1st Grade Weather Unit Unit Blueprint

Lesson	Essential & Unit	Benchmarks	Assessments	Using Assessments to Monitor
	Questions*	(Bolded sections indicate portion of	(Unless noted as a Summative	Student Learning
	(for conceptual	benchmark addressed)	Assessment, the assessments are	
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	,		guide teaching and learning.)	
Lesson 1:	Why is it	1B(K-2)#3: Describing things as	What Is the Weather Like Today	• Do students identify basic
Sharing What	important to keep	accurately as possible is important in	chart	weather features when
We Know	accurate records	science because it enables people to	Note: To address the benchmark,	describing the weather
<u>About</u>	or notes about	compare their observations with those of	the teacher needs to emphasize the	(precipitation, cloud cover)?
Weather	things that are	others.	importance of accurate	 Are students' observations
(Pre-unit	observed?		descriptions.	detailed and accurate? Do
Assessment)				students understand why this
				is important?
Pacing				(Students' observations of the
Suggestions:				weather should improve over
Lesson to be				time.)
taught at the	/	12B(K-2)#1: Use whole numbers and	Our Favorite Weather graph and	 Can students determine
beginning of		simple, everyday fractions in ordering,	class discussion of number of	favorite types of weather from
the school year.		counting, identifying, measuring, and	students favoring each type of	the class graph?
See Unit		describing things and experiences.	weather (See pages 15 & 16 in	• Are students able to express
Calendar on			Teacher's Guide.)	numerically how many
Weather Home				students prefer each type of
<i>Page</i> for				weather?
details.				

*Essential/Unit questions are major questions driving the unit. They are directly aligned with the benchmarks. No single lesson addresses each question in its entirety. By the end of the unit, students should be able to answer these core questions.

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Teacher	How does the	4B(K-2)#1: Some events in nature have a	How Do You Decide What to Wear	How Do You Decide What to
Resources:	weather change	repeating pattern. The weather changes	to School Each Day? class chart	Wear chart & Our Favorite
	from day to day?	some from day to day, but things such as	and discussion of the following	Weather Graph
	How does the	temperature and rain (or snow) tend to	question: What kinds of clothing	• Do students' comments reflect
	weather change	be high, low, or medium in the same	do you wear for different types of	their awareness that weather
	from month to	months every year.	weather? (See Final Activities,	changes day to day?
	month?		Step 2 on page 16 in Teacher's	• Do students' comments reflect
	How does the		Guide.)	an understanding that
	weather change			temperature can be grouped
	from year to		Class discussion of categories on	into high (hot), medium
	year?		Our Favorite Weather graph	(warm), and low (cold)?

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Lesson 2:	Why is it	1B(K-2)#3: Describing things as	Record Sheet 2-A: Weather	Record Sheet 2-A & Weather
Observing the	important to keep	accurately as possible is important in	Observations	Observations chart
Weather	accurate records	science because it enables people to		• Do students use multiple
	or notes about	compare their observations with those of	Weather data collected and	senses to describe the
Pacing	things that are	others.	recorded on Weather Observations	weather? Do they understand
Suggestions:	observed?	6D(K-2)#1: People use their senses to	chart and discussions during	that different senses give
Lesson to be		find out about their surroundings and	sharing of data (See Procedure	different information?
taught at the	How can we use	themselves. Different senses give	Steps 5 & 6 on pages 23 & 24 in	• Are students' observations
beginning of	our senses to	different information. Sometimes a	Teacher's Guide.)	detailed and accurate?
the school year.	learn more about	person can get different information		• Do students identify basic
See Unit	the weather?	about the same thing by moving closer to		weather features when
Calendar on		it or further away from it.		describing the weather
Weather Home				(precipitation, cloud cover)?
<i>Page</i> for				
details.				
	What tools can	1B(K-2)#2: Tools such as thermometers,	Discussions of article about	Discussion about meteorologist
Teacher	help us learn	magnifiers, rulers, or balances often give	meteorologist Barbara McNaught	article
Resources:	about the	more information about things than can	(See Final Activities, Steps 2-4 on	• Are students able to explain
	weather?	be obtained by just observing things	pages 24 & 25 and the reading on	how McNaught uses her
3		without their help.	pages 26-29.)	senses to observe the weather?
				• Are students able to identify
				technology as a means for
				finding out about the weather?

