

Project GLAD
Santa Ana Unified School District
Weather (Level 1)

I DE A PAGES

- I. Unit Theme - Include cross-cultural sensitivity theme
 - Weather changes daily but follows seasonal trends.
 - Weather affects our choices and lives.
 - Weather is similar within regions but outside of regions varies greatly.
 - Different states of matter have different properties

- II. Focus/ Motivation
 - Big Book
 - Scientist awards
 - Poems, chants, raps
 - Read alouds
 - Observation charts
 - Inquiry charts
 - Free explorations

- III. Closure
 - Process all charts, especially inquiry chart
 - Scientists' conference
 - Parent letter
 - Others

- IV. Grade One Science Standards
 - Physical Science
 1. Materials come in different forms (states) including solids, liquids, and gases. As a basis for understanding this concept:
 - a. Students know solids, liquids, and gases have different properties.

- b.* Students know the properties of substances can change when the substances are mixed, cooled, or heated.

Earth Sciences

- 3. Weather can be observed, measured and described.
As a basis for understanding this concept:
 - a. Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
 - b. Students know the weather changes from day to day, but trends in temperature or of rain (or snow) tend to be predictable during a season.

Investigation and Experimentation

- 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and addressing the content in the other strands, students should develop their own questions and perform investigations. Students will:
 - a. Draw pictures that portray some features of the thing being described.
 - b. Record observations and data with pictures, numbers, and/ or written statements.
 - c. Record observations on a bar graph.
 - d. Describe the relative position of objects using two references.
 - e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.

Language Arts Standards Grade One

2. Word Analysis, Fluency, and Systematic Vocabulary Development
Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluency oral and silent reading.

Concepts About Print

- 1.1 Match oral words to printed words.
- 1.2 Identify the title and author of a reading selection.
- 1.3 Identify letters, words, and sentences.

Phonemic Awareness

- 1.4 Distinguish initial, medial, and final sounds in single-syllable words.
- 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words.
- 1.6 Create and state a series of rhyming words, including consonant blends.
- 1.7 Add, delete, or change target sounds to change words
- 1.8 Blend two to four phonemes into recognizable words
- 1.9 Segment single syllable words into their components.

Decoding and Word Recognition

- 1.1 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short- vowel patterns and blend those sounds into recognizable words.
- 1.2 Read common, irregular sight words.
- 1.3 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- 1.4 Read compound words and contractions.
- 1.5 Read inflectional forms and root words.
- 1.6 Read common word families.
- 1.7 Read aloud with fluency in a manner that sounds like natural speech.

Vocabulary and Concept Development

- 1.8 Classify grade-appropriate categories of words.

2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.1 Identify text that uses sequence or other logical order.

Comprehension and Analysis of Grade-Level Appropriate Text

- 2.2 Respond to *who, what, when, where, and how* questions.
- 2.3 Follow one-step written instructions.
- 2.4 Use context to resolve ambiguities about word and sentence meanings.
- 2.5 Confirm predictions about what will happen next in a text by identifying key words.
Relate prior knowledge to textual information.
- 2.6 Retell the central ideas of simple expository or narrative passages.

3.0 Literary Response and Analysis

- 3.1 Identify and describe the elements of plot, setting, and character in a story, as well as the story's beginning, middle, and ending.
- 3.2 Describe the roles of authors and illustrators and their contributions to print materials.
- 3.3 Recollect, talk, and write about books read during the school year.

1.0 Writing Strategies

Organization and Focus

- 1.1 Select a focus when writing.
- 1.2 Use descriptive words when writing.

Penmanship

- 1.3 Print legibly and space letters, words, and sentences appropriately.

2.0 Writing Applications (Genres and Their Characteristics)

- 2.1 Write brief narratives describing and experience.
- 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Written and Oral Language Conventions

Sentence Structure

- 1.1 Write and speak in complete, coherent sentences.

Grammar

- 1.2 Identify and correctly use singular and plural nouns.

1.3 I identify and correctly use contractions and singular possessive pronouns in writing and speaking.

Punctuation

1.4 Distinguish between declarative, exclamatory, and interrogative sentences.

1.5 Use a period, exclamation point, or question mark at the end of sentences.

1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

Capitalization

1.7 Capitalize the first word of a sentence, names of people, and the pronoun I .

Spelling

1.8 Spell three- and four- letter short-vowel words and grade-level appropriate sight words correctly.

Listening And Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Listen attentively.

1.2 Ask questions for clarification and understanding.

1.3 Give, restate, and follow simple two-step directions.

Organization and Delivery of Oral Communication

1.4 Stay on the topic when speaking.

1.5 Use descriptive words when speaking about people, places, things, and events.

2.0 Speaking Applications

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlines in standard 1.0

- 2.1 Recite poems, rhymes, songs, and stories.
- 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering *who*, *what*, *when*, *where*, *why*, and *how* questions.
- 2.3 Relate an important life event or personal experience in a simple sequence.
- 2.4 Provide descriptions with careful attention to sensory detail.

