

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 1/Today the Weather Is\_An Informational Study About Weather

Course Code: ELA

### COURSE INTRODUCTION:

Students in first grade build on skills taught in kindergarten. These skills include reading, writing, listening, and speaking. Although this list is not all inclusive. Students should have exposure to the following foundational skills: print concepts, phonological awareness, phonics, basic decoding, fluency, and word recognition. Building on these skills, students will advance their literacy understandings. As they continue to grow, students will participate in a wide variety of read-alouds and literacy experiences. These units are designed to incorporate various activities in a wide-range of curricular areas. Students will explore animal diversity by traveling through a variety of biomes. They will expand their knowledge of text features and character traits. Students will also learn to express opinions through writing.

### UNIT DESCRIPTION:

In this unit of study, students will explore weather through a variety of activities and they will be challenged to research and study to gain a deeper understanding of weather related concepts. Several instructional strategies will be used to differentiate instruction and make learning meaningful for students. Non-fiction texts will be used to teach students about weather, non-fiction reading will also teach students the characteristics of informational text. Students will compose their own non-fiction pieces to demonstrate what they have learned and opinion writing will be explored so students can experiment with sharing their thoughts. Students will build on their schema about weather and interactive activities will allow students to get hands-on experience in their study of weather.

#### Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>. Resources based on the Universal Design for

### SUGGESTED UNIT TIMELINE: 4-6 weeks

**CLASS PERIOD (min.):** can be incorporated in different parts of the day (reading, writing, science, etc.)

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Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .						
<a href="#">Provide Feedback</a>						
<b>ESSENTIAL QUESTIONS:</b>						
1. How can studying weather make me a better researcher?						
2. Can I learn and have fun with informational texts?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CROSSWALK TO STANDARDS					
	CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK	
1. Students will list the four seasons of the year and give at least one characteristic of each.	R.3.C.1.d	1.5	RI.1.2		1	
	R.3.C.1.e	1.6	W.1.8		2	
	R.1.H.1.c		RF.1.1			
	W.1.A.1.a		SL.1.1.a			
			SL.1.1.b			
			SL.1.1.c			
			SL.1.4			
			L.1.1.a			
		L.1.1.b				

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				L.1.1.c L.1.2.b L.1.2.d L.1.2.e L.1.4.a		
2. Students will create and complete a daily weather journal.		R.1.E.1.a R.1.E.1.b R.1.E.1.c W.3.A.1.a W.2.C.1.a	2.1	RI.1.4 W.1.1 SL.1.6		2
3. Students will write and illustrate their own weather book.		R.3.A.1 W.3.A.1.a	1.6 2.1	RI.1.5 W.1.2 SL.1.5		2
4. After conducting research students will write an informational/explanatory piece of writing.		W.3.A.1.a	1.5 1.6 2.1	W.1.2 L.1.1.a L.1.1.b L.1.1.c L.1.2.b		2 3

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				<b>L.1.2.d</b>		
				<b>L.1.2.e</b>		
<b>5.</b> Students will use observations and research to present a daily weather report.		<b>R.1.D.1.a</b>	<b>1.5</b>	<b>RI.1.10</b>		<b>2</b>
		<b>R.1.D.1.b</b>	<b>1.6</b>			<b>3</b>
			<b>2.1</b>			
<b>6.</b> Students will identify several types of precipitation.		<b>R.3.A.1</b>	<b>1.5</b>	<b>RI.1.7</b>		<b>1</b>
<b>7.</b> Using what they have learned students will create an opinion piece for their favorite season of the year.		<b>W.3.A.1.a</b>	<b>1.6</b>	<b>W.1.1</b>		<b>2</b>
		<b>W.2.C.1.a</b>	<b>3.5</b>		<b>SL.1.2</b>	
			<b>2.1</b>			
<b>8.</b> Students will listen to a variety of non-fiction and ask and answer questions that help to further their understanding.		<b>R.1.H.1.a</b>	<b>1.5</b>	<b>RI.1.1</b>		<b>1</b>
		<b>R.1.H.1.b</b>	<b>1.6</b>		<b>SL.1.2</b>	<b>2</b>
		<b>R.3.C.1.a</b>		<b>L.1.6</b>		
		<b>R.3.C.1.b</b>				
		<b>R.3.C.1.c</b>				
<b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )						
<b>1. Students will be given a page to name at least three types of precipitation and draw an illustration to match the types</b>						
<b>See Formative Assessment 1_Types of Precipitation</b>						
<b>2. Students will use a constructed response format to write about the four seasons, giving at least one characteristic of each</b>						

