

Content Area	Reading, Writing, Language, Social Studies, Science
Grade/Course	1
Unit of Study	Water and Weather
Instructional Period	Literacy and Science

Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.

Literary ELACC1RL1-10

1RL6: Identify who is telling the story at various points in a text.

1RL7: Use illustrations and details in a story to describe its characters, setting, or events.

1RL9: Compare and contrast the adventures and experiences of characters in stories.

Grammar

1RF2e. Decode two-syllable words following basic patterns by breaking the words into syllables.

1RF2b Orally produce single-syllable words by blending sounds (phonemes)-consonant and vowel sounds – as well as consonant blends (e.g., /ff/, /gr/, /st/, etc.)

1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

1W5: With guidance and support from adults, focus on a topic and respond to questions and suggestions from peers. a. May include oral or written prewriting (graphic organizers).

Standards

S1E2. Students will observe and record changes in water as it relates to weather.

- Recognize changes in water when it freezes (ice) and when it melts (water).
- Identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).
- Determine that the weight of water before freezing, after freezing, and after melting stays the same.
- Determine that water in an open container disappears into the air over time, but water in a closed container does not.

The Nature of Science

S1CS6. Students will be familiar with the character of scientific knowledge and how it is achieved.

Students will recognize that:

- When a science investigation is done the way it was done before, we expect to get a similar result.
- Science involves collecting data and testing hypotheses
- Scientists often repeat experiments multiple times, and subject their ideas to criticism by other scientists who may disagree with them and do further tests.
- All different kinds of people can be and are scientists.

S1CS7. Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:




- Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other.
- In doing science, it is often helpful to work as a team. All team members should reach individual conclusions and share their understandings with other members of the team in order to develop a consensus.
- Tools such as thermometers, rulers, and balances often give more information about things than can be obtained by just observing things without help.
- Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them.

List Behaviors (what students should be able to do; focus on verbs)	List Content (what students should know; focus on concepts)	Determine DOK (align to instruction and assessment)	
		DOK Levels	DOK Ceiling
Observe, Record, identify, use, compare, contrast, produce, write, decode	<ul style="list-style-type: none"> • <u>Changes in water as it relates to weather.</u> • <u>Who is telling the story at various points in a text.</u> • <u>Illustrations and details in a story to describe its characters, setting, or events.</u> • <u>Adventures and experiences of characters in stories.</u> • <u>Two-syllable words following basic patterns by breaking the words into syllables.</u> • <u>Single-syllable words by blending sounds (phonemes)-consonant and vowel sounds – as well as consonant blends (e.g., /fl/, /gr/, /st/, etc.)</u> • <u>Narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</u> • <u>On a topic and respond to questions and suggestions from peers.</u> a. May include oral or written prewriting (graphic organizers). 	2 and 3	1, 2 and 3

Pre-Planning Worksheet

DOK Level TAPS 2, 3, 4, 5	Possible Aligned Activities and Questions	Resources (on/offline)
DOK 1	(Weather, Non-fiction, Science text and readers.) Observe and Describe properties of water.	Safari Montage, Tumblebooks, BrainPop, Jr. Classroom texts and leveled readers.
DOK 2	Students will respond to read aloud texts by teacher and independent in their Literacy Notebook. Students will present a experiments on Water	Modeled on Active Board and discussions as well as mapping discussions on graphic organizers.
DOK 3	Compare and contrast forms of precipitation according to physical attributes. Student predicts when forms of precipitation may occur in weather patterns.	Maps and globes, weather data from internet.
DOK 4	Research project to Notice that liquid water will disappear over time (evaporate) and begin to describe parts of the water cycle. *compare and contrast forms of precipitation according to	Internet, Resources including but not limited to encyclopedias and other

