

# 1st Grade Unit 1 Plan

<b>Content Area</b>	Science
<b>Grade/Course</b>	3rd Grade /Earth Science
<b>Unit of Study</b>	Weather and Seasons
<b>Duration of Unit</b>	9 weeks

Insert standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

- S1E1. Obtain, evaluate, and communicate weather data to identify weather patterns.
- a. **Represent data in tables and/or graphs to identify** and describe different types of weather and the characteristics of each type.
  - b. **Ask questions to identify** forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).
  - c. **Plan and carry out investigations** on current weather conditions by **observing, measuring** with simple weather instruments (thermometer, wind vane, rain gauge), and **recording weather data** (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar seasonally, and graphically.
  - d. **Analyze data to identify** seasonal patterns of change. *(Clarification statement: Examples could include temperature, rainfall/snowfall, and changes to the environment.)*

<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
a. Represent data in tables and/or graphs to identify and describe	different types of weather and the characteristics of each type	2/3
b. Ask questions to identify	forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water)	2/3
c. Plan and carry out investigations **observe, measure with  ** record	current weather conditions and **simple weather instruments  **weather data in a periodic journal, on a calendar seasonally, and graphically	2/3/4
d. Analyze data to identify	seasonal patterns of change.	2/3/4

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

- Weather follows patterns that we can prepare for.
- Changes in weather affect us and our environment.
- Seasons help us predict the weather.

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- How can weather be described?
- How does weather impact me and my community?
- How are different types of weather identified and described?
- How do I measure and record weather data?
- How can I use tools to measure weather?
- How does weather affect our daily lives?
- How can I use data to see changes in the seasons?

## Essential Unit Vocabulary

Weather, thermometer, temperature, water cycle, cloud, season, spring, winter, summer, fall

**Next step, create assessments and engaging learning experiences**