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Lesson 3:	How does the	4B(K-2)#1: Some events in nature have a	Class Weather Calendar and	Class Weather Calendar
Recording the	weather change	repeating pattern. The weather changes	discussions about weather data	• Do students recognize the
Weather	from day to day?	some from day to day, but things such as	(Ongoing weather data collection	importance of recording
	How does the	temperature and rain (or snow) tend to be	throughout the school year—use	weather information carefully
Pacing	weather change	high, low, or medium in the same	Student Weather Tally Sheet on	and accurately on the calendar
Suggestions:	from month to	months every year.	page 155. See "Teacher Tips"	when it is their turn so that
Lesson to be	month?	1B(K-2)#3: Describing things as	under "Teacher Resources" for	they can compare the
taught at the	How does the	accurately as possible is important in	additional information.)	information with that reported
beginning of	weather change	science because it enables people to		by different students on
the school year.	from year to	compare their observations with those of		different days?
See Unit	year?	others.		• Do students recognize trends
<i>Calendar</i> on				or patterns in the weather?
Weather Home	Why is it			• Are students able to determine
<i>Page</i> for	important to keep			from their observations that
details.	accurate records			cloud cover and precipitation
	or notes about			change from day to day?
Teacher	things that are			
Resources:	observed?			
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			guide teaching and learning.)	
Lesson 4:	What tools can	1B(K-2)#2: Tools often give more	Class discussion of	Do students' comments reflect
Estimating	help us learn	information about things than can be	usefulness/purpose of a wind scale	an understanding that using a
Wind Speed	about the	obtained by just observing things without		wind scale gives more
	weather?	their help.		specific/precise information
Pacing				about how hard the wind is
Suggestions:				blowing than just using words to
Lesson to be				describe the wind?
taught at the	If an experiment	IA(K-2)#1: When a science experiment	Class discussion of the following	• Do students recognize that we
the school year	is run the same	is done the way it was done before, we	questions: If we all use the class	should all get the same wind
Soo Unit	way as it was	1P(K, 2)#2: Describing things as	same wind speed for that day?	speed reading if measuring it
Calendar on	should happen?	1D(K-2)#3. Describing times as	Why is this important?	at the same time, place, and
Weather Home	should happen?	science because it enables people to	wity is this important?	• Do students understand the
Page for	Why is it	compare their observations with those of		importance of using/reading
details	important to keen	others		the wind scale so that day-to-
	accurate records			day observations of the wind
Teacher	or notes about			can be compared?
Resources;	things that are			I.
	observed?			
1	How does the	12B(K-2)#1: Use whole numbers and	Class Weather Calendar and	Weather Calendar & Modified
	weather change	simple, everyday fractions in ordering,	discussions about wind speed	Wind Record Sheet 4A
	from day to day?	counting, identifying, measuring, and	recorded on calendar (established	• Can students complete the
-		describing things and experiences.	with comparisons of weather data	graph using numbers to
		4B(K-2)#1: Some events in nature have a	over time—see "Teacher Tips" in	represent wind data?
		repeating pattern. The weather changes	the "Teacher Resources" section)	• Do students determine from
		some from day to day, but things such		their graph & class calendar
		as temperature and rain (or snow) tend to	Modified Wind Record Sheet 4-A	that wind changes from day to
		be high, low, or medium in the same	(Use teacher-generated sheet	day?
		months every year.	available under "Items to Print" in	
			the Teacher Resources' section.)	

