

Phase 1: Identify Desired Results (the foundation of the unit)

○ Overview

- Title of unit:
 - Patterns of change: Weather
- Grade level:
 - Kindergarten
- Content Area:
 - Science
- Brief description of the unit and performance tasks:
 - The students and I will be doing a unit over weather. We will be making observations on all the different ways weather looks, feels, and even sounds. We will investigate how and why it changes it changes, and how it affects our day-to-day lives. Then we do further studies to predict what will happen day to day based on what the weather does day-to-day.

○ Learning Objectives:

Learning Objectives	Bloom	Standards	Assessment Item
1. Students will be able to identify, classify, and describe the different types of clouds, precipitation, and climate.	Level 2: Understand The students will look at pictures of various types of weather patterns and place them with their correct name. For example, a snowflake would go with cold or winter.	Science K.PS.1: Plan and conduct an investigation using all senses to describe and classify different kinds of objects by their composition and physical properties. Explain these choices to others and generate questions about the objects.	Test Question
2. Students will observe and record changes of the local weather conditions to describe patterns over time.	Level 4: Analyze Each student will be given a booklet to record the day's weather forecast.	Science K.ESS.3: Investigate the local weather conditions to describe patterns over time.	Observation booklet
3. Students will create an adaptation in which they can survive a certain type of weather.	Level 5: Create The students will critically think about the question "How does weather effect our everyday life?" by first being assigned a certain weather forecast (sunny, rainy, snowy, etc...)and coming up with a way to survive that situation. For example, designing some sort of covering from the sun.	Science K-2.E.1: Pose questions, make observations, and obtain information about a situation people want to change. Use this data to define a simple problem that can be solved through the construction of a new or improved object or tool.	Performance Assessment
4. Students will investigate the class's favorite type of weather by gathering data and interpreting it through discussion and inquiry.	Level 2: Understand Student will record data based on the question "What is the classes favorite type of weather?" We will have a class discussion about the results.	Mathematics 1.DA.1: Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.	Kahoot "Exit Ticket" Games

○ Sources:

- <http://beyondpenguins.ehe.osu.edu/issue/weather-and-climate-from-home-to-the-poles/weather-and-climate-unit-outlines>,
 - I used this website to help guide me in creating the bigger picture. It is a sample unit that also helped me gage the unit more towards Kindergarten

Phase II: Assessment Designs


Pre Assessment

Kahoot Game!

I have provided screen shots of the assessment as well as the link below:





If you were outside today and it was raining, what should you wear?

15



Skip

0 Answers

 Goggles	 Flip flops
 Rain boots	 Scarf





How many raindrops are there?

54




Skip

0 Answers

 5	 1
 6	 3





If someone was wearing a scarf, gloves, and boots what could you guess the weather is outside?

15




Skip

0 Answers

 Rainy	 Stormy
 Sunny	 Snowy





What was the weather like yesterday?

13



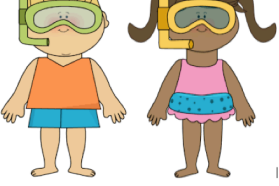
Skip

0 Answers

 Sunny	 Cloudy
 Rainy	 Snowy





Joel has 1 pair of goggles, Alison has 2 pairs of goggles. How many do they have all together?

16



Skip

0 Answers

 2	 3
 4	 1

Answer Key:

1. Rain boots
2. 6
3. Snowy
4. Sunny
5. 3
6. We will then take a survey pole on "What do you think the best type of weather is?" (Student Interest)

