

## Weather Review

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### Lesson Overview

In this lesson students will apply prior knowledge about Weather (Storms, Fronts, Clouds, and Pressure systems) as review for a summative assessment.

### Standards Addressed

- SC 2005      6-4      The student will demonstrate an understanding of the relationship between Earth's atmospheric properties and processes and its weather and climate.
- SC 2014      6.E.2      The student will demonstrate an understanding of the interactions within Earth's systems (flow of energy) that regulate weather and climate.
- NGSS              MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

### Disciplinary Literacy Best Practices

Quick Write  
Give Me Five  
Think Ink Pair Share  
Say Something (Adapted with Beach Balls)

### Lesson Plan

Time Required – One 60 minute class period.

Disciplinary Vocabulary: Front, Air Mass, Tornado, Hurricane, Thunderstorm, Hail Storm, Cold Front, Warm Front, Humidity, Isotherm, Isobar, Station Model, Precipitation

Materials Needed:

- Chart Paper
- Markers
- Paper and Pencil
- Beach Balls

Assessment: Teacher Observation of Beach Ball review and Discussion of Written Items on Chart Paper.

## Engage

- Quick Write: List 4 types of clouds and give a description of each. Include the type of weather associated with each type of cloud.
- After students have completed this task, teacher will use Give Me Five to get five responses from the students.

## Explore

- Think and Ink: Students will use their science journals to record their thoughts on the four severe storms we have been discussing in this chapter. The students were given 1-2 minutes to think, then they were given 5 minutes to record it in their journals.
- Pair: After that they paired up with a partner and discussed their information.
- Share: Students will share one main idea or fact about each type of storm by writing it on chart paper. Each group must write at least one fact for each storm.

## Explain

- Say Something Vocabulary Review—Teacher prepares beach balls prior to class with one vocabulary word written on each section of the beach ball.
- Students are divided into groups. Each group is given one of the prepared vocabulary review beach balls. One student tosses the ball to another student. The student who catches the ball must “say something” about the word in the section where their right thumb hits. They may give an example, define the word, or share a connection they have with the word.

Example Topics: Fronts, Vocabulary, Clouds, Storms

- Teacher will blow a whistle for students to rotate beach balls (each ball has a different set of words.)

### **Teacher Reflections and Biographical Information**

Looking Back I realized that I needed to time my Think Ink Pair Share if I wanted to complete it in a timely manner and still have time for the beach ball Say Something. Also my advanced class finished both activities with 10 minutes to spare so I was able to have an exit activity with them in which the group had to give me the answers for all the items on their ball. Everyone in the group took a turn as they passed the ball. I really liked this exit activity and I will incorporate it again in a separate review activity.

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