

Practice & Application

Master content concepts through practicing and apply them making connections between abstract and concrete concepts using all language processes.

Final Questions: 20-22



Practice & Application Feature Components

20. Hands on Materials

21. Apply Content and Language
Knowledge

22. Language Skills



The Lesson

UNIT: The Weather (2nd Grade)

The state does not have standards for science in grade 2 because statewide testing does not begin until grade 3. However, the district has a curriculum framework that the teachers must follow. The state does have ELP standards for grades Pre-K-12.

The second grade teacher in this scenario has been teaching a unit on the weather. Ms. Hannon has had two days of instruction prior to the lesson described here. The students have been introduced to types of weather, the seasons, and the concept of temperature.

The lesson described is intended to teach second grade students about the weather.



Teaching Scenario: Ms. Hannon

Ms. Hannon greeted her second graders when they returned from lunch and reviewed the day's objectives on weather precipitation terms by asking the students questions about types of weather and weather words. The students copied the objectives in their notebooks:

Content objective: We will identify types of precipitation: *rain, hail, snow, ice, mist, and fog.*

Language objective: We will write words and phrases that describe weather.

Ms. Hannon divided the class into six groups, each with at least one native English speaker and one English learner. She pointed out the six concept maps posted on chart paper around the room and explained the task. Each group would receive a concept map (see Figure 7.4). They would have five minutes to complete it and then they would place their maps back up on the walls. Next they would move around the room in a Carousel fashion, with each group having two or three minutes at each map to add ideas before moving on to the next map at her signal. "Do you remember how we did the Carousel when we studied animals?" she asked and most of the students responded "Yes."

Ms. Hannon distributed the concept maps to the student groups and they began work. As she circulated, she noticed that students had many things to write down for some maps, like those for snow and rain, but less for others. She hoped that the Carousel activity would generate more ideas. After the allotted time, she had the groups post their maps and begin the Carousel. She reminded them that when a group reached a map, the students were to discuss their ideas, and then the recorder would add to the concept map.

After 15 minutes...

the groups returned to their original map, and she asked the reporter from each group to read what was written. This process started well, but after the first two maps, the students began to fidget. To maintain order, she ended this reading aloud after the third group finished and had everyone sit down.

She told the students that for the next activity they would write about their favorite type of weather. She told them to think of the six types of precipitation they studied and choose one. In a paragraph they were to write what they liked about that type and why. They could use the words and ideas on the concept maps. The students worked on this task for about 10 minutes, although some of the English learners struggled to write even one initial sentence. She talked to several of these students individually to get them started. When the time for science ended, she told the class to complete the paragraph for homework.