

Lesson Plan

Science
 2. E.2A.1 Analyze and interpret data from observations and measurements to describe local weather conditions (including temperature, wind, and forms of precipitation)
 2.E.2A.2 Analyze local weather data to predict daily and seasonal patterns over time
 2.E.2A.3 Develop and use models to describe and compare the effects of wind (moving air) on objects.
 2.E.2A.4 Obtain and communicate information about severe weather conditions to explain why certain safety precautions are necessary.

SS
 Recognize the basic elements that make up a cultural region in the United States

ELA Topic:
 Compare and contrast information from two or more resources and think about how the information from each source contributes to their understanding of the topic

Opening: What does it mean to compare and contrast information?

Lesson: *Compare and Contrast Information from Two Resources*

- Review information collected about tsunamis in the sample notes on anchor chart. Now that each expert group has collected information about your type of severe weather and taken notes from two sources, today we are going to compare and contrast the information that you recorded.
- Model/guide how to compare information from the two sources about tsunamis. Emphasize how to tell your brain what to do to really look at and think about the information. Then do the same with contrasting information. Have students turn and talk to think through their responses.
- While recording on the column added to the anchor chart, discuss the purposes of comparing and contrasting to help us as researchers

Resources 1 Title : _____	Resource 2 Title : _____	
		Same Information
		Different Information

- In their weather interest groups, students will use their notes to compare and contrast the information they found.

Closing: Share compared and contrasted information. Provide time for students to ask each other questions about their type of weather. Why is it important to use more than one resource when researching?

Extended Activity: Place the questions worth pursuing on the "Our Questions/I Wonder Anchor Chart" (Continuous chart where students can post questions/answers)

What new words did you come across? How can we figure out the meaning of those words? (Glossary and/or dictionary). Add word and illustration (created by a student) to the Picture Dictionary/ Content Word Wall.