Unit Topic: Weather

Context/Setting: This science lesson is for a whole class of 20 first grade students on the first day of their weather unit.

Lesson Duration: 40 minutes

Content Area Integration: Music, Language Arts, Mathematics, and Art

Lesson Objectives:
1. After viewing weather pictures, the students will answer questions to bring up prior knowledge of weather.
2. After a short discussion of the types of weather, the students will complete weather centers.
3. After completing the centers, the students will identify the types of weather using TGR cards.
4. While visiting the centers, the students will create a shutterfold weather folder, a portable weather word wall, t-charts, and a rain mobile.

Content Standards
- Using new words from reading when writing and speaking. (AL Language Arts COS #1.3)
- Organize objects or information into predetermined and labeled data displays, including pictographs, tally charts, bar graphs, or double-loop Venn diagrams. (AL Mathematics COS #1.13)
- Recognize daily changes in weather, including clouds, precipitation, and temperature. (AL Science COS #1.8)

Materials Needed:
- Book - Weather Words and What They Mean by Gail Gibbons
- “Weather Helper” poster
- File Folders (40)
- Chart Paper (2)
- Markers/crayons/colored pencils
- Glue/tape
- pictures of daily weather
- rain mobile materials (template, hole punch, scissors, yarn, hanger)
- “Weather Window” word wall template
- weather word poster
- T-chart icons
- TGR cards
- Group Tabs
- timer
- baskets (3)
**Anticipatory Set (focus, review, motivation):**

1. The teacher will begin the lesson by showing pictures of weather to the students. While showing the pictures, she will ask questions to gather what the students know and don't know about weather. She will pass out TGR cards to the students. As she shows the pictures she will ask the students which type of weather the picture represents. The students will hold up the card that represents their answer.
   - **Question:**
     i. What type of weather does this picture show?
   - **Possible Answers:**
     i. Stormy
     ii. Rainy
     iii. Cloudy
     iv. Windy
     v. Snowy

She will keep a tally of how many can correctly match the picture and card and which ones can't. TTW ask the students to put the cards away in their table baskets when she has finished showing the pictures.

**Instructional Input:**

2. The teacher will discuss with the students what each type of weather means and what occurs when they experience the types of weather.
3. She will teach the students the “Weather Helper” song. She will hang the poster on the wall with the song lyrics and have the students practice the song.
4. She will read *Weather Words and What They Mean* by Gail Gibbons.
5. After reading the story, the teacher will tell the students that they will complete centers today. She will explain the directions for each center. She will have the centers set up and the groups determined before the lesson begins. Each student will receive a group tab (a teacher-made, laminated number card attached to a paper clip that is clipped to the student's shirt).
6. The centers will look like the following:
   - **Center 1:** The students will create a shutterfold weather file folder.
   - **Center 2:** The students will color a raindrop and write their name on it. They will then place it on a T-chart labeled “Have You Seen the Rain?”.
   - **Center 3:** The students will create a rain mobile. They will write 3 items about rain.
   - **Center 4:** The students will cut decorate a snowflake and write their name on it. They will place it on a T-chart labeled “Have You Seen the Rains?”.
   - **Center 5:** The students will create a portable weather word wall.
7. The Teacher will walk through each center explaining to the students what they will do at each. She will show the students the example she placed at each center. She will show the students where the instructions are and read them aloud. She will also show the students where to put their finished projects.
8. The teacher will walk around and observe the students as they work.
9. The teacher will instruct the students to change centers when they hear the timer "beep". They will have 30 seconds to change. They are instructed to move quietly.
10. Once all of the students have visited each center, the teacher will have them come back to their desks. She will ask them to sing the "Weather Helper" song as they walk back to their seats. She will walk around each station and discuss with the students what they have completed in the centers.

11. The teacher will collect the answer baskets.

Closure:

12. The teacher will pass out the TGR cards to the students. She will explain to them they will repeat the activity from earlier. She will hold up pictures and read her question cards and the students will choose the correct answer and hold the card in the air.

13. She will keep a checklist of how many correctly answer the question and how many get it wrong. She will not let the students know the answers.

14. She will discuss with the students how many correctly answered the questions this time as opposed to the first time they used the TGR cards. TTW explain to the students they will continue to learn about weather throughout the next few weeks. She will keep the checklists from the first and second TGR activities.

