

Cultural Lit. 9: Learning the Effects of Weather

Summary

Students will describe how weather affects people and animals and know about Navajo and Ute stories told during hibernation, after direct instruction and taking part in cooperative group activities, in 1-2 class periods

Time Frame

2 class periods of 60 minutes each

Materials

The following SJSD Media Center publications:

Cultural Awareness -Level 1, p. 31, Seasons.

Cultural Awareness -Level 2, pp.104-107, Games.

Cultural Awareness -Level 3, pp.16-20, Calendar.

Navajo Coyote Stories

Ute Coyote Stories

Southwest Mammals: Navajo Beliefs and Legends

Paper, pencil, crayons.

Background for Teachers

Guarded Vocabulary:

New words pre-taught/sustained in lesson:

Flood, drought, weather, season, hibernate.

Intended Learning Outcomes

How weather effects animals and people, and know about Navajo and Ute stories told during the winter hibernation season.

Instructional Procedures

Introduce lesson to capture student's attention:

Teacher will ask students to tell the current weather condition and how that weather condition determined what clothes and shoes they chose to wear to school that morning.

Teacher will record answers on board, projection device or flipchart.

Problem/Prediction:

How can you get the students really thinking?

Students are asked to consider what kinds of clothes and shoes they wore to school during the previous season, and what kinds of clothes and shoes they will wear during the next season, and what kinds of clothes and shoes they wear in the summer. Teacher will record answers on board, projection device or flipchart.

Teacher Instruction:

Teacher will refer to brainstorming lists from lesson introduction and Problem/Prediction and ask students to help write a pattern of seasons, weather conditions and human and animal behaviors

which pertain to the season and weather, on the board, a projection device or a flipchart; refer to Cultural Awareness books.

Teacher will write student answers and discuss the answers with regard to how weather and seasons affect people and animals. Teacher will ask students if they know any stories that are traditionally told only during certain seasons of the year (Navajo and Ute Coyote Stories), or games that traditionally are only played during certain seasons of the year (Cultural Awareness books).

Teacher will acknowledge the Navajo and Ute Coyote Stories, and some games which are traditionally played during the hibernation season. If lesson is taught in the winter, teacher could read some Coyote stories, or learn and play some games with the class.

How will you end your lesson?

Student will show/present to the whole class, their drawing of people or/and the animal behavior and the weather and explain the connection between weather and behavior.

Strategies for Diverse Learners

How will you help ELL students?

Guided Practice:

Teacher will listen to each student say the names of the seasons, and the pertaining weather conditions and human and animal behaviors, as she/he points to the words written on the board, the projection device or the flipchart.

Help students' master new concepts:

Teacher will regularly ask questions to check for comprehension for every new concept introduced. Teacher will clarify and explain concept as needed.

Extensions

Students will work in table groups of four or in pairs and each one will draw a scene which represents a seasonal behavior of people or an animal with the pertaining weather. Students will label the drawing with the words (from the board, projection device or flipchart) for the season and the weather and the behavior. Teacher and assistant will circulate among groups to direct students.

Assessment Plan

Observation of student participation, student completion of drawing with written words for people and/or animal behavior and weather. Student presentation of drawing and narrative of what the person or animal is doing and how the weather affects them.

Unit Assessment

Students graph weather for an extended period of time, e.g., one term or semester, using Navajo, Ute and Spanish words for weather conditions. During the daily graphing students discuss how the daily weather might affect people and animals.

Authors

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