

Cultural Lit. 2: Identifying Weather Conditions

Summary

Students will learn to recognize weather related vocabulary in Navajo, Ute and Spanish, in one or two class periods by receiving direct instruction and taking part in cooperative group activities.

Time Frame

2 class periods of 60 minutes each

Materials

1. Handout of words for weather conditions in four languages
2. Paper, pencil and crayons.

Background for Teachers

Guarded Vocabulary:

New words pre-taught/sustained in lesson:

Weather, sunshine, cloudy, rain, wind, snow, thunderstorm,
See handout of weather conditions in four languages

Intended Learning Outcomes

Some vocabulary words in English, Navajo, Ute and Spanish for weather conditions

Instructional Procedures

Introduce lesson to capture student's attention:

Teacher will walk the class outside and ask questions about the weather:

1. What is the weather right now?
2. What was the weather like yesterday?
3. Can anyone tell me the name of this season?
4. What is the typical weather of this season?

Teacher will tell class that they are going to learn more about the weather and learn the names of different weather conditions in different languages. Teacher and students return to class.

Problem/Prediction:

How can you get the students really thinking?

With students working in pairs, teacher will ask the pairs to work together and name some weather conditions (in English). Teacher will call on each pair to report to the class. Teacher will compile student given information on the board, on a projection device or on a flip chart and discuss the answers, listing the weather conditions and also talking about the season(s) in which the weather conditions are found. Teacher will ask students if they know the names of any weather conditions in Navajo, Ute and Spanish. Teacher will write on the board, on a projection device, or on a flipchart, the names of different weather conditions in the different languages listed under the name of the language.

Teacher Instruction:

Teacher will name and point to or write the words for weather conditions in English and say the name

of a season where the weather pattern is experienced e.g., snow-winter, thunderstorms-spring, sunshine-summer, rain-autumn. Teacher will tell the students that they are going to hear and learn to recognize the names of some weather conditions in Navajo, Ute and Spanish. Teacher will say the names of the weather conditions in Navajo and ask the students to repeat the Navajo name. Teacher will say the names of the weather conditions in the same order in Ute and ask students to repeat the Ute name. Teacher will say the names of the weather conditions in Spanish and ask students to repeat the names (utilize building staff for pronunciations).

Lesson could be divided into two days. Day 1- English and Navajo. Day 2-Ute and Spanish. Visiting native speaker of Navajo, Ute and Spanish could be invited to teach the pronunciations of the words.

How will you end your lesson?

Student will show/present to the whole class, their drawing of the weather condition, and say the name of the weather condition written on the drawing.

Strategies for Diverse Learners

How will you help ELL students?

Guided Practice:

Teacher will listen to each student say the names of weather conditions in English as she/he points to the words written on board, projection device or flipchart.

Help students' master new concept:

Teacher will spend time on each language separately and have students work in table groups of four saying the names for weather conditions to each other in the four different languages as each language is introduced. A handout of the weather conditions written in the four languages will be disseminated.

Extensions

Students will work in table groups of four or in pairs and draw a scene which represents a favorite weather condition, and label the drawing with the words from the board/handout for the weather condition in all four languages. Teacher and assistant will circulate among groups to direct students.

Assessment Plan

Observation of student participation, student completion of drawing with written words for weather condition. Student presentation of drawing, and pronunciation of words for weather condition.

Authors

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