

**Dangers of flood water/ flooding
5E Lesson Plan**

2. Subject area / course / grade level: Reading, Writing 4th Grade ELAR

3. Materials List: Poster boards, pencils, computers, technology, markers for boards, exit ticket slips

4. Overarching TEKS, [ELPS](#), [CCRS](#), and Global Graduate/other district standards (chart or list).

<i>TEK</i>	<i>CCRS</i>	<i>ELPS</i>	<i>Other</i>
ELAR: Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	Participate actively, effectively, and respectfully in one-on-one oral communication as well as in group discussions.	Speaking	Skilled communicators

5. Lesson Objective/Summary:

To reinforce the dangers of swimming, walking and playing in floodwater and for students to share this information with other classes within the school.

7. Community-Based Resources:

- A. *How can you incorporate a local community member? Expose students to different careers, with people that look like them, in Houston. Find a list of organizations through the [Citizens' Environmental Coalition](#) or make a request on [NEPRIS](#). Consider all of the levels in a socio-economic model, like the one seen here
I will find a person on NEPRIS to conduct a zoom call with my students.*
- B. *How can you tweak the lesson to include themes relevant to Houstonians? Show them images and videos of Hurricane Harvey.*

5E Model Lesson Plans Resources (used below): [Different Es](#), [Origins of the Model](#), [Videos with Dr. Nancy Moreno](#). Please describe each component of the lesson, and link applicable materials.

8. Engage:

Show students some different pictures of floods, and ask students if they know what has happened in each of the pictures and discuss flooding. What is flooding? How does flooding happen? Where does it happen? Students' responses can be recorded on cards or a large sheet of paper and displayed.

9. Explore:

Students will brainstorm ideas about how to present this information to younger kids, so they can understand the dangers of flooding. Students will watch the following video and research on chromebooks.

<https://www.youtube.com/watch?v=H2s6Nqi5BaA>

10. Explanation:

Students turn and talk about the problem, some key questions to ask include: how can you solve the problem? How can you support this claim?

11. Elaboration:

Divide students up into pairs or groups of three, explain that they are to create a poster warning people about the dangers of floodwater, which they will present to students in younger classes. Provide each group with a piece of A3 paper, discuss what information might be included in the poster (e.g. the slogan 'Never swim, walk or play in floodwater. You don't know what you are getting into'), what pictures they might draw, key messages and how best to present their information. Students are to prepare a short presentation including what they have been learning, why, what they have created and the main messages which they will present to the younger classes. Remind them that they are to inform the younger students, but not to scare them.

12. Evaluation:

Students will have an exit ticket where they will share one thing they have learnt about floodwater and why they should not swim, walk or play in it.