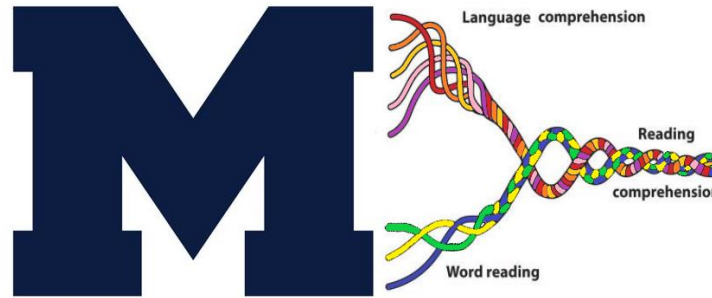




FIRST GRADE ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #5: Weather</i>	Suggested Duration	<i>3 weeks</i>
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GSE Standards

Priority Standards

ELAGSE1RI1 Ask and answer questions about key details in a text.

ELAGSE1RI2 Identify the main topic and retell key details of a text.

ELAGSE1RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

ELAGSE1RI7 Use illustrations and details in a text to describe its key ideas.

ELAGSE1W1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Essential Questions

<p>Factual—</p> <p>What are the four seasons?</p> <p>How are rain and snow alike and different?</p> <p>Why is it hotter in summer and colder in winter?</p>	<p>Inferential—</p> <p>How does the weather affect choices we make during our day?</p> <p>What is the relationship between clouds, rain, and rainbows?</p>	<p>Critical Thinking-</p> <p>What state or country has the best weather?</p> <p>What is the best way to find out what the weather will be like on a given day?</p>
<p>Tier I Words (conversational)</p>	<p>Tier II Words (transdisciplinary)</p>	<p>Tier III Words (content-specific)</p>
<p>hot, cold, wet, dry, feel</p>	<p>thermometer, weather, patterns, conditions</p>	<p>rain gauge, wind vane, sleet, hail, snow</p>
<p>Science of Reading Strategies</p>		
<p>Berger Framework for Comprehension: Template</p> <p>Berger Framework with Instructional Notes</p>	<p>Fluency Strategy</p> <p>Use the pre-populated Fluency Grids to practice terminology related to this unit. Create new grids by substituting other terms as desired: <i>rain, wind, sleet, hail, snow, fog</i></p>	<p>Vocabulary Strategy</p> <p>During daily reading activities and discussions, help children distinguish between shades of meaning among verbs and adjectives related to the weather patterns. For example: Temperature <i>warm, hot, blazing</i> Rainfall <i>sprinkle, rain, downpour</i></p>
<p>Assessments</p>		

Formative Assessment(s):

Have students answer the following question as a journal entry or as a Schoology Assignment.

1. When something happens over and over again, it is called a cycle. Name the four seasons, in the order in which they occur in most of the United States. (The cycle of seasons is winter, spring, summer, and autumn.)
2. Which season is the coldest? (Winter is the coldest season.) Which season is the hottest? (Summer is the hottest season.)
3. What are some characteristics of, or ways to describe, autumn? (In the fall, the leaves are changing colors and falling off certain types of trees. It also starts to get a little colder outside.)
4. What are some characteristics of, or ways to describe, spring? (In the spring, it starts to get warmer outside. New leaves start to grow on trees, flowers bloom, and new plants grow.)
5. In the United States, during which months is the season of winter? (The season of winter occurs in December, January, and February.)
6. What happens to rain when the temperature drops below the freezing point? (When the temperature drops below the freezing point, rain may turn into snow or ice.)

Standards:

ELAGSE1RI1 Ask and answer questions about key details in a text.

ELAGSE1RI2 Identify the main topic and retell key details of a text.

ELAGSE1RI7 Use illustrations and details in a text to describe its key ideas.

Summative Assessment(s):

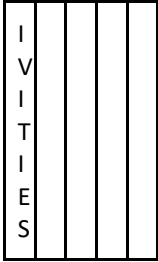
Description:

Season Comparison Chart

1. On a large piece of chart paper, prepare the following Seasons Comparison Chart:

	W	S	S	A
	I	P	U	U
	N	R	M	T
	T	I	E	M
	E	N	R	E
	R	G	R	N
M				
O				
N				
T				
H				

S			
W E A T H E R P A T T E R N S			
C L O T H I N G			
S P E C I A L A C T			



2. Assign individuals, partners, or small groups to capture their learning from this unit in words and pictures.

Standards:

ELAGSE1R11 Ask and answer questions about key details in a text.

ELAGSE1R12 Identify the main topic and retell key details of a text.

ELAGSE1R14 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

ELAGSE1R17 Use illustrations and details in a text to describe its key ideas.

Writing Task and Rubric:

Description: Best Season

1. Have students plan and draft an opinion writing explaining which season is the best. Emphasize that their writing must include key terms from this unit in addition to their personal feelings.
2. Provide students with [Expository Paper](#) for them to draft their opinion and draw the elected official they chose and the [Opinion Checklist](#) to guide their work.
3. Use the [Opinion Writing Rubric](#) to score their final products.

Standards:

ELAGSE1W1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Objective or Content	Learning Experiences	Differentiation Considerations
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<p>Building Background Knowledge Through The Berger Framework</p>	<p>Berger Framework: <i>Weather Words</i></p> <p>Berger Framework: <i>Weather Forecasting</i></p>	
<p>Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.</p>	<p>Choose students to act out the characters while you read “The Grasshopper and the Ants.” Ask students what the moral of the story is. Ask students if they have ever chosen to play when they were supposed to work, and if so, what happened. If time allows, switch characters and read the story again, allowing students to dance while you sing or say the grasshopper’s songs.</p>	
<p>Performance Task - students should use both written and verbal expression to complete the task.</p>	<ol style="list-style-type: none"> 1. Discuss with students what the current season is and what the weather has been like in your area the last few days. Tell students that you would like for them to keep a weather diary over the course of the next week to track the weather on a daily basis. 2. Provide each student with several pieces of Writing Paper stapled together in order to make a small weather diary, starting with today’s date. 3. Take the class outdoors at the same time each day to discuss the day’s weather and to make recordings in the weather diary. Have students draw a simple picture of a sun, a sun with clouds, clouds, or clouds and rain depending on the weather each day. If you have an outside thermometer, you may also wish to have students write down the outside temperature, and/or have them draw a simple thermometer and color in how high or low the liquid in the thermometer is. 4. Reinforce the concept of yesterday, today, and tomorrow by asking questions, e.g., how is the weather today different from the weather yesterday? 5. After four days, discuss the characteristics of the current season in your locality as well as the weather changes and temperature changes that occurred. 	
<p>Recommended High Quality Complex Text By Lexile Band</p>		
<p>Weather Words - (District provided with previous transdisciplinary unit) Weather Forecasting - (District provided with previous transdisciplinary unit) (This book can be found in Media Centers and at https://getepic.com)</p>		