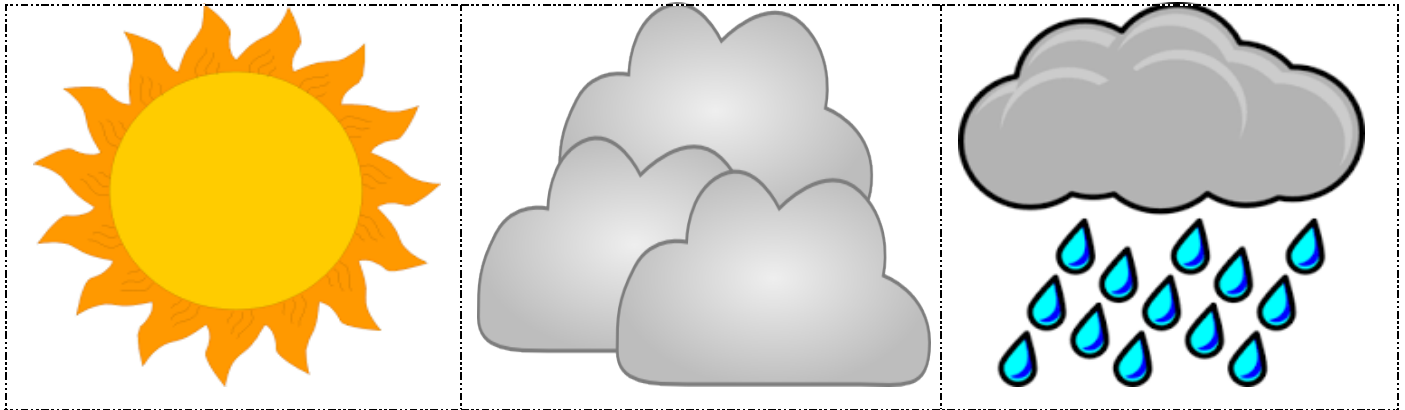
URL:

<https://play.kahoot.it/#/k/959fecaf-9d0a-4d51-ac8a-30d4d6ad1b09>,

Unit Test

Name: _____

1. **Cut** out all the pictures
2. **Wait** and **listen** for the teacher say a type of weather
3. **Glue** the correct picture into the box



Unit Test

Rainy

Snowy

Stormy

Sunny

Cloudy

Windy

Unit Test

For each child, draw or write the type of weather or they are most likely dress for!



Unit Test

Can you count how many snowflakes and raindrops there are?

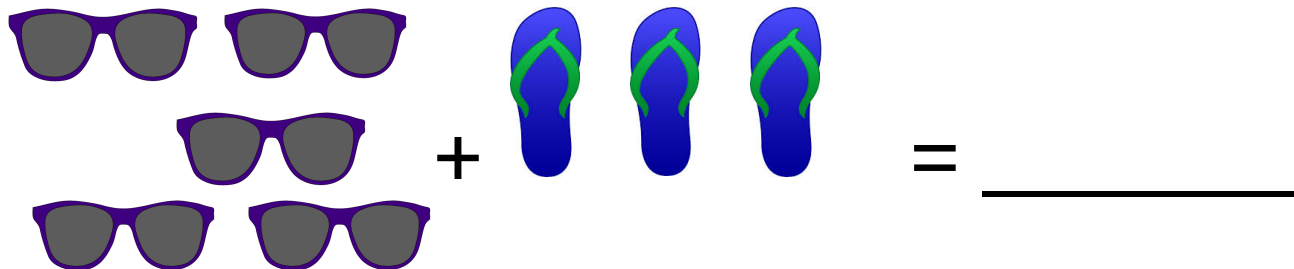
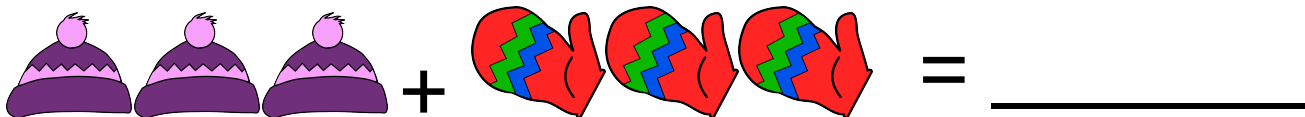


There are _____ snowflakes!



There are _____ raindrops!

Can you add up the number of items?



Unit Test

What do you think will happen next?

1.



