verbally evaluate their peers on their appropriateness of tornado weather preparedness with the aid of a bilingual dictionary, labeled diagram, and sentence stems	Los estudiantes evaluarán verbalmente a sus compañeros sobre lo apropiado que es su preparación para el clima de tornados con la ayuda de un diccionario bilingüe, diagrama etiquetado y frases

Vocabulary		
content	structures	SLD
weather <i>el tiempo</i> tornado <i>el tornado</i> storm <i>la tormenta</i> warning <i>la advertencia</i> lightning <i>los rayos</i> watch <i>la vigilancia</i> siren <i>la alarma</i> sun <i>el sol</i> rain <i>la lluvia</i> hail <i>el granizo</i> cloud <i>la nube</i> air <i>el aire</i> wind <i>el viento</i> hot/heat <i>el calor</i> cold <i>el frío</i> to warm up <i>calentarse</i> to cool down <i>enfriarse</i>	this is a <i>esto es un</i> you need to... <i>necesitas</i> you have to... <i>debes</i> when a ___ <i>cuando viene</i> comes... ___ do not <i>no</i> ___ because <i>porque</i> go inside the <i>entra a</i> go to the <i>ve a</i> cover up with <i>cúbrete con</i>	family <i>la familia</i> mom <i>la mamá</i> dad <i>el papá</i> son <i>el hijo</i> daughter <i>la hija</i> inside <i>adentro</i> outside <i>afuera</i> danger <i>el peligro</i> harm <i>el daño</i> safety <i>la seguridad</i> in case of <i>en caso de</i> Where is ___? <i>¿Dónde está ___?</i>

Language Supports:			
Sensory Supports	Graphic Supports	Interactive Supports	Native Language Supports
2D paper model of home Audiobooks Tornado Siren (sound) E-Books	2D floor plan of a home Illustrated word walls Labeled pictures	Hyperdoc Videos Tornado simulator YouTube videos Whole-class fluency reading	Bilingual partners 1 English video 1 English poster Bilingual word wall

Materials, Online Resources, and CLR Resources
See the <a href="#">HyperDoc</a>

	<b>WIDA Can-Do Descriptors</b>				
	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
<b>listen</b>	<p>Points to pictures of basic vocabulary with less than 50% accuracy</p> <p>Can follow (demonstrate) at least one of the steps to get to safety during a tornado warning</p>	<p>Identifies basic vocabulary by pointing with more than 50% accuracy</p> <p>Follow sequential language and can demonstrate at least two steps to get to safety during a tornado warning</p>	<p>Identifies most of the essential vocabulary with near-perfect accuracy</p> <p>Can follow all of the steps of getting to safety during a tornado warning</p>	<p>Identifies all of the essential vocabulary</p> <p>Can follow and demonstrate all of the steps to get to safety during a tornado warning without prompting or support</p>	<p>Identifies essential and non-essential vocabulary in order to integrate more language in a realistic simulation of a tornado warning</p> <p>Demonstrates every step of tornado safety with detail of a native speaker</p>
<b>speak</b>	<p>Repeats vocabulary and may restate some vocabulary</p> <p>Repeats a sentence stem</p>	<p>Restates some content vocabulary with one or two memorized structures</p> <p>Can recall some parts of a sentence stem and say those parts, may or may not complete the sentence stem, in English or Spanish</p>	<p>Restates at least 50% or target content vocabulary, or uses simpler or alternative terms language instead, with appropriate structures</p> <p>Restates the sentence stem (omits one or two) and completes the sentence stem with appropriate endings or by pointing to the vocabulary wall</p>	<p>Can accurately use most content vocabulary with appropriate structures</p> <p>Can recall the sentence stems accurately and complete them with appropriate endings</p>	<p>Can accurately tell what is happening and what needs to happen to get to safety, adding details, using all target vocabulary and structures appropriately</p> <p>Can clearly communicate with peers, using academic language, about their performance without the aid of sentence stems</p>
<b>read</b>	<p>Can identify recently reviewed vocabulary on an illustrated word wall</p>	<p>Can match pictures to words using a word wall</p> <p>Can follow along with a book read aloud</p>	<p>Identifies words in picture dictionaries, diagrams, and illustrated books.</p>	<p>Can read illustrated books at the kindergarten level with some comprehension</p>	<p>Can read kindergarten level books with high comprehension</p>
<b>write</b>	<p>Reproduces writing by copying</p>	<p>Can label a picture with the support of a word wall and a partner</p>	<p>Can label a picture with inventive spelling and can write a book on the topic with the aid of a graphic organizer</p>	<p>Can write a book on the topic using inventive spelling, sight words, and the word wall</p>	<p>Can write a book with few errors in spelling, grammar, and content, that accomplishes the task of informing others what to do in case of a tornado warning, using detail</p>