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Lesson 5:	What tools can	1B(K-2)#2: Tools such as thermometers,	Class discussion about	• Do students know that
Reading a	help us learn	magnifiers, rulers, or balances often give	thermometers and Thermometers	thermometers are tools used to
Thermometer	about the	more information about things than can	in Our World (See Procedure	measure temperature?
	weather?	be obtained by just observing things	Steps 1 & 2 on page 52 in	• Do students mention various
Pacing		without their help.	Teacher's Guide.)	types of thermometers during
Suggestions:				the class discussion?
Lesson to be				
taught at the	/	12B(K-2)#1: Use whole numbers and	Recording the Temperature:	• Do students' recorded
beginning of		simple, everyday fractions in ordering,	Record Sheet 5A (See Final	temperatures demonstrate an
the school year.		counting, identifying, measuring, and	Activities on page 54 in Teacher's	understanding of how to read a
See Unit		describing things and experiences.	Guide.)	thermometer? (Is it to the
Calendar on				nearest 2 and/or 10 degree
Weather Home				mark?)
<i>Page</i> for				• Can students explain how
details.				numerical temperature
				readings indicate how hot or
Teacher				cold it is?
Resources:				• Do students' drawings of
				clothing indicate an
1	/			understanding of the
	\bigvee			temperature recorded?

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Lesson 6:	/	Lesson addresses the use/reading of a	/	/
<u>Making a</u>		thermometer. Ability to read and use a		
<u>Model</u>		thermometer is necessary for		
<u>Thermometer</u>		understanding the larger idea of		
		1B(K-2)#2.		
Pacing				
Suggestions:				
Lesson to be				
taught at the				
beginning of				
the school year.				
See Unit				
<i>Calendar</i> on				
Weather Home				
Page for				
details.				
— •				
Teacher				
Resources:				
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	/			
	/		/	/

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Lesson 7:	Why is it	1B(K-2)#3: Describing things as	Class discussion about correct use	• Do students understand that
Comparing	important to keep	accurately as possible is important in	of thermometers and teacher	correct use of the thermometer
Inside and	accurate records	science because it enables people to	observations of students using	is necessary for accurate
<u>Outside</u>	or notes about	compare their observations with those of	thermometers (See Procedure	temperature readings?
Temperatures	things that are	others.	Steps 1-3 on page 73 in Teacher's	• Do students understand that
	observed?	1A(K-2) #1: When a science	Guide.)	the difference in temperature
Pacing		investigation is done the way it was done		between the shade, asphalt,
Suggestions:	If an experiment	before, we expect to get a very similar	Class discussion of teacher	and sunlight section is due to
Lesson to be	is run the same	result.	demonstration experiment of	the sun warming the land?
taught at the	way as it was	Introduce $4E(K-2)#1$: The sun warms the	thermometers placed in direct	• Do students understand the
beginning of	before, what	land, air and water.	sunlight, on asphalt, and in shade	importance of taking the
the school year	should happen?		(See "Teacher Tip" under	temperature in the same place
and repeated			"Teacher Resources" for additional	and time each day?
after Winter	What warms the		information.)	
Break, Spring	land, air and			
Break and at	water?			
the end of the	What tools can	1B(K-2)#2: Tools such as thermometers,	Classroom Temperature Graph	• As the school year progresses,
school year.	help us learn	magnifiers, rulers, or balances often give	and class discussion about the	do students see patterns
See Unit	about the	more information about things than can	temperature changes/patterns	emerging in the data?
Calendar on	weather?	be obtained by just observing things	observed—do they make sense in	• From monthly <i>Weather</i>
Weather Home	How does the	without their help.	terms of the changes we observe	Calendar, do students see that
Page for	weather change	4B(K-2)#1: Some events in nature have a	with the seasons? (Have class	the weather changes from day
details.	from day to day?	repeating pattern. The weather changes	monthly Weather Calendar and	to day?
Taaabar	How does the	some from day to day, but things such as	class <i>Temperature Graph</i> going	• From the <i>Temperature Graph</i> ,
I eacher Deseuweese	weather change	temperature and rain (or snow) tend to be	year long. See "Teacher Tips"	do students see that the
Resources:	from month to	nigh, low or medium in the same months	under Teacher Resources' for	fuetuate much from dow to
	How does the	11C(K, 2)#1. Things shares in some	auditional information.)	day? Do they choose that the
JI2	now does the	11C(K-2)#1. Things change in some		tamparatura is concreting high
	from weather change	ways and stay the same in some ways. AC(K, 2) #2: Change is consthing that		modium on low for one size
	from year to	4C(K-2) #2: Change is something that		mealum, or low for any given
	year?	happens to many things.		montn?