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<p><b>See Summative Assessment _Seasons of the Year</b></p> <p><b>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)</b></p>	
<p><b>Obj. #</b></p> <p>1</p>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <ol style="list-style-type: none"> <li>1. The teacher will read aloud non-fiction books about the four seasons of the year.               <ul style="list-style-type: none"> <li>- the teacher will ask students questions throughout the story that will help them determine the main idea</li> <li>- the teacher can provide a main idea sheet for students to use as they listen to the read aloud</li> <li>- the teacher can read small sections of a book and call on students to retell</li> <li>- the teacher will provide time for students to go back over the story in groups after the read aloud is complete</li> </ul> </li> </ol>
<p><b>Obj. #</b></p> <p>2</p>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <ol style="list-style-type: none"> <li>2. The teacher will model ways that the author gives clues about important words and information in non-fiction text (bold words, capital letter, labeling, etc.).               <ul style="list-style-type: none"> <li>- the teacher will provide materials for students to make flash cards to study important words to include in their daily journal</li> <li>- the teacher will model using various resources in the room to help with unknown words</li> </ul> </li> </ol>
<p><b>Obj. #</b></p> <p>3</p>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <ol style="list-style-type: none"> <li>3. The teacher will model the characteristics of non-fiction text.               <ul style="list-style-type: none"> <li>- the teacher will help students discover why these characteristics are so important in non-fiction text</li> <li>- the teacher will create a non-fiction weather book modeling the process as it is done</li> </ul> </li> </ol>
<p><b>Obj. #</b></p>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p>

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4	<p>4. The teacher will read aloud and model what an informational piece of writing looks like.</p> <ul style="list-style-type: none"> <li>- the teacher will have students activate their schema to help decide what type of precipitation they would like to explore</li> <li>- the teacher will provide students with several resources and plenty of time to conduct research</li> <li>- the teacher will model what thoughtful research looks like</li> <li>- the teacher will set up research stations around the room (books, illustrations, listening/watching, vocabulary, etc.)</li> </ul>
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
5	<p>5. The teacher will provide a variety of texts on the topic of weather that are appropriate for various reading levels.</p> <ul style="list-style-type: none"> <li>- the teacher will provide students with pages to help keep track of what they are reading</li> <li>- the teacher will help students learn the ways to identify a just-right book for their own reading</li> <li>- the teacher will model monitoring for meaning so students know if they are comprehending and understanding the text they choose</li> </ul>
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
6	<p>6. The teacher will model the importance of using illustrations and details in a book to help pick out the key ideas.</p> <ul style="list-style-type: none"> <li>- the teacher will read aloud books about several types of precipitation</li> <li>- the teacher will show students how with this topic, illustrations can greatly benefit the reader</li> <li>- the teacher can do a comparison of reading with and without illustrations and compare and contrast the difficulty of pulling out key ideas</li> </ul>
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
7	<p>7. The teacher will read aloud a variety of opinion pieces and allow students to pick out the characteristics that fit this style of writing.</p>

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	<ul style="list-style-type: none"> <li>- the teacher can conduct mini-lessons to show the difference between facts and opinions</li> <li>- the teacher can give students situations to model and act out using this information</li> <li>- the teacher will talk about the characteristics of writing an opinion piece</li> </ul>
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
8	<p>8. The teacher will read aloud non-fiction text about the information taught in this unit.</p> <ul style="list-style-type: none"> <li>- the teacher will model asking questions throughout various parts of the story</li> <li>- the teacher will ask students specific questions during the read aloud</li> </ul>
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
1	<p>1. Students will listen to non-fiction book read alouds about the four seasons of the year.</p> <ul style="list-style-type: none"> <li>- students will answer questions the revolve around the main idea of the story</li> <li>- students can fill in information about the main idea during the read aloud</li> <li>- students can turn and talk to retell portions of the story</li> <li>- students can retell and act out portions of the story in groups once the read aloud is complete</li> </ul> <p>See Instructional Activity 1_Main Idea</p>
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
2	<p>2. Students will create their own daily weather journal incorporating some of the information they have learned from various authors.</p> <ul style="list-style-type: none"> <li>- students can make flash cards while using a dictionary to record important weather words they do not have schema for</li> <li>- students can infer meanings of unknown words and check themselves by using a dictionary</li> </ul>

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	<ul style="list-style-type: none"> <li>- students can put on mini-plays and skits to demonstrate some of the unknown words</li> </ul> <p>See Instructional Activity 2_Daily Weather Journal, Instructional Activity 2_Infering the Meaning of Unknown Words and Instructional Activity 2_Weather Flash Card Words</p>
<p><b>Obj. #</b></p> <p>3</p>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <p>3. Students will create their own weather book using the information and resources they have learned about.</p> <ul style="list-style-type: none"> <li>- students will include as many non-fiction text features as they can</li> <li>- students will explain how these features helped to enhance their weather book</li> <li>- students will work in groups and use mentor text to guide their own book making</li> <li>- research can be done in pairs or small groups to gather information for writing a weather book</li> <li>- students can choose a text feature that they would like to teach to the class</li> <li>- students can create posters to highlight important text features they include in their own writing</li> <li>- using what they have learned, students will be in charge of giving one weather report to the class</li> </ul> <p>See Instructional Activity 3_Weather Report</p>
<p><b>Obj. #</b></p> <p>4</p>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <p>4. Students will conduct research and write their own informational piece about the type of precipitation they choose.</p> <ul style="list-style-type: none"> <li>- students will activate their schema and choose a type of precipitation to explore</li> <li>- students will travel to stations to use a variety of resources and tools to help them conduct their research</li> <li>- students will use illustrations to enhance their writing</li> <li>- students will be given time to have writer’s talk and check in with one another about their writing</li> </ul>