English Language Development Standards

V. Vocabulary

Weather	wind	hail
Direction	distance	cloud
Cloudy	rain	sunny
Dark	low	fog
Snow	tornado	hurricane
Drizzle	snowflake	thermometer
Atmosphere	current	time
Sun	precipitation	condensation
Cloud cover	seasons	trend
Humid	dry	forecast
Fall	winter	spring
Summer	water vapor	air
Solid	liquid	gas

Lightning	thunder	barometer
Air pressure	anemometer	Celsius scale
Blizzard	climate	cumulus
Cyclone	drizzle	drought
Evaporation	Fahrenheit scale	front
Nimbus	sleet	stratus
Moisture	rainbow	meteorologist
Flood	frost	

VII. Math/Science/ Social Studies Skills Grade One

Estimating	Measuring
Graphing	Predicting
Collecting/analyzing data	

VIII. Resources and Materials - Non-fiction

- Branley, F.M. (1962). Air is all around you. New York: Thomas Y. Crowell.
- Branley, F.M. (1983). Rain and Hail. New York: Thomas Y. Crowell.
- Branley, F.M. (1985) Flash, crash, rumble, and roll. New York: Thomas Y. Crowell.
- Branley, F.M. (1985) Hurricane watch. New York: Thomas Y Crowell.
- Branley, F.M. (1986) Snow is Falling. New York: Thomas Y. Crowell.
- Branley, F.M. (1987) It's Raining Cats and Dogs: All kinds of Weather and why we have it. New York: Thomas Y. Crowell.
- Broeckel, R. (1982) Storms. Chicago: Children's Press.
- Busch, P.S. (1971) A Walk in the Snow. New York: J.B. Lippincott.
- Catherall, E. (1991). Exploring Weather. Austin,TX: Steck-Vaughn.
- De Paola, T. (1975) The Cloud Book. New York: Holiday House.
- Dickinson, T. (1988). Exploring the Sky by Day. Ontario: Camden House.
- Dorros, A. (1989). Feel the Wind. New York: Thomas Y. Crowell.
- Evans, E.K. (1965). The Snow Book. Boston: Little, Brown and Company.

Gibbons, G. (1987). Weather Forecasting. New York: Four Winds Press.
Gibbons, G. Seasons.
Larrick, N. (1961). Rain, hail, sleet and snow. Champaign, IL: Garrard.
Simon, S. (1969). Wet and Dry. New York: McGraw-Hill.
Simon, S. (1989). Storms. New York: Morrow Junior Books.
Webster, V.R. (1982). Weather Experiments. Chicago: Children's Press.
Wyler, R. (1986). Science Fun with Peanuts and Popcorn. New York:
William Morrow and Company.

Resources and Materials – Literature

Barrett, J. Cloudy With a Chance of Meatballs
Feller Baur, C. Midnight Snowman
Elliott, A.C. On Sunday The Wind Came
Bunting, E. Winter's Coming
Cole, J. The Magic School Bus Makes a Rainbow
Hutchins, P. The Wind Blew
Polacco, P. Thundercake
Raffi. One Light, One Sun
Shaw, C.G. It Looked Like Spilt Milk
Simon, N. Wet World
Yashima, T. Umbrella

Resources and Materials – Additional Resources

STC Kit: Weather

McGraw Hill Teacher's Edition, First Grade Chapter 3: topics 1, 3, 4
Chapter 5: topics 1, 2
Chapter 6: topics 3, 4, 5, 6

Resources and Materials – Magazines

Project GLAD
Santa Ana Unified School District
Weather Level One
Unit Planning Pages

- I. Focus/ Motivation
 - Weather Bugaloo
 - Important Book of Weather
 - Inquiry Chart: What do you know about weather?/ What do you want to know?
 - Meteorologist awards, badges
 - Free explorations – states of matter and properties
 - Exploration report
 - Read aloud
 - Guest speaker – TV meteorologist, taped weather report

- II. Input
 - 10-2 Lecture
 - Primary language groups
 - Preview/review
 - Graphic organizer – types and tools of weather
 - Narrative – Around the World with air Pressure and warm fronts
 - Demonstration – Melting, Evaporation, Condensation, Precipitation : Changing states of matter
 - Pictorial input: the water cycle
 - Comparative Input: types of clouds
 - Comparative input: types of wind
 - Comparative Input: types of precipitation
 - Pictorial input: world map with regional climate trends
 - Comparative Input: Changing states of matter (melting, evaporation, condensation, precipitation)

- III. Guided Oral Practice
 - Picture file card activity: categorize and justify
 - Personal interactions
 - Chanting
 - Revisiting the charts

- Farmer-in-the-Dell
- Process Grid
- Student-directed exploration
- Pocket Poetry

IV. Reading/ Writing Activities

A. Whole Class

- * Group poetry writing
- * Co-op Strip Paragraph
- * Exploration Report

B. Small Group

- * Ear-to-ear reading
- * Expert groups
- * Team tasks
- * Action plan
- * Prediction/ reaction guide
- * Flex group reading (leveled)
- * Flex group ELD, sentence structures

C. Individual

- * Learning Logs
- * Interactive journal
- * Poetry booklet
- * Reading/ writing choices
- * Independent reading
- * DRTA
- * SQ3R

D. Writer's Workshop

V. Extended Activities for Integration

- Role-playing
- Math problems with measurement and graphing
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VI. Closure

- Scientist's conference

- Processing charts
- Focused reading
- Assessment
- Action plans
- Letter to parents
- Letter to community
- Student-generated test
- Sketch and write
- Process grid jeopardy/ bingo