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Lesson 8:	How can	1B(K-2)#1: People can often learn things	Class discussion of Water-Mixing	The key to having students
Measuring	experiments in	around them by just observing those	experiment (See Procedure Steps 1	appreciate the benchmark is
<u>Water</u>	science	things carefully, but sometimes they can	& 2 and <i>Final Activities</i> Step 3 on	comparing their predictions to
<u>Temperature</u>	sometimes teach	learn more by doing something to the	pages 80 and 84, respectively, in	their observations. Many
	more than just	things and noting what happens.	Teacher's Guide.)	students will be surprised by the
Pacing	observing			results of the experiment. By
Suggestions:	something?			discussing what they learned as
Lesson to be				a result of the experiment,
taught				students can begin to understand
following				the value and need to sometimes
Winter Break.				experiment with objects,
See Unit	What tools can	1B(K-2)#2: Tools such as thermometers,	Class discussion about	Do students know that the
<i>Calendar</i> on	help us learn	magnifiers, rulers, or balances often give	"measuring" the temperature of the	thermometer gives more precise
Weather Home	about the	more information about things than can	water by feeling it versus using a	and accurate information than
Page for	weather?	be obtained by just observing things	thermometer (See Procedure Steps	just describing the water as hot,
details.		without their help.	13 & 14 on page 82 in Teacher's	warm, or cold?
			Guide.)	
Teacher		12B(K-2)#1: Use whole numbers and	Data recorded on Mixed Water	Do students understand that the
Resources:		simple, everyday fractions in ordering,	<i>Place Mat</i> and discussion of class	numbers they recorded on their
		counting, identifying, measuring, and	data on Water-Mixing Experiment	mat and class chart represent the
ST 2		describing things and experiences.	class chart	temperature?
	If an experiment	1A(K-2)#1: When a science experiment	Class discussion of Water-Mixing	Do students understand why the
	is run the same	is done the way it was done before, we	Experiment results (Teams that	results between teams that used
	way as it was	expect to get a very similar result.	used the same amount of hot and	the same amount should be
	before, what		cold water should have similar	similar?
	should happen?		results.)	