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	See Instructional Activity 4_Schema Building
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
5	<p>5. Students will read a variety of texts on the topic of weather that are at their reading level.</p> <ul style="list-style-type: none"> <li>- students will record facts as they read</li> <li>- students can retell important information to the teacher or their peers</li> <li>- students can use reading to help with research and completion of other tasks</li> <li>- students can write a short book about the topic and create an illustration to demonstrate that they understood their reading</li> </ul> <p>See Instructional Activity 5_Fantastic Facts</p>
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
6	<p>6. Students will listen to a variety of texts about precipitation and read independently as well.</p> <ul style="list-style-type: none"> <li>- students can use illustrations to help them teach the class about a type of precipitation</li> <li>- students can label illustrations to teach a topic without writing an entire page</li> <li>- students can practice using illustrations in their own writing</li> </ul>
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
7	<p>7. Students will activate their schema about the seasons of the year and choose one to write an opinion piece about.</p> <ul style="list-style-type: none"> <li>- students will use what they have learned about fact and opinion to develop a piece of writing about their favorite season</li> <li>- students can read their pieces aloud to other students to get feedback and work together to complete this task</li> <li>- students will use details to support their choice</li> <li>- students can create illustrations to enhance their writing</li> </ul>

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	<ul style="list-style-type: none"> <li>- students can read aloud to try and persuade other students to choose their season</li> </ul> <p>See Instructional Activity 7_Brainstorming for Opinion Piece and Instructional Activity 7_Schema Building</p>
<p><b>Obj. #</b></p> <p>8.</p>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <p>8. Students will listen to read aloud and ask questions throughout the story</p> <ul style="list-style-type: none"> <li>- students will answer various questions throughout the story</li> <li>- students can use questions to help enhance their own writing</li> </ul> <p>See Instructional Activity 8_Questions I Have</p>
<p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p><b>There are a variety of books that can be used for weather study! Here are a few:</b></p> <p>Trueit, Trudi Strain. <i>Stormy days</i>. NY: Benchmark Books, 2009.</p> <p>Birch, Robin. <i>Watching weather</i>. NY: Benchmark Books, 2009.</p> <p>McMahon, Michael. <i>Why does thunder clap? : all about weather</i>. NY: PowerKids Press, 2010.</p> <p>Morgan, Sally. <i>Weather 1st ed</i>. Weybridge: Cherrytree Books, 2010.</p> <p>Parker, Janice. <i>Weather</i>. NY: Weigl Publishers, 2009.</p> <p>Randolph, Joanne. <i>Stormy : a storm cloud's story 1st ed</i>. Alexandria: Alphabet Soup, 2009.</p> <p>Silverman, Buffy. <i>Investigating weather : weather systems</i>. Portsmouth: Heinemann Library, 2009.</p> <p>Mason Crest Publishers. <i>Why why why do tornadoes spin?</i> Broomall: Mason Crest, 2009.</p>	

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Sengupta, Monalisa. *Wild weather*. NY: Rosen Pub. Group, 2008.

Moon, Jo. *What's the weather?* NY: Cartwheel Books, 2008.

Pipe, Jim. *Earth's weather and climate North American ed.* NY: Gareth Stevens Pub., 2008.

Koehler, Susan. *Weather*. Vero Beach: Rourke Pub., 2008.

Green, Jen. *Weather and seasons 1st ed.* NY: PowerKids Press, 2008.

World Book, Inc. *Weather*. Chicago: World Book, 2008.

Hirschmann, Kris. *Forecasting!* Minneapolis: ABDO Pub., 2008.

**There are a variety of websites and interactive tools that can be used for weather study: Here are a few helpful sites and several of these sites link to many more once they are opened:**

<http://theweatherchannelkids.com/>

[http://illiniweather.com/pages/kids\\_weather\\_links.htm](http://illiniweather.com/pages/kids_weather_links.htm)

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

<http://sciencespot.net/Pages/kdzweather.html>

<http://eo.ucar.edu/webweather/>

This unit allows for differentiation in all areas to better meet student needs. Please refer to the accommodations/modifications document for more ideas on how to differentiate instruction.