

# Jay Curriculum: Unit Cover Page

**Unit title:** Weather

**Grade Level:** 1

**Content Area(s):** Science

**Date Created:**

**Designed By:** Jay First Grade Teachers

## **Year 1 Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

## **Year 2 Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

## **Year 3 Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

## **Year 4**

- Full Implementation
- Benchmarks Established

### **Standard(s)/Performance Indicators:**

- Earth
- F1 Describe the way weather changes
- F2 Analyze the relationships between observable weather patterns and the cycling of the seasons
- F3 Observe changes that are caused by water, snow, wind, and ice
- Scientific Reasoning
- K3 Make observations
- Communication
- L3 Ask clarifying questions
- L5 Make and read simple graphs
- Implications of Science and Technology
- M2 Describe at least two inventions, what they do, how they work, and how they have made life easier.

**Unit:** Weather

### **Brief Summary of Unit/Topic**

**Summary:**

This unit introduces students to the concept of weather and how it affects our lives. Using a variety of tools, students observe, discuss, measure, and record data on cloud cover, precipitation, wind, and temperature.

Students will learn the different types of weather: sunny, rainy, windy, foggy, snowy, and cloudy. Students will apply their new skills and knowledge to the effects of weather on their daily lives during the different seasons. It is important for teachers to help students connect their classroom investigations to their real-world experiences.

### **Stage #1: Identify Desired Results**

**Essential Question/s:**

**General understanding/s (What is worth being familiar with?)**

In this unit, students' observations and activities expand their awareness of weather, its features, and its effect on their daily lives.

**Students will know:**

1. Weather changes from day to day and week to week.
2. The different weather types are sunny, rainy, windy, foggy, snowy, and cloudy.
3. Features of weather include cloud cover, precipitation, wind and temperatures.
4. The thermometer is used to measure temperature
5. Meteorologists are scientist who study, observe and record information about the weather and who use that information to forecast the weather
6. Weather affects the decisions people make about their daily lives throughout each season.

**Students will be able to:**

1. Observe the weather by using the senses.
2. Discuss and record information about weather features
3. Use the thermometer to record temperature
4. Observe differences in types of clouds
5. Organize weather data in graphs used in our daily calendar activities
6. Interpret and summarize weather data

**Enduring Understanding/s:**

- Weather changes from day to day
- Weather types are sunny, rainy, windy, foggy, snowy, and cloudy
- Weather affects the decisions people make about their daily lives throughout each season

## Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: <b>ELA: C- 1,2,3</b> <b>Science: B- 3,5,7</b> <b>SS His: H- 2</b>	<u>Modalities</u> <b>K</b> =Kinesthetic <b>O</b> =oral <b>V</b> =visual <b>W</b> =written	Are <u>examples</u> available to students? ? <b>Y, N, or N/A</b>	Component of Local Assessment System?  <b>Y or N</b> (See <a href="#">aligned scoring guide</a> .)
Students will recognize the different weather types (sunny, rainy, windy, foggy, snowy, cloudy)	F1, F2, F3, K3, L3, L5, M2			
Students will recognize the effects of weather on our lives during the different seasons	F1, F2, F3			
QUIZZES, TESTS, PROMPTS				
Students will observe and graph the daily weather				
Students will design a mural showing proper dress and activities during the different seasons				
OTHER				
Informal observations				
Discussions				
Demonstration of usage of materials in our weather activity kit				
Illustrations				
Charts				
STUDENT SELF ASSESSMENT				
Student Journal Writing				

\*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

### **Stage #3: Plan learning experiences & instruction**

**What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):**

1. Brainstorm known facts on the weather. Make a class web.
2. Introduce key weather terms
3. Discuss what weather actually is
4. Observe and graph the daily weather during calendar time
5. Discuss how weather affects our daily lives
6. Illustrate their favorite weather and do journal writings to tell about it
7. Demonstrate how a thermometer works. Go on a walk and show how a thermometer changes as the temperature changes.
8. Observe the differences in types of clouds. Classify. Make cloud types by using cotton balls.
9. Keep a weather chart at home for a week. Note observations.
10. Describe the way weather changes. Discuss various storms.
11. Design a mural showing the proper dress and activities during the different seasons.
12. Discuss how organisms depend upon the weather in their environment.
13. Observe changes caused by water, snow, wind, and ice.
14. Show the relationship of the sun to days and nights and to the seasons.
15. Read and discuss literature appropriate to first grade on weather.
16. Use computers for research and story writing on the weather
17. Illustrate the water cycle using the terms evaporation, precipitation, and condensation
18. Weather forecasting. Compare ways to predict the weather or simply how to find out about the weather.
19. Introduce types of storms: blizzards, hurricane, thunderstorm, ice storm, and tornado. (pg. 20 in Weather Theme Booklet). Show what a tornado looks like by using tools in our weather theme kit.
20. Brainstorm facts students have learned throughout the weather unit.

### **REFERENCES:**