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NEW	What warms the	4E(K-2)#1: The sun warms the land, air	Class discussion of experiment	• Do students know that the sun
LESSON: 8.1	land, air and	and water.	results (Thermometers measuring	warms the land, air, and
Observing the	water?		temperature of cups of land [dirt],	water?
Effect of Sun			water, and air [empty cup] placed	• Do students understand why
<u>on</u>			in the sun and shade.)	there is a difference in
<u>Temperature</u>			See "Teacher Tips" under	temperature between the items
			"Teacher Resources" section for	placed in the sun and the ones
Pacing			specific information on new	placed in the shade?
Suggestions:			lesson.	
Lesson to be				
taught				
following				
Spring Break.				
See Unit				
<i>Calendar</i> on				
Weather Home				
<i>Page</i> for				
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Lesson 9:	What warms the	Related to $4E(K-2)#1$: The sun warms	Class discussion about reason for	While the activity is loosely
Experimenting	land, air and	the land, air and water.	difference in temperature between	related to the benchmark, the
<u>with Color and</u>	water?		white and black bags (See Final	lesson applies the concept to an
<u>Temperature</u>			Activities Step 2 on page 94 in	everyday situation—clothing.
			Teacher's Guide)	Do students connect the
Pacing				experiment to clothing choices
Suggestions:				on a hot day?
Lesson to be	/	12B(K-2)#1: Use whole numbers and	Experiment and Modified	• Are students becoming more
taught	/	simple, everyday fractions in ordering,	Recording Temperatures Record	successful in reading the
following	/	counting, identifying, measuring, and	Sheet 9-A	thermometer and recording
Spring Break.		describing things and experiences.		data?
See Unit				• Do students understand that
Calendar on				the numbers represent the
Weather Home				temperature?
<i>Page</i> for				
details.				
Teacher				
Resources:				
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	(101 conceptual	benchmark addressed)	formative and should be used to	
	benchinarks)		guide teaching and learning.)	
Lesson 10:	What tools can	1B(K-2)#2: Tools such as thermometers,	Class discussion about the	• Do students understand the
<u>Making a Rain</u>	help us learn	magnifiers, rulers, or balances often give	purpose/usefulness of a rain gauge	rain gauge provides specific,
<u>Gauge</u>	about the	more information about things than can	(See <i>Procedure</i> Steps 1 & 2 and	numerical data about the
	weather?	be obtained by just observing things	Final Activities Steps 3 & 4 on	amount of rain that has fallen?
Pacing		without their help.	pages 101-02 in Teacher's Guide.)	
Suggestions:	How does the	4B(K-2)#1: Some events in nature have a	Discussion of Our Rainfall Graph	
Lesson to be	weather change	repeating pattern. The weather changes	and discussions about short-term	
following	from day to day?	some from day to day, but things such	changes and long-term patterns in	
Snring Break		as temperature and rain (or show) tend to	Futurgion on page 102 in	
See Unit		months avery year	Extension on page 105 In	
Calendar on		months every year.	reacher's Guide.)	
Weather Home				
<i>Page</i> for				
details.				
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Lesson 11:	What happens to	4B(K-2)#: Water left in an open	My Puddle Book (See Preparation	My Puddle Book
<u>Exploring</u>	water left out in	container disappears, but water in a	on page 110 and <i>Procedure</i> Steps	• Do students' pictures reflect a
<u>Puddles</u>	the open, such as	closed container does not disappear.	4 & 5 on page 111 in Teacher's	day-to-day reduction in the
Pacing	puddies		Guide.	"puddle"?
Suggestions:			Class discussion about students	• Do students' written
Lesson to be			"puddles" and observations (See	explanation of what happens
taught			Final Activities on page 11 in	to the water include the idea
following			Teacher's Guide.)	that the water disappeared?
Spring Break.				(Note: Read <i>Helpful Teacher</i>
See Unit				<i>Tips</i> available under "Teacher
Calenaar on Weather Home				Kesources and the
Weather Home				Misconceptions document
<i>Fuge</i> 101				Home Page for background
details.				information on students'
Teacher				understanding of evaporation)
Resources:				understanding of evaporation.)
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Lesson 12:	How can	1B(K-2)#1: People can often learn about	Discussion about experiment/data	Just as in Lesson 8, do students
Testing Rainy	experiments in	things around them by just observing	that helped students decide which	recognize that they've learned
Day Fabrics	science	those things carefully, but sometimes	fabric would keep them driest	something new that could not be
	sometimes teach	they can learn more by doing something		uncovered just by observing the
Pacing	more than just	to the things and noting what happens.		different kinds of fabrics?
Suggestions:	observing			
Lesson to be	something?			
taught		4D(K-2)#1: Objects are described in	Students describe their	Are students able to describe the
following		terms of the materials they are made of	observations of the fabric to the	physical properties of the fabrics
Spring Break.		(clay, cloth, paper, etc.) and their	class (See Procedure Step 9 on	and the degree of saturation?
See Unit		physical properties (color, size, weight,	page 123 in Teacher's Guide.)	
Calendar on		texture, flexibility, etc.).		
Weather Home				
<i>Page</i> for				
details.				
Teacher				
Resources:				
and the				

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Lesson 13:	How can clouds	4D(K-2)#1: Objects are described in	Class web describing clouds; (See	• Do students use words
Observing	be described?	terms of the materials they are made of	Procedure Steps 1 & 3 on page	describing the color, size, and
<u>Clouds</u>		(clay, cloth, paper, etc.) and their	132 in Teacher's Guide.)	shape of the clouds observed?
	What happens to	physical properties (color, size, weight,		• Do students observe that
Pacing	clouds over time?	texture, flexibility, etc.).		clouds come in many shapes
Suggestions:		4C(K-2) #2: Change is something that		and sizes?
Lesson to be		happens to many things.		• Do students observe that
taught				clouds change over time?
following				
Winter Break.				
See Unit				
<i>Calendar</i> on				
Weather Home				
<i>Page</i> for				
details.				
Teacher				
Resources:				
and the				

