

Winter Storms

Program Name

Middletown ABLE

Staff Responsible for Lesson

Terry Nichols

Technology	Study / Life skills	EL-Civics	Career Pathways	Police	Paramedic	Fire Rescue	Medical Asst.	EKG / Cardio	Phlebotomy	Practical Nursing	Healthcare	Admin	Pharmacy Tech	IMT	AMT	HVAC	Welding	Other:	
		X																	
Date(s) Used				February 3, 2011															
Civics Category				II. Civic Participation															
Civics Objective				7. Community Resources - Directory 8. Identify, locate, and map important places in the country.															
Time Frame to Complete Lesson				45 minutes															
EFL(s)				Low Intermediate 3, High Intermediate 4, Low Advanced 5															
Standard(s)/Components of Performance				Listen Actively Read with Understanding															
Benchmark(s)				<ul style="list-style-type: none"> • L.3.1. Demonstrate comprehension of sentences on simple topics. • L.3.3. Use verbal strategies to demonstrate comprehension or lack of comprehension (rephrasing). • L.4.1. Demonstrate comprehension of familiar topics. • L.4.3. Use verbal strategies to demonstrate comprehension or lack of comprehension (asks for clarification). • L.5.1. Demonstrate some comprehension of less familiar topics and vocabulary, and authentic listening sources related to daily life and work. • R.3.1. Comprehend basic information and simple sentences. • R.3.2. Use strategies to understand text. • R.3.3. Use strategies to monitor decoding and word recognition of simple sentences with familiar vocabulary. 															

	<ul style="list-style-type: none"> • R.3.4. See clarification by looking back to text or reading on. • R.4.1. Comprehend information in common forms and simple paragraphs. • R.4.2. Use strategies to understand text. • R.4.3. Use strategies to monitor comprehension of simple paragraphs on familiar topics. • R.4.4. Seek clarification by asking and answering questions. • R.5.1. Comprehend simple paragraphs. • R.5.2. Use strategies to understand text. • R.5.3. Use strategies to monitor comprehension of information on topics with unfamiliar vocabulary. • R.5.4. See clarification by restating and rephrasing.
Materials	<p>Cloze sentences/paragraphs written on whiteboard Student notebooks and pencils/pens Student dictionaries Map of North America Computers with related pictures and news reports</p>
Activities	<ol style="list-style-type: none"> 1. Teacher writes date, vocabulary words, and closure sentences/paragraphs on the board. 2. Students copy and read (as they can) what is on the board. 3. The more advanced students work to fill in the missing words. 4. Once the students have the sentences/paragraphs copied, the teacher reads through the vocabulary words with the students, working on decoding strategies and meanings as they go. 5. The teacher and students then begin reading and filling in the missing words orally. It is important to stop and use the map of North America to point out the places the sentences are discussing. The students can also use the dictionaries and information (current news reports) on the computers to further help with comprehension of words, sentences, and paragraphs. Allow for questions and clarifications. 6. Include discussions about how this weather situation has effected the students and what experiences they have had.
Assessment/	Observation and discussion throughout the activity is

Evidence	the assessment. The students' notebooks serve as evidence.
Reflection	The writing was long. I did eliminate part of one of the paragraphs. The topic did generate a lot of discussion. There was much interest in several words they were unfamiliar with (shadow, blizzard, precipitation).

February 3, 2011

snow February from feet empty good Thursday was cold large
schools states shadow Chicago came and winds time much spring

Today is _____, February 3rd. I went to _____ last weekend. There was no
_____. The temperature was in the 30s. There _____ only a little wind. I _____
home on Sunday. I was lucky.

January 31st - _____ 2nd there was a North American winter storm. Some called
it the 'Groundhog Day Blizzard'. The storm brought _____ air, blowing snow, and
mixed precipitation from New Mexico _____ Texas to New England and Eastern
Canada. This was a storm that could easily be seen _____ space, because it was so
_____.

The storm hit Chicago beginning Tuesday. Chicago had sustained _____ of
35 mph, gusting winds up to 67 mph, white out conditions, and about two _____ of
snow. These conditions made it a blizzard. They closed _____ and businesses. The
last _____ they closed schools in Chicago was 1999. O'Hare airport, one of the
country's busiest, was _____. This was the third largest snowfall in Chicago's history.

This storm covered 30 out of 50 _____. It included rain, thunderstorms,
tornadoes, snow, sleet, wind, and ice. Boston, MA has had so _____ bad winter
weather this year, their newspaper headline said, 'UNCLE!'

The _____ news is that yesterday was Groundhog Day. The groundhog named
Punxsutawney Phil did not see his _____, so we should have an early _____!