

## Teacher Reference Sheet A.1 Three Scheduling and Implementation Options

### TWO WEEKS (“Economy” time budget)

Before you begin the unit, use the Standards Correlation chart to choose four to six Activities that best cover the concepts that align most closely to your curriculum. Most will take one class period unless they have multiple parts (e.g. 1.4 or 3.5), or you plan to include the extensions. “Doppler Radar in a Shoebox” (3.5) and Hurricane Houses (4.2) will each take three to four class periods. The six activities in Section 2 can be set up as learning centers and completed in approximately four class periods. Additional activities can be covered, for example by assigning either “Making Weather Instruments” or “Making a Weather and Climate Timeline” as homework.

Once you have chosen your Activities, preview the LIVE FROM THE STORM videos to see which segments align with the Activities. (You’ll find narrative scripts online at the LFSTORM website to help in your selection, and tapes can be inexpensively ordered if you missed the broadcasts.) Show the segments either as an introduction to the Activity or at the end of the class period to sum up what students have learned that day. If you’re using some of the activities in Section 2 you could show a segment from the videos at the beginning of the period, do the Activity and then go online to the LIVE FROM THE STORM website for additional information. For example: introduce the “Tornado in a Bottle” Activity with a segment from the second LFSTORM broadcast, complete the Activity and then go online to see the tornado animation or read a Field Journal from one of the storm chasers. Have students design a safety poster on tornado safety for homework.

Begin with the Opening Activities. Spend one class period having the students fill out the KWL chart (Activity A.2) and complete the questions for Activity A.1, Weather and Climate Facts and Fictions, or take the Pre-test (Activity A.4.) Have a stack of index cards on hand. Use these to write questions that come up in class throughout the unit. Submit your questions to Researcher Q&A and when you receive an answer to your questions discuss the answer with your students.

Complete the Activities you’ve chosen integrating as much of the broadcasts as time allows. If possible take your students online to the LIVE FROM THE STORM website to read some of the background information and animations. Give them a list of questions to direct their time online. If time allows read some of the BIOographies and Field Journals. (Online under EDUCATORS/TEACHER TIPS you’ll find suggestions about how to help students explore and “data mine” the website.)

Spend one to two days summing up the project. (Section Z.) Have students fill out what they learned on their KWL chart. Discuss their answers to Weather and Climate Facts and Fictions or have them now take the Post-test.

### TWO TO FOUR WEEKS (“Moderate”)

Spend an additional day on the Opening Activities allowing you to do at least one additional Activity. Have students begin their WEATHERLog. Make a list of everything you expect to be in their portfolio at the end of the unit and include copies of rubrics giving them a clear idea of how they will be assessed.

The additional time should allow you to include the “Hurricane House” and/or “Doppler Radar in a Shoebox” Activities. You should also have time to participate in either “Writing up a Storm” or “Follow that Storm!”

At the end of the unit spend two to three days summing up the project by completing at least Activity Z.1. If time allows have portfolio conferences with your students and discuss the work in their WEATHERLog.

#### FOUR TO SIX WEEKS (“Luxury”)

An additional two weeks for the project will allow you to complete a good portion of the Activities from the Guide and incorporate the broadcasts completely into the project. You should have enough time to include a week of data collection using student-made (Activity 3.1) or purchased instruments. The additional time allows you to participate in both “Writing up a Storm” and “Follow that Storm!” You should have plenty of time to use Researcher Q&A and the BIOographies and Field Journals in the team section of the website.

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Teacher Tip: Eileen Bendixsen, P2K Online Moderator

I’ve found that dedicating six to eight weeks to complete a PASSPORT TO KNOWLEDGE project works best in my 7<sup>th</sup> grade classroom. It allows me plenty of time to integrate the different media, to show the broadcasts on tape in their entirety, to implement a good portion of the hands-on Activities and to utilize the online resources as much as possible.

My students liked using the previous P2K projects such as RAINFOREST and SUN this way because it gives them more time to spend on a particular cluster of related subjects. They feel they can cover the topics more deeply and that we’re not racing through new and abstract topics chapter by chapter.

What they don’t realize is that I’ve also been able to cover as much if not more of my curriculum than I would have been able to do using more “traditional” textbooks or materials. Since it is all under the umbrella of one project they don’t realized that we may have covered just as many topics as we would have done using chapters in our textbook in the same amount of time. Plus they seem, to me at least, to be learning more and having fun while doing it. And I know for sure that I enjoy this way of teaching much more! Give it a try—I think you’ll like it.