

Monsoon Days

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Grade Level	3-4
Duration	3 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 3: Physical Systems

7. The physical processes that shape the patterns of Earth's surface

Element 4: Human Systems

10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

AZ Standards

ELA

Reading

Informational Text

Key Ideas and Details

3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

Writing

Production and Distribution of Writing

3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language

Knowledge of Language

3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.

Arizona Social Science Standards

GEOGRAPHY

Human-environment interactions are essential aspects of human life in all societies.

3.G2.1 Explain how people modify and adapt to the Arizona environment.

Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources.

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources

Monsoon Days

4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

SCIENCE

Earth and Space Standards

4.E1U1.8 Collect, analyze, and interpret data to explain weather and climate patterns.

4.E1U2.10 Define problem(s) and design solution(s) to minimize the effects of natural hazards.

Overview

Students growing up in Arizona should understand how earth's processes impact our physical and human environment.

Purpose

In this lesson students will gain a deeper understanding of Arizona's monsoon season. They will learn what causes this yearly phenomenon and how to act safely in monsoon storms.

Materials

- Hip, Hip, Hooray, It's a Monsoon Day by Roni Capin Rivera-Ashford (as many copies as possible)
- Arizona Monsoon Reading
- Hip, Hip, Hooray, It's a Monsoon Day worksheet
- Hip, Hip, Hooray, It's a Monsoon Day worksheet answer key
- Monsoon and San Juan's Day Map
- Scoring Guide for the Monsoon Safety booklet
- Copy paper and colored markers/pencils

Objectives

The student will be able to:

1. Describe physical processes that impact our physical and human environment.
2. Describe how to act safely during a monsoon storm.
3. Use maps to interpret information.
4. Describe cultural characteristics of the Southwest.

Procedures

Prerequisite Skills: Students should know the word *erosion* and its effects.

Prior to the Lesson: Go to the websites cited and create a PowerPoint of the maps and photos found in the Arizona Monsoon Reading.

Create the booklet to use as a model for SESSION THREE.

SESSION ONE

1. Show the students the Monsoon and San Juan's Day Map. Have the students identify the continents where a monsoon occurs. (North America, South America, Africa, Asia, Europe and Australia)
2. Ask students to define monsoon. Write their definitions on the white board.
3. Distribute the Arizona Monsoon Reading. Read together and discuss the important parts of the information. Examine the pictures and maps in the reading.

Monsoon Days

4. Have the students re-read the Monsoon Reading again (independently or as a group). Explain that they will be looking for words or phrases that describe winds, flash floods, lightning, and dust storms.
5. Write on the white board: blue = winds, brown = flash floods, red = lightning, and purple = dust storms. Instruct students to underline in color the parts of the reading that describe these weather conditions.
6. Wrap up this session by going back to the definitions on the white board given at the beginning of class. Have the students create a better definition for monsoon. Record this definition in their writing journals or on a sentence strip for the classroom wall.

SESSION TWO

1. Introduce the students to Hip, Hip, Hooray, It's a Monsoon Day by Roni Capin Rivera-Ashford. Explain that this book is written in both Spanish and in English. Discuss the dedications found in the front of the book and the explanations found in the back of the book. Read the book first without explaining many of the terms but showing them the illustrations as you read.
2. Next re-read the book and stop to discuss the important information. Discuss the Spanish words and their meanings. Explain the term Hispanic, as a way to describe people whose families were originally from Spain or Mexico.
3. Pass out the Hip, Hip, Hooray, It's a Monsoon Day worksheet. Have the students use the words and phrases highlighted in color in the Arizona Monsoon Reading from the last session to help them with the answers. Then have students work in groups or individually to complete the worksheet.
4. Review the correct answers.

SESSION THREE

1. Review the safety suggestions found in the Arizona Monsoon Reading.
2. Distribute the Scoring Guide for the Monsoon Safety Booklet and two pieces of blank copy paper to each student. Explain that they will be creating a Monsoon Safety booklet.
3. Show the students how to make the booklet by folding the two sheets in half (hamburger style) and

then stapling the papers together along the center crease. This makes a booklet with eight sections.

4. Explain the requirements of the Scoring Guide Model a page or two on how the booklet should be done.

Assessment

Arizona Monsoon Readings can be graded on the appropriate color of highlighting.

The worksheet can be graded for reading comprehension and understanding of the physical processes that impact our environment. Mastery will be considered a score of 80% or higher.

The booklet is worth 35 points. A score of 80% or higher will be considered mastery.

Extensions

Have the students research and find one or two fun facts that they found about last year's monsoon in Arizona. These can be added to last page of their booklets or put on sentence strips to be added to the classroom wall.

Sources

Monsoon information for teacher

https://www.wrh.noaa.gov/twc/monsoon/monsoon_info.php

Monsoon 101 information for teacher

<http://www.weatherbus.com/viewpost.php?id=106>

Phoenix Monsoon July 2018 (1.06 min)

https://www.youtube.com/watch?v=CdXFI_ybLbA

Arizona Monsoon 2018 (12.29 min) has some great images of lightning but probably too long for grades 3-4. <https://www.youtube.com/watch?v=sLnbSRIJd1>

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