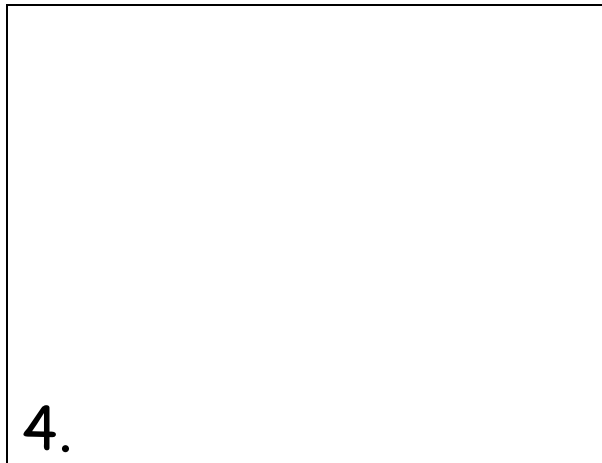
2.



3.









4.










A large empty rectangular box with a black border, intended for a drawing or answer.

Unit Test
Answer Key:

1. Possible Points: 6 points

Rainy 	Snowy 
Stormy 	Sunny 
Cloudy 	Windy 

2. Possible Points: 5 Points

Possible Answers:		
	Witten:	Drawing:
	Sunny	
	Rainy	
	Snowy	
	Windy	
	Cloudy	

4. There are 5 snowflakes

5. There are 10 snowflakes

6. There are 6 hats and gloves

7. There are 8 sunglasses and flip-flops.



Performance Assessment

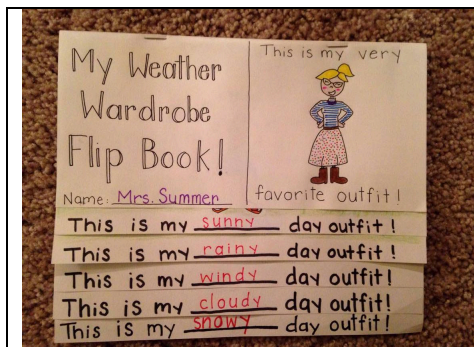
Objective:

- Students will construct a Weather Wardrobe Flip Book and draw and illustrate what items of clothing they would wear in sunny, rainy, windy, cloudy, and snowy weather.
- Students will also have to draw what the weather looks like around them as they wear specific outfits.
- Students will correctly spell the labels, such as "snowy".

Standards:

- Social Studies K.3.5 Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.
 - o Example: In different seasons, people wear different kinds of clothing.
- K.W.4 Apply the writing process to -
 - o With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence).

I made an example and have provided pictures and descriptions on how they are assessed below:



Performance Assessment Rubric:
Content: Row 1
Conventions: All Rows



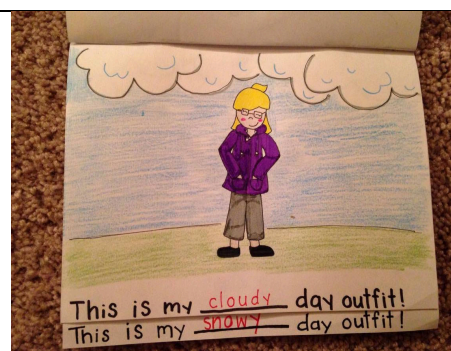
Performance Assessment Rubric:
Content: Row 2
Conventions: All Rows



Performance Assessment Rubric:
Content: Row 3
Conventions: All Rows



Performance Assessment Rubric:
Content: Row 4
Conventions: All Rows



Performance Assessment Rubric:
Content: Row 5
Conventions: All Rows



Performance Assessment Rubric:
Content: Row 6
Conventions: All Rows

Performance Assessment

Rubric:

