

LESSON 12

How do storms move around the world?

Adaptations for:

STEP 1: How do storms move across North America? (pg. 46)

STEP 2: Why is this pattern important? (pg. 46)

STEP 3: Observe precipitation movement around the world (pg. 47)

STEP 4: Discuss your observations (pg. 47)

STEP 5: Form an initial explanation (pg. 48)

EXPLANATION:

The maps in Steps 1 and 3 are too small, which can be challenging for students with mobility limitations and for students with low vision. Also, provide alternative ways for students to respond to the analysis questions (Steps 2, 4, and 5).

ADAPTATIONS FOR STEPS 1 & 3:

UDL Principle: [Multiple Means of Representation](#)

- Create enlarged maps for ease of use in Steps 1 and 3 of the lesson. Also, provide pre-printed manipulative arrows so students can place them in the proper spot instead of drawing them.

ADAPTATIONS FOR STEPS 2, 4, & 5:

UDL Principle: [Multiple Means of Engagement](#); [Multiple Means of Action & Expression](#)

- In Steps 2, 4, and 5, provide multiple ways for students to respond to the question prompts, such as dictation or typing. Break the questions into separate chunks so students consider one idea at a time. Create discussion boards and a gallery walk to work through Step 5.

ADAPTED MATERIALS:

Maps from Step 1 and Step 3

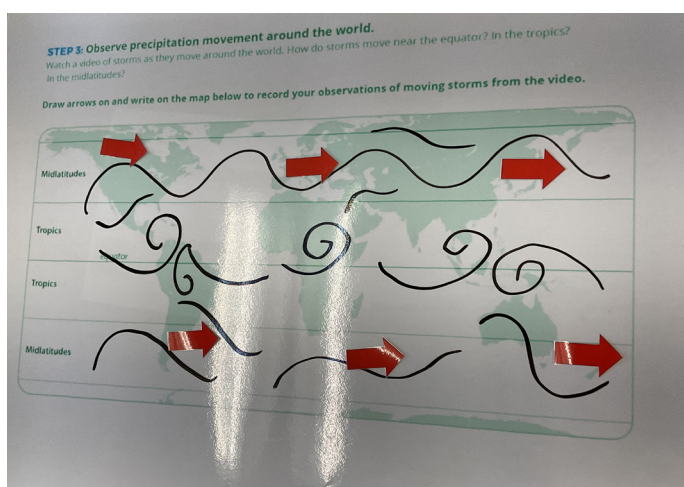
- Print enlarged versions (24" x 32", or larger)

[Arrow printable](#)

- Print and cut out several arrows to label the maps

[Lesson 12 Step 5: Adapted slide](#)

- For discussion boards & gallery walk



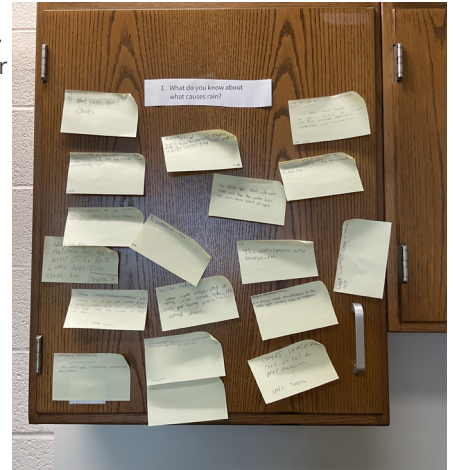
The map from Step 3 is shown here, enlarged and laminated. Use cut out arrows and markers to label the movement of precipitation around the world.

IMPLEMENTATION NOTES:

In Step 2, provide the option for students to dictate their answers to the questions rather than write them down. For Step 4, allow students to respond however they're comfortable - this could be through discussion, or if communicating verbally is difficult, they can type out their responses. For Step 5, write each of the three questions as headers and hang them around the room to create discussion boards. Allow students to choose one of the three questions to answer, in whatever manner they are comfortable with. Students write their answers on sticky notes and add them to the appropriate discussion board (right). Have students do a gallery walk around the room to view all the answers. Hold a full-class discussion to summarize student answers. This makes a great exit ticket activity!

MY STUDENTS' UNIQUE NEEDS:

My focal student has fine-motor issues, which makes it difficult to draw and label the maps. Holding a pencil is challenging, and the maps are too small for my student to engage with.



Create a discussion board and have students choose one of the three prompts from Step 5 to answer. Breaking content into chunks can help reduce cognitive load.

