

LESSON 7

What other types of storms cause precipitation?

Adaptations for:

STEP 1: What do you notice about the cold front? (pg. 27)

STEP 2: Brainstorm different kinds of storms (pg. 27)

STEP 3: Interpret a weather forecast for a cold front (pg. 28)

EXPLANATION:

This lesson relies on visual information, both through the time-lapse video and the weather forecast on the student page. For students who are blind or have low vision, or students who have attention deficits, the lesson content without adaptation will be difficult for them to access.

ADAPTATIONS FOR STEPS 1-3:

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

- The video shown in Step 1 will need to be verbally described to students who are blind or have low vision. Show the video in chunks, based on the three different time periods, called out on the student sheet (sunrise to noon, noon to 4 p.m., and 4 p.m. to sunset). This will help students focus on one learning point at a time in the video. Use more visual supports during class discussions (see Adapted Lesson 7 slides). The adapted slide deck breaks the time-lapse video into still images for each time period, and the related questions appear on the slide to help keep students engaged and focused on one specific learning point. Images of the student worksheet also help students know where to focus their attention.
- For Step 2, allow students to describe storms they have experienced orally or using speech-to-text.
- For Step 3, creating a tactile weather forecast where cloud cover, precipitation, and temperatures are discernible would be helpful.

ADAPTED MATERIALS:

[Adapted Lesson 7 Slides](#)

IMPLEMENTATION NOTES:

Use multiple modalities (i.e., written, verbal, visual, and tactile) whenever possible throughout the activity. Scaffolding the problems to be solved can also help by breaking them down into individual pieces that can then be put together for the greater picture, much like a puzzle.

MY STUDENTS' UNIQUE NEEDS:

My focal students have limited working memory (which is also typical for persons with ADHD). They have challenges with following instructions, solving problems, or comprehending reading material. Challenges in understanding or using language can impede student learning in science. My students struggle with reading comprehension, expressing ideas, and following verbal instructions, affecting their academic performance and social interactions. They need structure and multiple modalities to support their understanding. These strategies benefit learners with different physical disabilities as well.