Going Further (Extension):

As an extension activity, the students could write their own story about what they would do in each type of weather. They could use words from their portable word wall. The students would explain what each type of weather means to them by writing a few sentences about what they would do if they experienced the types of weather. (Example- if it is snowing a student may write, "When it snows I will play in it. It would be white and cold.") They could draw a picture to go with each page. The students could decorate a cover page and correctly title the book as well as write their name as the author and illustrator.

Teacher Evaluation (Student Assessment):

1. The teacher will record the students' answers as they hold their TGR answer card in the air.
2. The teacher will observe the students as they complete the centers.
3. The teacher will observe the students' choices of TGR card answers and record their answers.
4. The teacher will collect the students' work as assessments.

Safety Tips:

- Teacher should monitor students' while using glue and scissors.
- The walking area should be cleared of any obstructions to make walking safe.

Adaptations:

- Set time limits for each activity in the lesson.
- Provide immediate feedback for struggling students.
- Group students by mixed ability.
Overview

Weather is a part of everyday life. Weather affects us in every way, every day. It is important for students to learn about the types of weather so they can make an informed decision about their daily activities and dress. It is also important that they know how to read a thermometer in order to know if the temperature is cold or hot and if they need to be in the air conditioning or the heat. The better understanding that students have of weather, the better they can make informed choices of safety when dealing with weather. They can know that during snowy weather, they can play in it but they need to wear lots of warm clothes and that when the temperature outside is 90 degrees, they can swim and do not need to be thick, warm clothing. Since weather occurs every day, it will affect everyone in some way. It is important to know about weather.

In this unit, the students will learn about weather in general. They will also grasp the understanding of how weather is formed, what types of clouds exist, what the types of weather mean for activities and clothing, and how to chart temperature and daily weather. The students will appreciate weather, as well.

The students will create their own weather chart in order to chart the daily weather changes over a two-week period. They will chart the temperature during this unit also. They will create rain and the water cycle. They will read thermometers and watch the weather reports to observe how their new vocabulary words are used every day. They will identify the cloud types in the sky and what type of precipitation is occurring (if there is any).
Unit Topic: Weather

Context/Setting: This science lesson is for a whole class of 20 first grade students on the second day of their weather unit.

Lesson Duration: 45 minutes (10 minutes borrowed from social studies)

Content Area Integration: Music, Art

Lesson Objectives:
1. After showing a poster of the water cycle, the students will be asked questions to bring up prior knowledge.
2. While viewing a powerpoint about the water cycle, the students will fill out a simple diagram of the water cycle.
3. After viewing the powerpoint, the students will color their water cycle.
4. After the students color their water cycles, they will label a large model of the water cycle by finding the pieces in a “label” hunt.
5. When they have created the model of the water cycle, the students will create their own water cycle to observe.

Content Standards
- Identify ways to conserve Earth’s resources. (AL Science COS #1.9)
- Recognize daily changes in weather, including clouds, precipitation, and temperature. (AL Science COS #1.8)

Materials Needed:
- “Weather Helper” poster
- Water Cycle powerpoint
- Water cycle poster
- Water cycle words (labels)
- Weather window portable word wall
- models of oceans, mountains, clouds, rain, and arrows
- water cycle diagram
- crayons, markers, colored pencils
- TGR cards/weather pictures
- jar
- plants
- bottle cap or shell of water
- soil
- sand
- small rocks
- “Thirstin”
• Thirstin’s activity book (to take home)

**Anticipatory Set** *(focus, review, motivation)*:

1. The teacher will begin the lesson by asking the students to get their TGR answer cards out of their baskets. She will tell them they are going to review what they learned the day before. She will ask a question and hold up a picture. The students will hold up the card that represents their answer.
   a. **Question:**
      i. What type of weather does this picture show?
   b. **Possible Answers:**
      i. Stormy
      ii. Rainy
      iii. Cloudy
      iv. Windy
      v. Snowy

She will keep a tally of how many can correctly match the picture and card and which ones can’t. TTW ask the students to put the cards away in their table baskets when she has finished showing the pictures.

2. Once the students have put away their TGR answer cards, TTW tell the students they are going to learn about something new today. She will hold up a poster with the water cycle and ask, “Does anyone know what this shows?” She will give the students time to answer. “This is a picture of what we are going to learn about today.”

**Instructional Input:**

3. The teacher will show the students a powerpoint she has created about the water cycle. She will use “Thirstin”, the cup of water, to help her teach the lesson.