Content

	Does Not Yet Meet Standard (0-1 Points)	Meets Standard (2-3 Points)	Exceeds Standard (4-5 Points)
First Flap: Sunny Day	- There may or may not be a sun and none of the these items are shown: Sunglasses, hat/visor flip flips/sandals shorts/skirt, and bathing suit	- There is a sun and at least one of these items is shown: Sunglasses, hat/visor flip flips/sandals shorts/skirt, and bathing suit	- There is a sun and at least two of these items are shown: Sunglasses, hat/visor flip flips/sandals shorts/skirt, and bathing suit
Second Flap: Rainy Day	- There may or may not be dark clouds, rain drops, and there is also none of these items shown: Umbrella, rain jacket, rain boots, and puddles,	- There are dark clouds rain drops, and at least one of these items shown: Umbrella, rain jacket, rain boots, and puddles,	- There are dark clouds, rain drops, and at least two of these items shown: Umbrella, rain jacket, rain boots, and puddles,
Third Flap: Windy Day	- There may or may not be wavy lines showing wind, and none these items are shown: Light jacket, person or objects being blown over, hat, vest, clouds, and sun	- There are wavy lines showing wind, and at least one those items is shown: Light jacket, person or objects being blown over, sweater, hat, vest, clouds, and sun	- There are wavy lines showing wind, and at least two those items are shown: Light jacket, person or objects being blown over, hat, vest, clouds, and sun
Fourth Flap: Cloudy Day	- There are no clouds covering the sky and none of these items are shown: Light jacket, rain jacket, rain boots	- There are clouds covering the sky and at least one of these items are shown: Light jacket, rain jacket, rain boots	- There are clouds covering the sky and at least two of these items are shown: Light jacket, rain jacket, rain boots
Fifth Flap: Snowy Day	- There may or may not be clouds covering the sky, snow either falling or just on the ground, and none of these items are shown: Hat, scarf, gloves, boots, jacket, and pants	- There are clouds covering the sky, snow either falling or just on the ground, and at least one of these items is shown: Hat, scarf, gloves, boots, jacket, and pants	- There are clouds covering the sky, snow either falling or just on the ground, and at least two of these items are shown: Hat, scarf, gloves, boots, jacket, and pants

Conventions

	Does Not Yet Meet Standard (0-1 Points)	Meets Standard (2-3 Points)	Exceeds Standard (4-5 Points)
Name is written neatly on front flap with the first letter uppercased.	No		Yes
Spelling: The labels, such as "snowy" are spelled correctly	- Only 2 or less are spelled correctly	- At least 3 to 4 labels are spelled correctly	- All 5 labels are spelled correctly
Five different pages types of weather are shown: Snowy, Rainy, Sunny, Cloudy, and Windy.	Less than 3 types of weather are shown.	4 types of weather are shown.	All 5 types of weather are shown.
Color: Color is applies appropriately. For example, the	- May need some help looking at colors again	- Most of the colors are used properly	- Everything is the correct color that it

Revised Aligned Matrix

Learning Objectives	Blooms Level	Standards Addressed	Assessment
1. Students will be able to identify, classify, and describe the different types of clouds, precipitation, and climate.	Level 2: Understand The students will look at pictures of various types of weather patterns and place them with their correct name. For example, a snowflake would go with snowy, cold, or winter	Language Arts (Reading-Vocabulary) K.RV.2.3 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites)	Test Question: (First Question-Cut & Glue Matching)
2. Students will observe and record changes of the local weather conditions to describe patterns over time.	Level 4: Analyze Each student will be given a booklet to record the day's weather forecast.	Science K.ESS.3: Investigate the local weather conditions to describe patterns over time.	Formative Assessment: Observation booklet
4. Students will identify and apply certain cloths people wear in order to adapt and survive certain types of weather.	Level 3: Apply The students will sketch a drawing of a certain type of weather, then draw themselves wearing clothes that are meant for adapting to that type of weather.	Social Studies K.3.5: Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment. Example: In different seasons, people wear different kinds of clothing.	Performance Assessment: "Weather Wardrobe Flip Book"
5. Students will investigate the class's favorite type of weather by gathering data and interpreting it through discussion and inquiry.	Level 2: Understand Student will record data based on the question "What is the class's favorite type of weather?" We will have a class discussion about the results.	Mathematics 1.DA.1: Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.	Class Performance Assessment: What is YOUR Favorite Weather? Graphing Discovery
6. Students will predict what will happen to the weather based on current observations.	Level 3: Apply Student will be given a series of pictures that are in order and based on what they observe, they will predict what the next picture would look like.	Language Arts K.RL.2.4: Make predictions about what will happen next in a story.	Test Question: (#8 On Unit Test)

Phase III: Instructional Experiences (Lessons) Design

Lesson One

Title:

Fun in the Sun

Grade Level:

Kindergarten

Standard(s):

Social Studies K.3.5 - Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.