	physical attributes. Student predicts when forms of precipitation may occur in weather patterns. Investigates Wilson “Snowflake” Bentley and constructs examples of his snowflake classification	research materials that students choose.
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 Standards (Primary)	DOK (Ceiling)	Integrated
	4	Students will write informational pieces about plants and animals
<u>KNOW/UNDERSTAND</u>	 Essential Question/Enduring Understanding: Enduring Understanding: There are a variety of reading genres written for a variety of purposes. There are rules to help determine letter sound relationships  Water can be a liquid or a solid and can go back and forth from one form to another. If water is turned into ice and then the ice is allowed to melt, the amount of water is the same as it was before freezing. Water left in an open container disappears due to evaporation, but water in a closed container does not disappear. EQ: How can we retell this story so that others understand what we have read? How can consonants work together in words? What are the characteristics of water in its different states? • Does the weight of water change as its phase changes? • How does water appear (solid or liquid) in different forms of precipitation? • How are ice, liquid water, and water vapor similar? • How are ice, liquid water, and water vapor different? • What happens to a bottle of water in the freezer?	
KNOWLEDGE & SKILLS (Key Vocabulary)		
Vocabulary- Tier 1 <i>Words using to teach Tiers 2-3</i> Organize, instruct, assess, present All, tall, call, fall, wall, ball, not, top, much, thank	Vocabulary Tier 2 <i>Academic vocabulary across content-areas</i> bothered, distance, form, attention, perform, supportive grammar, usage, capitalization, punctuation, periods, question marks, commas, vocabulary,	Vocabulary Tier 3 <i>Content-specific, domain-specific</i> Liquid Water vapor Freeze Solid Setting Narrative Characters Elements Plot Problem/solve

TAPS 2, 3

		context clues, word walls nouns, singular nouns/plural nouns, parts of speech, adjectives, personal, pronouns, consonant blends	closure	TAPS 2, 3, 5
	Pre-assessment to <u>Inform</u> Instruction			
	SLO's			
Assessment <u>for</u> Learning or Assessment <u>of</u> Learning Teacher observations, Weekly Common assessments, Performance tasks, Writing assessments, Lexia, Study Island,				

<u>DO</u>	★	TAPS 2, 3, 4 Advanced	Content	Process	Product
			Can describe and give examples of water of the forms of water due to weather.	Teach process of research. Research water	Research project. Can independently research and write on topic of water cycle
		Ready	Can describe and give examples of water of the forms of water due to weather.	Can identify properties of water	Create a booklet of water and write temp of changes.
		Need Prerequisites	Is unable describe and give examples of water of the forms of water due to weather.	Learn the difference between solid and liquid form.	Students will experiment with the forms and changes.

TAPS 2, 3, 5, 6, 8



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Steps to Deliver the Lesson Using WICOR

Engage (Hook, introduction to lesson concepts) WICOR:	See Daily Opening Activities
Explore/Explain (teaching content all students need to)	See Daily Work Period

know understand and be able to do
(as determined by unpacked standard)

WICOR:

Enrich/Elaborate

(differentiation of process)

WICOR:

Evaluation

(Formative assessment)

WICOR:

Resources

One Pager

Teacher observations, Weekly Common assessments, Performance tasks, Writing assessments, Lexia, Study Island,

Teacher Read Alouds, Vocabulary words, Teacher Edition, Reading textbook, Materials for groups, Computer, Chart paper, Safari Montage, Tumblebooks, BrainPop, Jr. Classroom texts and leveled readers. Social Studies readers, Internet, and Media Center.

Science Workshop

Monday: Science book Chapter 2

Mini Lesson :Suggested Peachstar Streaming Video for Water Unit (see resources section below for other titles)

Anywhere Science Activity: Painting With Water (01:28) From ice, to water, to what? The kids find that they can "paint" on the sidewalk using the water made by melting ice. But their paintings disappear in the hot sun.

Review standard and science words: video segment

www.unitedstreaming.com keyword search: water and precipitation: 12 minutes.

This video allows students to understand water and precipitation.

Tuesday:

A. Observe various sources of water and precipitation outdoors, in videos, in photographs, or on the Internet

Have students record observations of water and precipitation in a science journal.

Have students work individually or in a group to create a word web with "water and precipitation." Discuss student webs.

Have groups compare the different water and precipitation webs each group created.

Wednesday

A. Students will work together to use dramatic play to tell about water and precipitation. Put students in groups of four or more. Assign each student in the group one part and create a sign to go around that student's neck, telling what part of the water and precipitation they represent.

B. Tell students that somehow there was a mix-up and the water and precipitation need to be put together again. The students must get in the correct order (lay on the floor or stand in a line) and tell what part water and precipitation they represent and why that water and precipitation is important. (Give students plenty of time to rehearse for the class.)

C. Allow each group to demonstrate their knowledge

Thursday: Snow Flake man discussion pg 72-73

EXTRA Design a Snowflake

<http://snowflakes.barkleyus.com/>

Gr1Q3SCWaterProperties

Real Snowflakes Under a Microscope

<http://www.snowflakebentley.com/snowflakes.htm>

Watch Brain POP

Draw Water Cycle

Friday:

Magic School Bus Water/ Science lab/ Water Experiments from book How does water Change?