4. She will explain to the students that while they are watching the powerpoint, they need to fill out the diagram of the water cycle. This needs to be done during the powerpoint.

5. She will pass out the water cycle diagram to each student.

6. She will show the powerpoint. During the powerpoint, she will bring up the animated water cycle diagram from the internet to show what the water cycle looks like in motion.

7. While showing the powerpoint, the teacher will stop and let the students know what to label and where to label it. She will guide the students through the diagram.

8. The Teacher will ask the students to get their coloring boxes out and color their diagram when finished with the powerpoint.

9. The teacher will walk around and observe the students as they work.

10. While the students are coloring, she will set up the large model of the water cycle. The labels will already be hidden in the room. She will put the first clue on the board.

11. She will tell the students to put their diagrams in their table baskets. She will explain to them that they are going on a “label” hunt. She will read the first clue to them and tell them that they will have to guess where the next clue is and where to go to find it.
She will let the students answer the clue and the class as a whole will walk to the next clue.

12. The teacher will read the next clues until all of the labels have been found. The students will place the label cards on the model in the front of the class. The students will be in 5 groups of 4 and explain what their label does in the water cycle.

13. Lastly, the teacher will explain to the students that they will create their own real-life model of the water cycle. She will pass out the materials for the activity and tell the students “Don’t touch any of the materials until I say you can. It is very important that we keep our hands in our laps.”

14. The students will create the diagram according to the information page in the powerpoint. The teacher will walk around and help the students as they create their model. Once completed, the jars will sit in the windows where the sun can shine on them and each day, the students will be able to check on their model.

**Closure:**

15. The teacher will ask the students, “What is the purpose of the water cycle?”
16. She will show her water cycle poster again and ask the students to describe what happens in the water cycle.
17. She will pass out Thirstin’s activity book to each student for them to take home.
18. Lastly, she will ask the students to sing the “Weather Helper” song before closing the science lesson.

**Going Further (Extension):**

As an extension activity, the students act out the water cycle. They could be placed into groups of 5 and each group acts out their play. They could present it for the teacher and other students in the classroom. They could act out each part of the cycle and talk about what their roles are during the water cycle.

**Teacher Evaluation (Student Assessment):**

1. The teacher will observe the students' answers while she shows the poster of the water cycle.
2. The teacher will assess the students' diagrams for understanding.
3. The teacher will observe the students while they label and describe the model of the water cycle.
4. The teacher will assess the students models for understanding and following the directions.

**Safety Tips:**

- Teacher should monitor the students while creating the real-life model.
- Notes should be sent home warning parents that the students will be dealing with dirt, rocks, plants, etc.
- The walking area should be cleared of any obstructions to make walking safe.

**Adaptations:**
Set time limits for each activity in the lesson.
Provide immediate feedback for struggling students.
Group students by mixed ability.
Allow for inventive spelling on the diagrams.

Unit Topic: Weather
Context/Setting: This science lesson is for a whole class of 20 first grade students on the third day of their weather unit.

Lesson Duration: 40 minutes

Content Area Integration: Music, Language Arts, Math, and Art

Lesson Objectives:
1. After viewing a powerpoint about clouds, the students will identify three cloud types.
2. After answering questions about clouds, the students will create the cloud types with shaving cream.
3. After cleaning the shaving cream on their desks, the students will add cloud words and types to their file folders.

Content Standards
- Demonstrate concepts of number sense by counting forward and backward by ones, twos, fives, and tens up to 100. (AL Math COS #1.1)
- Recognize daily changes in weather, including clouds, precipitation, and temperature. (AL Science COS #1.8)

Materials Needed:
- powerpoint Cloud Types
- Cloud Types information sheet
- Weather shutterfold file folders
- Weather window portable word walls
- shaving cream
- One Drop activity page
- overhead transparency
- overhead marker
- overhead projector
- a cup of blue-tinted water
- an eyedropper
- TGR cards (clouds)
- Cloud Pictures

