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| Diocese of Wheeling-Charleston | | | | |
| Unit Planner | | | | |
| Name of Teacher: Elizabeth Labishak | | | Grade Level: 2 | |
| Subject Area: Science | | | Cross Curricular Opportunities: Religion, Math, English | |
| Unit Title: Weather | | | Estimated Duration of Unit: 8 days | |
| Overview of Unit: Students will identify and investigate the space through activities that involve exploring, observing and experiencing. | | | | |
| Forms of Text (non- fiction/fiction): fiction/non-fiction | | | Teaching Strategies: Differential Instruction | |
| Catholic Identity Connections: To appreciate God’s creation. | | | | |
| Assessment (authentic/published - summative/formative): Published and summative | | | | |
| Standard Number | Standards | Description of Activity | Resources | Date of Completion |
| SC.S.2.1 | Students will demonstrate the abilities and understanding to do scientific inquiry and to think and act as scientists by engaging in active inquiries and investigations while incorporating hands-on activities. | Students will read about weather and its importance in our lives.  Students will explore weather through books.  Students will make weather booklets. | Science Horizons Text    “What Causes the Weather” | 1 day |
| SC.S.2.2 | Students will demonstrate knowledge and understanding of the interrelationships among physics, chemistry, biology and the earth and space sciences and apply knowledge, understanding and skills of science subject matter to daily life. | Students will identify the necessity of weather to life on our planet.  Students will identify different types of weather. | Science Horizon Text  “The Magic School Bus Weather” by Scholastic  “Storms” by Susan Canizares  “Super Storms” by Seymour Simon | 1 day |
| SC.S.2.3 | Students will identify how the parts of a system interact; recognize and use models as representation of real things; observe that changes occur gradually, repetitively and randomly throughout the environment. | Students will explore weather through books and videos.  Students will listen to stories about the different types of weather including types of clouds.  Students will create cloud formations using cotton balls on paper.  Students will watch videos (kids.nationalgeographic.com under Wacky Weather Playlist) on different types of storms including rain storms, thunderstorms, snowstorms, hail storms, blizzards, hurricanes and tornados, | Science Horizons Text  “The Cloud Book” by Tomie DePaulo  “Flash Crash Rumble Roll”  By Franklyn Branley  Cotton balls  paper  glue  Videos on weather. From kids.nationalgeographic,com | 2 days |
| Differentiated Instruction Opportunities/Overview: | | | | |
| Cross Curricular Opportunities level: | | | | |
| Standard Number | Standards | Description of Activity | Resources | Date |
|  | We have the responsibility to respect all creation. | Students will discuss the importance of caring for God’s creation and an appreciation for God’s great gifts. | The Children’s Bible Creation Story | 1 day |
| M.S.2.4 | Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will apply appropriate techniques, tools and formulas to determine measurement. | Students will compare types of storms. Students will learn of measurements of rain and wind speed. | Rain gauge  Wind gauge (Picture)  Weather vane (Picture) | 1 day |
| RLA.0.2.2 | Students will apply writing skills and strategies to communicate effectively for different purposes by using the writing process. | Students will listen to a fictional story about the weather. Students will create and illustrate a fictional story about weather. The students will present their stories to the class. | Story Starters  “Cloudy With a Chance of Meatballs” | 2 days |
| **Common Core Checklist** | | | | |
| Writing | | | | |
| x | Paragraph | | | |
|  | Essay (narratives, fairy tales, realistic fiction) | | | |
| x | Summary | | | |
| x | Research | | | |
|  | Detailed answers (text supported) | | | |
|  | Notes (note taking skills, outlines) | | | |
| x | Complete sentences | | | |
| Reading | | | | |
| x | Informational text | | | |
|  | Lexile | | | |
|  | Complex literature |  |  |  |
| x | Speaking | | | |
| x | Listening | | | |
| x | Varied strategies and instructional methods | | | |
| x | Critical thinking in whole class discussion | | | |
| x | Student led activities | | | |
|  | common core standards (literature circles) | | | |
| Technology | | | | |
| x | SmartBoard | | | |
|  | Computers | | | |
|  | iPads | | | |
|  | Powerpoint, Elmo etc. | | | |
| Differentiated Instruction | | | | |
| x | Used multiple resources | | | |
| x | Domain Vocabulary | | | |
| x | Cross-Curricular | | | |
|  | Collaborative engagement (meaningful feedback) | | | |
| x | Higher level learning and teaching | | | |
| Assessment | | | | |
| x | Project based | | | |
| x | Writing prompt | | | |
|  | Portfolio | | | |
| x | Observation | | | |
|  | Quiz | | | |
|  | Technology based | | | |
| x | Test | | | |
|  | Student created test | | | |
| x | Presentation | | | |
|  | Journal | | | |
|  | Think, pair, share | | | |
| x | Summary | | | |
| x | Oral questioning | | | |
|  | Analogy | | | |
|  | Powerpoint, or movie maker | | | |
| Authenticity | | | | |
| x | Various activities | | | |
| x | Inquiry, research and evidence | | | |
|  | Evidence of time management and planning | | | |
| x | Problem solving strategies | | | |
| Summary of Unit: | | | | |
| The students will explore weather through a variety of hands-on activities and literature. | | | | |
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