Water Experiments:

Monday: This is the Hold Up/ Water Molecules on the move.

Tuesday: Mix Maste/ Creatures in Water

Wednesday: Go with the Flow/ Oil and Water lava Lamp

Thursday: Gravity Free Water/

Friday: Water assessment Water

Build a Snowman

<http://www.northcanton.sparcc.org/%7Eptk1nc/frosty2001/flash/buildsnowman.htm>

http://www.benjerry.com/fun_stuff/online/virtual_snowman/

<http://www.castlearcana.com/christmas/snowman/index.html>

Winter Storms

http://teacher.scholastic.com/activities/wwatch/winter_storms/index.htm

Weather Classroom

<http://www.erh.noaa.gov/er/lwx/wesh/index.htm>

Investigating Weather. United Learning (1995). Retrieved June 23, 2007, from unitedstreaming: <http://www.unitedstreaming.com/>

Interactive Weather Map

<http://www.weather.gov/view/largemap.php>

Gr1Q3SCWaterProperties

Tornados

<http://www.nws.noaa.gov/om/brochures/tornado.shtml>

Weather

<http://www.weatherwizkids.com/>

Portfolio Content-Specific Assessment Task Template

Grade: Quarter: Content Area:

Name of Task: Suggested or Required

Standards Assessed: Observes and records changes in water as it relates to weather (S1E2).
*Recognize changes in water when it freezes and melts.
*Identify forms of precipitation such as rain, snow, sleet and hailstones while describing their state

Format: Selected Response Estimated Time: 15-20 Minutes
Brief Description: Upon completion of the unit on water, students will complete an assessment identifying forms of water found in different types of precipitation.

Assessment Protocol: The assessment is to be administered in one sitting in the classroom at the completion of a unit of study on water changes. It is to be given whole group; however, students are to complete it individually.

Materials Needed: Pencils, Gr1Q3SCWaterProperties Assessment

Instructions for Students: Fill in the blanks on the worksheet with the correct answers.

Instructions for Teachers: Give each student an assessment sheet. Tell them to listen as you read each sentence and the answer choices. Give students time to write their answer choices. Do not offer students assistance in making answer choices. Collect and score assessments when students are finished.

Scoring Rubric or Guidance:
Three- 6-8 correct answers
Two- 4-5 correct answers
One-3 or less correct answers

Attach any further documents that will be needed to understand the task.

Suggested online resources for properties of water

<http://www.brainpopjr.com/science/weather/watercycle/>

<http://www.prometheanplanet.com/en-us/Resources/Item/61974/sam-the-snowman-changes-in-water>

<http://www.prometheanplanet.com/en-us/Resources/Item/41848/bob-the-snowman>

3rd quarter Report Card Rubric

Standard	4-Exemplary	3-Meeting	2-Progressing	1-Little or no progress toward the standard
<p><u>Observes and records changes in water as it relates to weather</u> (S1E2)</p>	<p>In addition to meeting the standard one or more of these may be exhibited by the student:</p> <p>*Notice that liquid water will disappear over time (evaporate) and begin to describe parts of the water cycle. *compare and contrast forms of precipitation according to physical attributes. Student predicts when forms of precipitation may occur in weather patterns.</p> <p>Investigates Wilson “Snowflake” Bentley and constructs examples of his snowflake classification</p>	<p>Independently:</p> <p>*Recognize changes in water when it freezes and melts. * Identify forms of precipitation such as rain, snow, sleet and hailstones while describing their state (solid/liquid).</p>	<p>Requires Guidance or shows partial mastery of the following:</p> <p>*Recognize changes in water when it freezes and melts. * Identify forms of precipitation such as rain, snow, sleet and hailstones while describing their state (solid/liquid).</p>	<p>Even with guidance, student does not demonstrate the following:</p> <p>*Recognize changes in water when it freezes and melts. * Identify forms of precipitation such as rain, snow, sleet and hailstones while describing their state (solid/liquid).</p>



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When Water Changes



Name _____

1. Fill in the blank with the correct answer)

Rain is a _____ (solid or liquid).

Snow is a _____ (solid or liquid).

Sleet is a _____ (solid or liquid).

Hail is _____ (solid or liquid).