Anticipatory Set (focus, review, motivation):
1. The teacher will begin the lesson by asking the students to explain the steps in the water cycle. She will hold up an unlabeled diagram and ask the students to describe the steps in the cycle.
2. To motivate the students for the new lesson, TTW show a short video called, Clouds, Climates, and Storms. She will only play 1 min. and 53 seconds of it.
Instructional Input:
3. The teacher will ask the students if they have ever seen any of the clouds that the video talked about before she starts the powerpoint.
4. She will let the students turn and talk about the clouds they have seen for 1 minute.
5. The teacher will show the students the powerpoint.
6. She will pass out the Cloud Types information sheet. This will show the students what the clouds look like in the air. They can see the difference between the height of the clouds in the sky.
7. The teacher will ask the students questions about the clouds (the last slide in the powerpoint).
   - Clouds are formed in which process of the water cycle?
   - Which cloud is a wispy, thin cloud?
   - Which cloud is low and thick, and may bring snow?
   - Which cloud is big and puffy like cotton?
   - Which cloud do you like best?
8. The teacher will tell the students to clear off their desks. She will walk around and put shaving cream on their desks. She will tell the students to keep their hands in their laps until she says to pull them out.
9. She will tell the students that they are going draw the cloud types in the shaving cream. She will say:
   - Look at the fluffy pile of shaving cream. What cloud does this look like?
   - Now can you make a status cloud?
   - Can you make cirrus clouds?
10. TTW pass out paper towels to the students and ask them to wipe their hands off as she comes around and wipes off the shaving cream.
11. Next, the teacher will pass out the One Drop activity sheet. She will get the blue-tinted water, eyedropper, overhead and overhead marker out. She will explain to the students that they are going to guess how many droplets are in a rain drop.
12. TTW drop one droplet of blue-tinted water on the overhead. She will explain to the students that a cloud is made of millions of droplets of water (lots and lots of droplets). This water droplet is many times bigger than one cloud water drop.
13. She will ask the students to look at their droplets. She will ask them, "How many dots (or droplets) do you think are in this drop?"
14. TSW write their guesses on the One Drop activity page.
15. She will show the students how to find the correct number by grouping them by 10s. She will show the students that they can count by 10s to get the exact number of the droplets (dots) in the drop. Once the students are done counting, they can cut their drops out and get together in a group to "create a cloud". They will hold their drops above their heads and make a small cloud with their drops.

Closure:
16. The teacher will pass out the TGR cloud answer cards to the students. She will hold up a picture of the different clouds and read her TGR cloud question cards. The students will hold their answer cards in the air.
17. She will ask the students what the clouds are made of and what process of the water cycle they are created in.
18. The teacher will have the students sing the "Weather Helper" song to keep it memorized.
19. Lastly, the students will fill in the cloud types section on their shutterfold file folders and add the new words they have learned to their weather window portable word wall.

Going Further (Extension):
As an extension activity, the teacher will pass out a cold metal spoon to each student. She will ask the students to breathe in their hands and feel how warm and moist their breath is. She will tell the students to hold the back of the spoon up to their mouth and breathe on it. They will repeat this process and create a small cloud.

Teacher Evaluation (Student Assessment):
1. The teacher will assess the students' given answers for cloud types.
2. The teacher will observe the students' cloud creations while walking around.
3. The teacher will take up the students file folders to check for understanding.

Safety Tips:
- Teacher should monitor students' while using shaving cream.
- A note should be sent home explaining that the students will use shaving cream in an activity.

Adaptations:
- Provide immediate feedback for struggling students.
- allow students to work in pairs if needed.
Unit Topic: Weather

Context/Setting: This science lesson is for a whole class of 20 first grade students on the fourth day of their weather unit.

Lesson Duration: 30 minutes

Content Area Integration: Music, Mathematics, and Art

Lesson Objectives:
1. After discussing what temperature is, the students will color thermometers showing the given temperature.
2. After discussing what a thermometer is, the students will create a thermometer.
3. After the lesson about thermometers and temperature, the students will explain what temperature is and what it means on a 7-day forecast.

Content Standards
- Recognize daily changes in weather, including clouds, precipitation, and temperature. (AL Science COS #1.8)
- Using vocabulary associated with a calendar. (AL Math COS #1.12)

Materials Needed:
- What Makes Weather information sheet
- Weather Window portable word wall
- clear, plastic bottles (water bottles)
- water
- rubbing alcohol
- clear, plastic drinking straws
- modeling clay
- food coloring (red)
- Blank thermometer worksheet
- TGR cloud cards
- Instruction Sheet (for making thermometer)

Anticipatory Set (focus, review, motivation):
1. The teacher will begin the lesson by asking the students to pull out their TGR cloud answer cards. She will tell them that they are going to review the types of clouds. She will ask the students the questions on the TGR question cards and the students will hold up what they think the answers are.
2. The teacher will show a 7-day weather forecast to begin the lesson. She will ask the students what they know about the numbers on the forecast. “What do they stand for? What do they mean?”
3. She will give the students 1 minute to partner talk about what they think the numbers are in the forecast for.

