

## Discovering Hurricanes

**The students:** The group of students that are focused on in this activity are from age 11 to 12, and should be at the intermediate level. The elementary school is situated in an Anglophone area of Montreal city, thus exposure to the second language is slightly higher than average.

**Skilled focused on:** Listening, READING, and some writing.

**General and specific objectives:** Generally students will have more knowledge on what hurricanes and natural disasters are, but specifically this lesson focuses on building strategies to help learners listen and read and increase comprehension while doing one or the other. A problem that may arise in this activity is the speed of speech in the clip that they will watch. This activity may take more than one class to accomplish. It is also important that the students have an introductory class on how to access the Internet and navigate it.

### **Materials needed:**

- Software: you might need to install a java software on the computers in order to watch the clip on hurricanes
- Video: <http://yahooligans.yahoo.com/content/news/brainpop/movie?id=hurricanes>
- Articles: <http://www.ns.ec.gc.ca/weather/hurricane/kids1.html> for worksheet no.2 and <http://www.ns.ec.gc.ca/weather/hurricane/kids.html> for worksheet no.3
- Worksheets: <http://esl.moutro.com/Activities.html>

### **The Activity**

*Listening as a warm up*

#### **Pre- Listening (schema building):**

- Discuss with students what they know about natural disasters.
- When one suggests hurricanes write the word on the board. Also ask if they have heard about recent news events on hurricanes.
- Write out any vocabulary words that might come out in the discussion
- Tell students that they will now listen to a cartoon on hurricanes and that they should pay close attention because they will have to fill out a questionnaire after the clip.

#### **While-Listening (students are in pairs on one computer)**

- Ask students to jot down anything that they think can be important information.
- Students put on headphones and begin listening to clip.  
<http://yahooligans.yahoo.com/content/news/brainpop/movie?id=hurricanes>

### Post-Listening

- Ask students to fill in *worksheet no.1* in pairs once they have finished watching the clip.
- Wait about 15 minutes then allow students to switch partner and compare their answers
- Allow five minutes of comparing then bring focus back to teacher.
- Go over questions with students and make sure all of them write down the correct answers

### *Reading*

#### Pre- Reading (students are in groups of 3 but on different computers)

- Explain to students that now they will look more closely at hurricanes because the clip might have been a bit too fast for them to understand.
- Guide students to the government website:  
<http://www.ns.ec.gc.ca/weather/hurricane/kids1.html>
- On the website you will notice four different internal links. Student 1 reads the first one *how do hurricanes form*, student 2 reads *what does a hurricane look like*, and student 3 (and maybe 4) read *where do hurricanes come from and where do they go* and *how do hurricanes die*.

#### While- Reading

- Tell students to get in their assigned groups and to begin the readings while filling out *worksheet no.2*
- It is crucial at this stage that the teacher is walking around the classroom or lab in order to ensure that all students are on task.

#### Post- Reading

- Once students have finished reading the texts (allow about 30 to 40 minutes), get them back in their teams and allow them to exchange the new information that they have discovered.
- Once this is done, allow the groups to share their answers with the class.

#### Follow-up activity

Students continue their research by answering the questions on worksheet no.3.