## ASSESSMENTS

*Formative*

### KWL Chart

S Lo que sé	Q Lo que quiero aprender	A Lo que aprendí

*This is an introductory activity to find out about everything they can think of. At the same time, I am looking to who is providing the answers. Before we even start writing anything down, students are asked to think about what they know, then talk about it with a partner or group, and finally contribute to the chart by sharing what they know with the whole class.*

*Formative*

### Class discussion

- Has anyone ever seen a tornado? Where?
- Where do they come from?
- How do you think they form?
- How strong do you think they are?
- Can they happen at any moment?
- Where is a safe place to be during a tornado?
- What do we do if a tornado comes while we're at school?

*These are questions that could close the gaps on the KWL chart. I know where the lesson is heading and where I need to lead the students. These questions help them move closer to the learning targets.*

*Formative*

### Think-Pair-Share

- According to \_\_\_\_, could a tornado lift a \_\_\_\_?
- What do you think it could NOT lift and why?
- According to \_\_\_\_, what happens as the winds get faster?
- What did you understand about the \_\_\_\_?
- What is the damage left behind by tornadoes?
- What could we do if we hear the tornado sirens while we're in/at \_\_\_\_?

*I ask a lot of questions to guide students to the learning objectives. During Think-Pair-Share, we use sentence stems during and after reading books, watching videos, or looking at a diagram or labeled picture.*

*Formative*

### Take Notes



*Students will explore the HyperDoc on their own and write or draw things they believe are important to know in case of a tornado warning. They may also copy any text or diagram they deem important.*

*Formative*

### Label the Picture



*I don't have the drawing ready since I am going to make it myself, but these are some of the elements that will be included in the worksheet.*

*Formative*

### Checklist

¿Qué puedo hacer en caso de una advertencia de tornado?		
	PALABRAS <small>word</small>	DIBUJOS <small>draw</small>
<b>1</b>		
<b>2</b>		
<b>3</b>		

*Students will use information from the resources found in the HyperDoc to show and/or write about the three steps to get to safety in case of a tornado warning*

<i>Formative</i>	<i>Summative</i>	<i>Summative</i>
<p><b>Make an e-book</b>, on the BookCreator app, about tornado preparedness.</p> <ul style="list-style-type: none"> <li>• Students draw/ insert pictures on their pages</li> <li>• Students use models of a house to show innermost room or basement</li> <li>• Students add text by writing or typing</li> <li>• Students record their voice</li> <li>• Students edit their books</li> <li>• Students share their book on Seesaw</li> </ul> 	<p><b>Respond to a Scenario</b></p> <ul style="list-style-type: none"> <li>• Students will be given a random location of a real place that they can be in the world, projected onto the SmartBoard (classroom, playground, home, park, Walmart, on the road, etc.)</li> <li>• When the students hear the siren, they will respond according to what they've learned using as much vocabulary and as many structures as possible, also guiding their "family members" to safety</li> <li>• The rubric will follow the WIDA descriptors</li> </ul>	<p><b>Critique a Scenario Response</b></p> <ul style="list-style-type: none"> <li>• Students will be given time to take notes or think about the responses of their peers and whether they took appropriate action and mentioned the target vocabulary</li> <li>• Students will review the accountable talk chart that gives good sentence stems and provides good structure for being kind and respectful</li> <li>• Students will be called at random to say provide a comment about that group's performance</li> </ul>

