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| Diocese of Wheeling-Charleston | | | | |
| Unit Planner (Word, GS) | | | | |
| Name of Teacher: Katie Velto | | | Grade Level: 2nd | |
| Subject Area: Science | | | Cross Curricular Opportunities: | |
| Unit Title: Wacky Weather | | | Estimated Duration of Unit: one week | |
| Overview of Unit: Students will learn about different measuring tools and how to observe, and track weather during this unit. | | | | |
|  | | | Teaching Strategies: Active learning, Learner-Centered Teaching, and Experiential Learning | |
| Catholic Identity Connections: Based off of the Catholic Academic Standards of Excellence | | | | |
| Assessment (authentic/published - summative/formative): Formative Assessment | | | | |
| Standard Number | Standards | Description of Activity | Resources | Date of Completion |
| SC.S.2.1 | Nature of Science | demonstrate the ability to think and act as scientists by engaging in active inquiries and investigations, while incorporating hands-on activities. |  | 3/1- 3/5 |
| SC.O.2.1.04 | Nature of Science | demonstrate curiosity, initiative and creativity by observing, classifying, comparing and analyzing natural objects in the environment. | http://kids.nationalgeographic.com/search-results/?q=weather | 3/1- 3/5 |
| SC.O.2.1.08 | Nature of Science | design and conduct simple investigations; observe, collect collect and record information using a variety of classification systems; describe trends of data; and make predictions based on that data. |  | 3/1- 3/5 |
| SC.O.2.2.14 | Content of Science | Observe and describe different types of precipitation. |  | 3/1- 3/5 |
| SC.O.2.2.15 | Content of Science | describe daily and seasonal weather changes. |  | 3/1- 3/5 |
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| Differentiated Instruction Opportunities/Overview: I will be supporting diverse learners in the science classroom by emphasizing safety guidelines and creating step-by- step directions for each lesson. I am also going to assign roles according to each student's strength. | | | | |
| Cross Curricular Opportunities level: | | | | |
| Standard Number | Standards | Description of Activity | Resources | Date |
| Standard 3 | SC.O.2.3.02 | Students will use models as representations of real things. | Science books and technology | 3/1- 3/5 |
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| **Common Core Checklist** | | | | |
| Writing | | | | |
|  | Paragraph | | | |
|  | Essay (narratives, fairy tales, realistic fiction) | | | |
|  | Summary | | | |
| \*\*\* | Research | | | |
|  | Detailed answers (text supported) | | | |
|  | Notes (note taking skills, outlines) | | | |
|  | Complete sentences | | | |
| Reading | | | | |
| \*\*\* | Informational text | | | |
|  | Lexile | | | |
|  | Complex literature |  |  |  |
|  | Speaking | | | |
|  | Listening | | | |
| \*\*\* | Varied strategies and instructional methods | | | |
|  | Critical thinking in whole class discussion | | | |
|  | Student led activities | | | |
|  | common core standards (literature circles) | | | |
| Technology | | | | |
| \*\*\* | Smartboard | | | |
| \*\*\* | Computers | | | |
|  | iPads | | | |
|  | Powerpoint, Elmo etc. | | | |
| Differentiated Instruction | | | | |
| \*\*\* | Used multiple resources | | | |
|  | Domain Vocabulary | | | |
|  | Cross-Curricular | | | |
| \*\*\* | Collaborative engagement (meaningful feedback) | | | |
|  | Higher level learning and teaching | | | |
| Assessment | | | | |
|  | Project based | | | |
|  | Writing prompt | | | |
|  | Portfolio | | | |
| \*\*\* | Observation | | | |
|  | Quiz | | | |
|  | Technology based | | | |
|  | Test | | | |
|  | Student created test | | | |
|  | Presentation | | | |
|  | Journal | | | |
|  | Think, pair, share | | | |
|  | Summary | | | |
| \*\*\* | Oral questioning | | | |
|  | Analogy | | | |
|  | Powerpoint, or movie maker | | | |
| Authenticity | | | | |
|  | Various activities | | | |
| \*\*\* | Inquiry, research and evidence | | | |
|  | Evidence of time management and planning | | | |
|  | Problem solving strategies | | | |
| Summary of Unit: | | | | |
| In this unit the students will learn how to make a weather station using tools that meteorologists use. They will also use the internet to observe and compare weather in different states. Then, the students will use the instruments that they created to track and record weather measurements. They will be able to answer how the weather changes and if forecasters are always right by the end of the week. | | | | |
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