**Instructional Input:**

4. The teacher will discuss with the students that the numbers on the forecast stand for the temperature. The top number is the high temperature for the day and the bottom number is the low temperature for the day.
5. She will tell the students that they are going to learn about temperature and how to read a thermometer. She will also explain what hot and cold are and how to tell if the temperature is hot or cold.
6. She will pass out the What Makes Weather? information sheet to each student.
7. She will discuss the sheet with students and explain how to read a thermometer.
8. The teacher will pass out blank thermometer worksheets to the students.
9. The class will practice coloring the thermometers to show the given temperatures. They will also practice reading the temperature on filled in thermometers.
10. The teacher will ask questions about whether the temperatures are hot or cold during the practice time.
11. When the students have completed the worksheet, the teacher will put out the materials to create their own thermometers. She will put the instruction/direction sheet on the board so the students can see them.
12. The teacher will let the students come up 3 at a time to get the bottle, straw, and modeling clay. She will walk around and fill the bottles with water and rubbing alcohol. She will let the students drop two drops of food coloring in their bottles.
13. Next, the teacher will tell the students, “Do not drink or smell the liquid in the bottles. It is not water.” “Now you will need partners for this step.” The teacher will have the students in pairs already.
14. The teacher will say, “Partner 1 hold the straw in the bottle but don’t let it touch the bottom of the bottle. Partner 2 press the clay around the top of the bottle and around the straw. Be sure the straw doesn’t touch the bottom of the bottle.” The teacher will show the students how to do both steps.
15. Once the bottle thermometers are complete, the students will take the temperature of the classroom, the teacher’s refrigerator, and the outside. This experiment doesn’t show accurate temperatures, but will show the students how the temperature can move up and down.
16. The teacher will have a real thermometer for the students to really read the correct temperature of these areas.

**Closure:**

17. The teacher will ask the students what the numbers mean on a 7-day weather forecast. She will pull up the 7-day forecast again and let the students partner talk about what the numbers mean on the forecast.
18. The teacher will walk around and listen to the students’ answers.
19. She will ask the students to write the new words they have learned in their Weather window portable word walls.

**Going Further (Extension):**

As an extension activity, the students could write their own story about a thermometer who changes temperatures many times throughout the year. They would write as if they were the thermometer. They would write what they think, how they feel, and what type of weather they are measuring the temperature in. They would only write about 5 sentences and then they could draw a picture to go along with the story.

**Teacher Evaluation (Student Assessment):**

1. The teacher will collect the students’ worksheets to see how well they can read a thermometer.
2. The teacher will observe the students’ thermometers as they create them.
3. The teacher will evaluate the students’ answers while they partner talk about what temperature is and what it means on a 7-day forecast.

**Safety Tips:**

- Teacher should monitor students while working with rubbing alcohol and water.
- Notes should be sent home explaining the thermometer experiment.
- The walking area should be cleared of any obstructions to make walking safe.
- Teacher should keep a close watch on the students as they walk outside.

**Adaptations:**

- Set time limits for each activity in the lesson.
- Provide immediate feedback for struggling students.
- Group students by mixed ability.
- Allow for extra time when reading the temperature.
Unit Topic: Weather

Context/Setting: This science lesson is for a whole class of 20 first grade students on the fifth day of their weather unit.

Lesson Duration: 30 minutes

Content Area Integration: Music, Language Arts, Mathematics, and Art

Lesson Objectives:
1. After viewing weather pictures, the students will answer questions to bring up prior knowledge of weather.
2. After a short discussion of the types of weather, the students will complete weather centers.
3. After completing the centers, the students will identify the types of weather using TGR cards.
4. While visiting the centers, the students will create a shutterfold weather folder, a portable weather word wall, t-charts, and a rain mobile.