2. Choose the correct answer.

When water melts it becomes _____ which is _____.
ice, water, sun, solid, liquid

When water freezes it becomes _____ which is _____.
water, ice, sun, solid, liquid

Score _____ / 8



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Reading Workshop

	OPENING	WORK PERIOD	CLOSING
Monday	No school	✓	
Tuesday	No school	✓	
Wednesday	<p>Integrated Reading/Sci TTW begin the lesson by asking the EQ for reading. The mini lesson will focus on Narrative elements. Read aloud and use a large whole group graphic organizer to review the</p>	<p>TSW return to seats with their own graphic organizers to answer about the narrative elements of the read aloud. TSW then break into small groups.</p> <ul style="list-style-type: none"> ✓ Read narrative books and discuss elements <p>~Introduce the text of the day</p> <p>~Choral read text with students several times – all together, just boys, just girls, in a soft voice, loud voice, etc.</p> <p>~Discuss the “voice” in each text – who is speaking? How can you tell?</p> <ul style="list-style-type: none"> ✓ Fill out graphic organizer ✓ Story town workbook <p>Computers: http://www.turtlediary.com/grade-1-games/esl-efl-games/sight-words.html</p> <ul style="list-style-type: none"> ✓ Independent Centers 	<p>Students and teachers will come together to review the standard, EQ, and Enduring understanding.</p>

Strategy 1: Create a rigorous system of teaching and learning
Specific Results: Institutionalize Cycle for Results

Action Steps: 1, 2, 3, 6
Performance Indicator: Teacher lesson plans



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Thursday	<p>TTW begin the lesson by asking the EQ for reading. The mini lesson will focus on Consonant Blends. Whole group activity with a flip chart for consonant blends.</p>	<p>TSW return to seats to then break into small groups.</p> <ul style="list-style-type: none"> ✓ Read narrative books and discuss consonant blends <p>~Introduce the text of the day</p> <p>~Choral read text with students several times – all together, just boys, just girls, in a soft voice, loud voice, etc.</p> <p>~Discuss the “voice” in each text – who is speaking? How can you tell?</p> <ul style="list-style-type: none"> ✓ Story town workbook <p>Computers: http://www.turtlediary.com/grade-1-games/esl-efl-games/compound-words-g1.html</p> <ul style="list-style-type: none"> ✓ Independent Centers 	<p>Students and teachers will come together to review the standard, EQ, and Enduring understanding.</p>
Friday	<p>Review the standard and EQ.</p>	<p>~Administer ASSESSMENTS in reading, grammar and spelling.</p> <p>~Review Assessment on Activ Board and “redo” test together whole group while explaining each correct answer.</p>	<p>REVIEW EQ'S AND STANDARDS/HOT STANDARDS FOR THE WEEK</p>

Writing Workshop

	OPENING	WORK PERIOD	CLOSING
Monday	No school		
Tuesday	No school		

Strategy 1: Create a rigorous system of teaching and learning
Specific Results: Institutionalize Cycle for Results

Action Steps: 1, 2, 3, 6
Performance Indicator: Teacher lesson plans



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<p style="text-align: center;">Wednesday</p>	<p>TTW begin the lesson by asking the EQ for Writing. The mini lesson will focus on closure. Discuss what closure means and then pick 5 books that the class has already read aloud. Next, read the last page of each book. Discuss the closure sentences used in the books.</p> <p>Prompt: <i>What did you do during your winter break?</i></p> <p>~the writing process for drafting.</p>	<p>TSW return to seats for independent writing time. Students will begin writing their daily informational piece. TTW pull a small group and conference with individual students.</p>	<p>Students and teachers will come together to review the EQ and the standard.</p>
<p style="text-align: center;">Thursday</p>	<p>TTW begin the lesson by asking the EQ for Writing. The mini lesson will focus on editing and including a closure.</p> <p>~the writing process for editing and publishing.</p>	<p>TSW return to seats for independent writing time. Students will begin writing their daily informational piece. TTW pull a small group and conference with individual students.</p>	<p>Students and teachers will come together to review the EQ and the standard.</p>
<p style="text-align: center;">Friday</p>	<p>TTW begin the lesson by asking the EQ for Writing. The mini lesson will focus on closure.</p> <p>~the writing process for publishing and author's chair.</p>	<p>TSW return to seats for independent writing time. Students will begin writing their daily informational piece. TTW pull a small group and conference with individual students.</p>	<p>REVIEW EQ'S AND STANDARDS/HOT STANDARDS FOR THE WEEK</p>

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Action Steps: 1, 2, 3, 6
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