

Activity #1	Coastline storm damage
Time	Two 45 minute sessions at most
Materials	<ul style="list-style-type: none"> • Chart paper to record types of storms • Web site: Hurricane Sandy: Super Storm Slams East Coast States (YouTube) • Tin pans, sand, water, wind turbines(pinwheels) and oil well(toothpicks), fan • Digital anemometer, data sheet
Guiding Questions	
<ol style="list-style-type: none"> 1. How did Hurricane Sandy affect the beaches? 2. What damage did you observe? Be specific 3. What could have been done to minimize the damage? 4. What damage occurred to your coastline at the low wind speed/high wind speed? 5. How can you link your model damage to the damage seen on the video? Be specific. 6. What could you do to your model to minimize the damage? 	
Plan	
<p>Plans for part 1 of activity</p> <ul style="list-style-type: none"> ○ Students write the 3 guiding questions- A, B, C in their Science notebook prior to watching the video. After viewing the video, the questions are answered and discussed in Discourse. <p>Plans for part 2 of activity</p> <ul style="list-style-type: none"> ○ Questions D, E, F are written in student's Science notebooks. ○ Working in groups of 3 or 4, students build a coastline with sand and water in a tin pan. Models of wind turbines(pinwheels), oil wells(toothpicks)are included along the coastline(continental shelf). An anemometer reading is recorded with the fan at low speed, and again with the fan at high speed. The remaining questions are answered and discussed in Discourse. 	
Differentiation	<ul style="list-style-type: none"> • Give written step-by-step instructions. • Simplify the guiding questions.
ELL Modification	<ul style="list-style-type: none"> • Group student with English speaking students.
Check for Understanding	Listen to responses during Discourse.