Content Standards
- Using new words from reading when writing and speaking. (AL Language Arts COS #1.3)
- Organize objects or information into predetermined and labeled data displays, including pictographs, tally charts, bar graphs, or double-loop Venn diagrams. (AL Mathematics COS #1.13)
- Recognize daily changes in weather, including clouds, precipitation, and temperature. (AL Science COS #1.8)

Materials Needed:
- Book- Weather Words and What They Mean by Gail Gibbons
- "Weather Helper" poster
- File Folders (40)
- Chart Paper (2)
- Markers/crayons/colored pencils
- Glue/tape
- Pictures of daily weather
- Rain mobile materials (template, hole punch, scissors, yarn, hanger)
- "Weather Window" word wall template
- Weather word poster
- T-chart icons
- TGR cards
Anticipatory Set (focus, review, motivation):

3. The teacher will begin the lesson by showing pictures of weather to the students. While showing the pictures, she will ask questions to gather what the students know and don’t know about weather. She will pass out TGR cards to the students. As she shows the pictures she will ask the students which type of weather the picture represents. The students will hold up the card that represents their answer.
   a. Question:
      i. What type of weather does this picture show?
   b. Possible Answers:
      i. Stormy
      ii. Rainy
      iii. Cloudy
      iv. Windy
      v. Snowy

She will keep a tally of how many can correctly match the picture and card and which ones can’t. TTW ask the students to put the cards away in their table baskets when she has finished showing the pictures.

Instructional Input:

1. The teacher will discuss with the students what each type of weather means and what occurs when they experience the types of weather.
2. She will teach the students the "Weather Helper" song. She will hang the poster on the wall with the song lyrics and have the students practice the song.
3. She will read Weather Words and What They Mean by Gail Gibbons.
4. After reading the story, the teacher will tell the students that they will complete centers today. She will explain the directions for each center. She will have the centers set up and the groups determined before the lesson begins. Each student will receive a group tab (a teacher-made, laminated number card attached to a paper clip that is clipped to the student’s shirt).
5. The centers will look like the following:
   - Center 1: The students will create a shutterfold weather file folder.
   - Center 2: The students will color a raindrop and write their name on it. They will then place it on a T-chart labeled “Have You Seen the Rain?”.
   - Center 3: The students will create a rain mobile. They will write 3 items about rain.
   - Center 4: The students will cut decorate a snowflake and write their name on it. They will place it on a T-chart labeled “Have You Seen the Rains?”.
   - Center 5: The students will create a portable weather word wall.
6. The Teacher will walk through each center explaining to the students what they will do at each. She will show the students the example she placed at each center. She will show the students where the instructions are and read them aloud. She will also show the students where to put their finished projects.

7. The teacher will walk around and observe the students as they work.

8. The teacher will instruct the students to change centers when they hear the timer "beep". They will have 30 seconds to change. They are instructed to move quietly.

9. Once all of the students have visited each center, the teacher will have them come back to their desks. She will ask them to sing the "Weather Helper" song as they walk back to their seats. She will walk around each station and discuss with the students what they have completed in the centers.

10. The teacher will collect the answer baskets.

**Closure:**

11. The teacher will pass out the TGR cards to the students. She will explain to them they will repeat the activity from earlier. She will hold up pictures and read her question cards and the students will choose the correct answer and hold the card in the air.

12. She will keep a checklist of how many correctly answer the question and how many get it wrong. She will not let the students know the answers.

13. She will discuss with the students how many correctly answered the questions this time as opposed to the first time they used the TGR cards. TTW explain to the students they will continue to learn about weather throughout the next few weeks. She will keep the checklists from the first and second TGR activities.

**Going Further (Extension):**

As an extension activity, the students could write their own story about what they would do in each type of weather. They could use words from their portable word wall. The students would explain what each type of weather means to them by writing a few sentences about what they would do if they experienced the types of weather. (Example- if it is snowing a student may write, "When it snows I will play in it. It would be white and cold.") They could draw a picture to go with each page. The students could decorate a cover page and correctly title the book as well as write their name as the author and illustrator.

**Teacher Evaluation (Student Assessment):**

5. The teacher will record the students’ answers as they hold their TGR answer card in the air.

6. The teacher will observe the students as they complete the centers.

7. The teacher will observe the students' choices of TGR card answers and record their answers.

8. The teacher will collect the students' work as assessments.

**Safety Tips:**

- Teacher should monitor students' while using glue and scissors.
The walking area should be cleared of any obstructions to make walking safe.

**Adaptations:**
- Set time limits for each activity in the lesson.
- Provide immediate feedback for struggling students.
- Group students by mixed ability.