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Lesson 14:	How does the	4B(K-2)#1: Some events in nature have a	Class discussion of group cloud	• Do students know that the
Classifying	weather change	repeating pattern. The weather changes	classification schemes and class	cloud formations change from
<u>Clouds</u>	from day to day?	some from day to day, but things such	Cloud Classification Chart (See	day to day?
		as temperature and rain (or snow) tend to	Procedure Steps 1-3 and Final	• Do students use words
Pacing	What happens to	be high, low or medium in the same	Activities Steps 1-3 on page 139 in	describing the color, size, and
Suggestions:	clouds over time?	months every year.	Teacher's Guide.)	shape of the clouds observed?
Lesson to be		11C(K-2)#1: Things change in some		• Do students observe that
taught	How can clouds	ways and stay the same in some ways.		clouds come in many shapes
following	be described?	11B(K-2)#3: One way to describe things		and sizes?
Winter Break.		is to say how it is like something else.		
See Unit		4D(K-2)#1: Objects are described in		
Calendar on		terms of the materials they are made of		
Weather Home		(clay, cloth, paper, etc.) and their		
<i>Page</i> for		physical properties (color, size, weight,		
details.		texture, flexibility, etc.).		
Teacher				
Resources:				
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Lesson	Essential & Unit	Benchmarks	Assessments	Using Assessments to Monitor
	Questions*	(Bolded sections indicate portion of	(Unless noted as a Summative	Student Learning
	(for conceptual	benchmark addressed)	Assessment, the assessments are	
	benchmarks)		formative and should be used to	
			guide teaching and learning.)	
Lesson 15:		No benchmark match but lesson is	/	/
Comparing		considered valuable—it relates students'		
Forecasts to		work/observations with scientists'		
Today's		work/predictions		
Weather				
Pacing				
Suggestions:				
Lesson can be				
flexibly				
scheduled. See				
Unit Calendar				
on Weather				
Home Page for				
details.				
Teacher				
Resources:				
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Lesson	Essential & Unit	Benchmarks	Assessments	Using Assessments to Monitor
	Questions*	(Bolded sections indicate portion of	(Unless noted as a Summative	Student Learning
	(for conceptual	benchmark addressed)	Assessment, the assessments are	
	benchmarks)		formative and should be used to	
			guide teaching and learning.)	
Lesson 16:	How does the	4B(K-2)#1: Some events in nature have a	Discussion about temperature,	Class Discussion
Monthly	weather change	repeating pattern. The weather changes	wind, or precipitation patterns that	• Do students identify a trend or
Summary of	from day to day?	some from day to day, but things such as	follow a seasonal trend—use Class	pattern in temperature data
Weather		temperature and rain (or snow) tend to be	Temperature Graph and Class	that makes sense when
Observations		high, low or medium in the same months	Weather Calendar	compared to what they know
		every year.		about the seasons?
Pacing			Record Sheet 16-A, Student	Record Sheet 16-A
Suggestions:		12B(K-2)#1: Use whole numbers and	Weather Tally (See page 155 in	• Do student accurately tally
Lesson to be		simple, everyday fractions in ordering,	Teacher's Guide and "Teacher	weather data?
taught at the		counting, identifying, measuring, and	Tips.") and ongoing discussion of	• Can students use tallied data to
end of		describing things and experiences.	Class Weather Calendar	summarize the weather?
September.				
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Teacher				
Resources:				
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Lesson	Essential & Unit	Benchmarks	Assessments	Using Assessments to Monitor
	Questions*	(Bolded sections indicate portion of	(Unless noted as a Summative	Student Learning
	(for conceptual	benchmark addressed)	Assessment, the assessments are	
	benchmarks)		formative and should be used to	
			guide teaching and learning.)	
Summative	How does the	4B(K-2)#1: Some events in nature have a	Summative Assessment:	Summative Assessment
Assessment	weather change	repeating pattern. The weather changes	Temperature Graph Questions	• Do students understand what a
	from day to day?	some from day to day, but things such as		particular temperature reading
Pacing		temperature and rain (or snow) tend to be		means? This should be
Suggestions:		high, low or medium in the same months		reflected in their drawings.
Lesson to be		every year.		• Are students able to articulate
taught at the				patterns found in the
end of the year.		12B(K-2)#1: Use whole numbers and		temperature graph?
		simple, everyday fractions in ordering,		• Do students understand that
Teacher		counting, identifying, measuring, and		the daily temperature has a
Resources:		describing things and experiences.		yearly cycle?