Example: In different seasons, people wear different kinds of clothing.

LA(Print Concepts) K.RF.2.1 - Demonstrate understanding that print moves from left to right across the page and from top to bottom.

LA (Writing) K.W.3.1 - Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.

Description:

This will be the beginning lesson of our unit and we will start off with talking about a warm sunny, what is unique about that type of day, and how the warmth of the sun affects our day to day lives. More directly, how the sun causes us to wear certain clothes. I will draw my students in by dressing for the occasion of a sunny day. I will wear sunglasses, sunhat, flip flops, a sundress, and sing the song *I'm Walking on Sunshine*. I will pose the question "Boys and girls, when you are outside do you notice how each day isn't the same? For example, today is so bright, warm, and the sky is so blue. Can you remember anything you notice about other days that weren't like today?" They will give their responses and then we will move to the reading corner and read the book *What Will the Weather Be?* by Lynda DeWitt. I will have a graphic organizer and we will fill in a few facts about a sunny day first.

Then we will move into writing the sentence "This is my sunny day outfit." Each student will be given a Weather Wardrobe Flip Book. We will write the sentence on the first flap, then they will be given a chance to first draw what a sunny day looks like, and then what they would wear for that type of weather. They will also fill out the front of it but drawing their favorite outfit over all. Each day we will talk about a different type of weather and then fill in the flip book to keep track.

Finally we will close the lesson by learning a song about the sun:

Oh Mr. Sun, Sun,
Mr. Golden Sun,
Please shine down on me!

Oh Mr. Sun, Sun
Mr. Golden Sun,
Hiding behind a tree...

These little children
Are asking you
To please come out
So we can play with you

Oh Mr. Sun, Sun
Mr. Golden Sun,
Please Shine down on me!

Lesson Two

Title:

All About Rain

Grade Level:

Kindergarten

Standards:

Social Studies K.3.5 - Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.

Example: In different seasons, people wear different kinds of clothing.

LA(Print Concepts) K.RF.2.1 - Demonstrate understanding that print moves from left to right across the page and from top to bottom.

LA (Writing) K.W.3.1 - Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.

Description:

This is the second lesson of our unit on weather and we will be talking all about rain. To draw students in I will be dressed in proper rain attire and pose the question "Students, do you think we could make it rain in our very own classroom?" We will do this through a series of steps that require the students to actively listen and focus on me very carefully. We will follow these steps while I narrate what is happening:

1. Rub your palms together

We are in the Catskill Mountains, over 125 miles away from New York City. It's summer, and a rainstorm is brewing. The wind is picking up, the leaves start to rustle, and a cloud covers the sun.

2. Snap your fingers

The raindrops are starting to fall, lightly at first and streams begin to fill and lakes form.

3. Clap with two fingers to palm

The rain is starting to fall a little harder. Water is flowing quickly down the mountains.

4. Clap

The storm is getting more intense. The raindrops are falling harder and heavier. Rivers and streams swell. Reservoirs, large bodies of water, built to hold this rain and melting snow, fill with water.

5. Slap your lap and stamp your feet

The summer cloudburst is reaching its peak as the wind rushes through the trees and the rain comes heavy and fast.

6. Clap

It has been an intense cloudburst, but like many summer storms, it doesn't last long. The rain is starting to slack off and the wind is dying down.

7. Clap with two fingers to palm

8. Snap fingers

Raindrops fall in the reservoir in smaller drops.

9. Rub palms together

The sun comes out from behind the clouds, the leaves are fresh and wet and green. Small streams and puddles rush over the sloping ground. Whispering: And our rainstorm is over.