<b>Lesson Delivery</b>								
<p><b>Days before the lesson:</b> during a read-aloud or extra time I choose books and videos to show students to expose them to the upcoming unit. The purpose is to gauge what they know and to build a little background for those students that don't know. A secondary purpose is to start vocabulary exposure and to get a pulse for how they feel about the topic.</p>								
<p><b>DAY BEFORE THE LESSON:</b> Start Wide Reading Activity. Read the fiction text created by Ms. Jimenez (not yet finished) three times. Once read-aloud by the teacher, once with students repeating, and once chorally. This is to be done for at least three days.</p>								
<p><b>DAY 1:</b> Introduce the topic of tornadoes with a KWL Chart, using think-pair-share and illustrating what the students say. Lead students to think about what they don't know and have them check in with their partners to see if they are having similar questions. Go back to the materials they were previously exposed to, books and videos, and see if we can find the answers to any of our questions in order to begin the "what-I-have-learned" section.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="669 1453 932 1535" style="text-align: center;">S Lo que sé</th> <th data-bbox="932 1453 1195 1535" style="text-align: center;">Q Lo que quiero aprender</th> <th data-bbox="1195 1453 1458 1535" style="text-align: center;">A Lo que aprendí</th> </tr> </thead> <tbody> <tr> <td data-bbox="669 1535 932 1906" style="height: 177px;"></td> <td data-bbox="932 1535 1195 1906" style="height: 177px;"></td> <td data-bbox="1195 1535 1458 1906" style="height: 177px;"></td> </tr> </tbody> </table>		S Lo que sé	Q Lo que quiero aprender	A Lo que aprendí			
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**DAY 2:** Review learning from the day before, especially the questions, and see if there are any new answers. Present the HyperDoc to students and invite them to explore all of the resources on tornadoes on their own. Students can begin taking notes (drawing pictures) of what they have learned. Close with a class discussion about their knowledge of tornado weather preparedness.

**DAY 3:** Review KWL Chart and introduce the essential question of the day, "What should a person do if there is a tornado warning or they hear a tornado siren?" Direct students to the pertinent resources on the HyperDoc and have students fill out the Tornado Preparedness Checklist. Students can work with a partner. Come together as a class to discuss our findings and check the KWL chart for questions that might have been answered during the exploration of tornado weather.

**DAY 4:** Begin with a quiz. Students will be allowed to work in partners/groups to label a diagram depicting a scene where a family is at the neighborhood park, a tornado is about to touch ground, and a siren is going off. The class will come together after 15-20 minutes to help the teacher fill out her own worksheet. Students will be able to complete their worksheet or correct it at the same time. Show students how to create a book using the Book Creator App. Have students create the title page.

**DAYS 5 & 6:** Students may follow the Tornado Preparedness Checklist of three items to begin making their book. They may add as many other details related to tornadoes as they want once they are done with the 3. Students may create their books in both English and Spanish or at least Spanish. Students will record what it says on their text. Students will download the completed e-book and share it with their families on Seesaw, their online journal.

**DAYS 7 & 8:** Students will be grouped into "families" in order to work together to get to safety by talking and taking action. Students will have about 2 minutes to talk about their situation, talk to each other to get to safety, and continue coaching each other while they are "taking shelter." Students will review their roles and use every resource we've created so far in order to practice for a few minutes. The ones that are last will have the benefit of watching the ones that go first and I will rank the groups according to the perceived strength of the group (according to my observations of them throughout the unit and during their practice). After each group we will have a discussion on each individual's performance. We will use the accountable talk chart which has built-in etiquette norms.

¿Qué puedo hacer en caso de una advertencia de tornado?

	PALABRAS <small>word</small>	DIBUJOS <small>picture</small>
<b>1</b>		
<b>2</b>		
<b>3</b>		

Review and Assess with ELs' work samples (test results using multiple-choice items, observation checklists, and scoring rubrics for projects. Make sure your standards, LOs, activities are aligned with the assessments,)

Lesson Reflection with the assessment/outcome evidence. What was aha moment and what are the areas for improvement yet?