Emma Havrilla

**Peer Teaching Weather Unit Lesson Plan**

**Title:** Hurricanes, rainstorms, tornados; oh my!

**Subjects:** Music and Science

**Grade Level:** Second Grade

**Time:** 30 minutes a day for one week/150 total minutes

**Learning Theory:**

This lesson uses Howard Gardner’s theory of multiple intelligences. It incorporates musical intelligence, linguistic intelligence, and bodily-kinesthetic intelligence. They will use musical intelligence to design their own movement that represents a tornado. They will use linguistic intelligence when they are completing both the Venn diagram and the action plan at the end of the week. Lastly, they will also use their bodily-kinesthetic intelligence to perform the movements during each different activity.

**Standards:**

* 2.ESS.2 Investigate the severe weather of the region and its impact on the community, looking at forecasting to prepare for, and respond to, severe weather.
* 2.ESS.3 Investigate how wind or water change the shape of the land and design solutions for prevention.
* 2.3.3 Respond to teacher or student questions by singing and using body percussion, movement, found items, instruments, or electronic sounds.
* 2.4.3 Arrange and perform a short sound piece cooperatively in small groups using the voice, body percussion, found items, or classroom instruments.

**Objectives:**

* Students will be able to compare and contrast three different types of severe weather
* Students will be able to perform a movement that represents each type of severe weather
* Students will be able to create an original movement that represents a science concept
* Students will be able to create an action plan in response to severe weather

**Materials:**

* PowerPoint
* Projector

**Procedure:**

Day 1/Monday:

1. Introduce facts about rainstorms
   1. Show PowerPoint about what causes a rainstorm, effects of a storm, and safety precautions to take
   2. Watch a short clip of what a rainstorm sounds and looks like
2. Introduce “human rainstorm activity” to create a class rainstorm like the video
   1. Students will stand in a circle in the middle of the room
   2. The teacher will do the action first, to start a chain reaction around the room, clockwise
   3. When the last person is doing the action (meaning it goes all the way around the circle) the teacher will change their movement and it will continue to go around the circle
   4. The movements are:
      1. Rub hands together
      2. Snap fingers
      3. Clap hands
      4. Slap thighs
      5. Stomp feet
      6. Slap thighs
      7. Clap hands
      8. Snap fingers
      9. Rub hands together
   5. Do this activity as many times as needed until all students are successful

Day 2/Tuesday:

1. Introduce facts about hurricanes
   1. Show a PowerPoint about what causes a hurricane, the post-effects of a storm, and safety precautions to take
   2. Watch a short clip showing a real hurricane (find one that is not very severe, keeping in mind that the students are younger
2. Introduce how to do the “wave”
   1. Have kids sit in their seats, start on the right side of the room
   2. In rows, have them stand up and put their hands in the air then sit back down
   3. Do this in a chain reaction, where the row to the left follows.
   4. *These actions (human rain storm and wave) help students remember the differences between the severe weather storms*

Day 3/Wednesday:

1. Introduce facts about tornados
   1. Show a PowerPoint about what causes tornados, the post-effects of one, and safety precautions to take
   2. Watch a short clip showing what a tornado looks like and the different parts of one
2. Put students in groups of 3 and have them create their own movement to remember tornados
   1. Remind them about classroom safety rules when creating them
   2. Give them about 5 minutes to create a movement, then have each group present it to the class

Day 4/Thursday:

1. Give each student a three circle Venn diagram sheet labeled with rainstorm, hurricane, and tornado
   1. Put students in pairs and have them fill out the sheet, comparing and contrasting the storms
   2. They should use what they learned throughout the week

**Assessment:**

Day 5/Friday:

At the end of the week or last day of the unit, students will choose one storm they are most interested in to write an action plan for. This action plan will be a list that explains what to do when the storm happens and how to stay safe. The teacher will assess this paper for creativity, factual information about the storm, and knowledge about safety precautions.