10. Stop Rubbing palms together (Remain silent for a few minutes)

Source:

http://bronxriver.org/puma/images/usersubmitted/file/015_CreateARainstorm.pdf,

will use the space above to first draw a rainy day and then draw themselves wearing the correct attire for that type of weather.

We will finally close the lesson by singing a song:

Raindrops, raindrops,
On the ground
Raindrops, raindrops,
Splashing around!

Raindrops, raindrops,
On the street,
Raindrops, raindrops,
On my feet!

Raindrops, raindrops,
On the tree,
Raindrops, raindrops,
Not on me!

Assessment: Assessment: Rubric from Phase II (Performance Assessment): Row 2

Lesson Three

Title: This Type of Weather is Blowing Our Minds!

Grade Level:

Standards:

Social Studies K.3.5 - Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.

Example: In different seasons, people wear different kinds of clothing.

LA(Print Concepts) K.RF.2.1 - Demonstrate understanding that print moves from left to right across the page and from top to bottom.

LA (Writing) K.W.3.1 - Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.

Description:

This is the third lesson of our unit on weather and we will be talking about the type of weather that is wind. This type of weather is kind of hard to predict in terms of what it looks like because its invisible, and what to wear because it can be pared with any type of temperature so we will have to connect it to that in order to know what to wear. So, I will have a graphic organizer that has space for a description about and bellow divided into warm weather on one side and Cold on the other. We will read the book *Like a Windy Day* by Anna Milbourne to help us unpack the mystery of wind.

Next we will continue our Weather Wardrobe Flip Book by filling in the third flap. The students will work on writing the sentence "This is my windy day outfit" on their own since we have already done it twice together. If they need help I will be there to assist them and we will loom at student examples to see how they did and for me to make informal assessments. They will be sure to fill in the space above by first drawing a windy day and then they will choose the temperature they want and indicate what they would wear. I will be very lenient on types of clothing but they have to make sure they show things being blown (Ex. Trees swaying, or a kite flying)

To close the lesson we will sing the song below and incorporating movements. Every word in red will indicate the students to wave their arms in the air:

(To the tune of "If you're Happy and You Know it")

If it's **windy** and you know it,

Swing and Sway,

If it's **windy** and you know it,

Swing and Sway,

If it's **windy** and you know it,

Then your **clothes** will surly show it

If it's **windy** and you know it,

Swing and Sway!

Assessment: Assessment: Rubric from Phase II (Performance Assessment): Row 3



Phase IV: Gather evidence of student learning.


Here is the link to my Kahoot Formative Assessment:

<https://play.kahoot.it/#/k/86228e85-d721-4d4a-9bd1-501c7f41d69c>

Kahoot is a very useful assessment platform because of its catchy, fun music, it allows students to compete with each other in a healthy way, and is very interactive through its use of technology. It is also very helpful with allowing teachers see where certain students still struggle by providing graphs of their results.

I would be using this assessment for the very first lesson of our unit where we talk all about a sunny day. The learning objective for this content is that students will know what the sun looks like, what it does for us such as heat and light, and how we adapt such as wearing sunglasses. Below I have provided screen shots of the game itself:

What is this?		What would you most likely wear on a warm sunny day?	
15		16	
<div>▲ Sun</div> <div>● Flower</div>	<div>◆ Moon</div> <div>■ Cloud</div>	<div>▲ Gloves</div> <div>● Turtle Neck Sweater</div>	<div>◆ Sunglasses</div> <div>■ Boots</div>
0 Answers		0 Answers	
Skip		Skip	

Finish the song:		What is your favorite place to be on a warm sunny day?	
16	<p>Oh Mr. Sun, Sun Bright and shining Sun Wont you please _____ on me!</p>	16	
<div>▲ rain down</div> <div>● snow down</div>	<div>◆ blow down</div> <div>■ shine down</div>	<div>▲ At the playground</div> <div>● Reading a book under a tree</div>	<div>◆ On the beach</div> <div>■ At an amusement park</div>
0 Answers		0 Answers	
Skip		Skip	