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|  | Unit Planner: **Working** **Together** **with** **Weather** Science 2  Tuesday, July 7, 2015, 8:25AM |  |

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| District Wide > 2015-2016 > Grade 2 > Science > Science 2 > Week 1 - Week 9 | Last Updated: Thursday, June 25, 2015 by Denise Jones |

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| |  | | --- | | Big Idea / Conceptual Lens |   Systems | |  | | --- | | Focus of Study |   Cycles and Patterns of **Weather** and Communities, Maps, How We Interact **With** Our Environment (positively and negatively), Sustainability, Analyze the structure of text, key details, how events, individuals, and ideas develop. |
| |  | | --- | | Standards and Clarifying Objectives |   Choose Standards   |  |  |  | | --- | --- | --- | | NC Essential Standards: Science | | | | **NC: Grade 2** | | | | Earth Science | | | | **Earth Systems, Structures & Processes 2.E.1 Understand patterns of weather and factors that affect weather.** | | | |  | 2.E.1.1 Summarize how energy from the sun serves as a source of light that warms the land, air and water. |  | |  | 2.E.1.2 Summarize weather conditions using qualitative and quantitative measures to describe: • Temperature • Wind direction • Wind speed • Precipitation |  | |  | 2.E.1.3 Compare weather patterns that occur over time and relate observable patterns to time of day and time of year. |  | |  | 2.E.1.4 Recognize the tools that scientists use for observing, recording, and predicting weather changes from day to day and during the seasons. |  | | NC Essential Standards: Social Studies | | | | **NC: Grade 2** | | | | Geography and Environmental Literacy | | | | **2.G.1 Use geographic representations, terms and technology to process information from a spatial perspective.** | | | |  | 2.G.1.1 Interpret maps of the school and community that contain symbols, legends and cardinal directions |  | |  | 2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.). |  | | **2.G.2 Understand the effects of humans interacting with their environment.** | | | |  | 2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs. |  | |  | 2.G.2.2 Explain how people positively and negatively affect the environment. |  | | ComCore: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 | | | | **ComCore: Grade 2** | | | | Reading: Literature | | | | **Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | | | |  | RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |  | | **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** | | | |  | RL.2.3. Describe how characters in a story respond to major events and challenges. |  | | **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** | | | |  | RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |  | | **6. Assess how point of view or purpose shapes the content and style of a text.** | | | |  | RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |  | | **Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** | | | |  | RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |  | | **Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.** | | | |  | RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  | | Reading: Informational Text | | | | **Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | | | |  | RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |  | | **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** | | | |  | RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |  | | **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** | | | |  | RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |  | | **Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | | | |  | RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |  | | **5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** | | | |  | RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |  | | **6. Assess how point of view or purpose shapes the content and style of a text.** | | | |  | RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |  | | **Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** | | | |  | RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |  | | **8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** | | | |  | RI.2.8. Describe how reasons support specific points the author makes in a text. |  | | **Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.** | | | |  | RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  | | Reading: Foundational Skills | | | | **Phonics and Word Recognition RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.** | | | |  | a. Distinguish long and short vowels when reading regularly spelled one-syllable words. |  | |  | b. Know spelling-sound correspondences for additional common vowel teams. |  | |  | c. Decode regularly spelled two-syllable words with long vowels. |  | |  | d. Decode words with common prefixes and suffixes. |  | |  | e. Identify words with inconsistent but common spelling-sound correspondences. |  | |  | f. Recognize and read grade-appropriate irregularly spelled words. |  | | **Fluency RF.2.4. Read with sufficient accuracy and fluency to support comprehension.** | | | |  | a. Read grade-level text with purpose and understanding. |  | |  | b. Read grade-level text orally with accuracy, appropriate rate, and expression. |  | | Writing | | | | **3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** | | | |  | W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |  | | **5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** | | | |  | W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |  | | **8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.** | | | |  | W.2.8. Recall information from experiences or gather information from provided sources to answer a question. |  | | Speaking and Listening | | | | **Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.** | | | |  | SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |  | | **2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** | | | |  | SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |  | | **6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.** | | | |  | SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |  | | Language | | | | **Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | | | |  | L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  | |  | L.2.1a. Use collective nouns (e.g., group). |  | |  | L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). |  | |  | L.2.1c. Use reflexive pronouns (e.g., myself, ourselves). |  | |  | L.2.1d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |  | |  | L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified. |  | |  | L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |  | | **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | | | |  | L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  | |  | L.2.2a. Capitalize holidays, product names, and geographic names. |  | |  | L.2.2b. Use commas in greetings and closings of letters. |  | |  | L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives. |  | |  | L.2.2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). |  | |  | L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |  | | **Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** | | | |  | L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |  | |  | L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase. |  | |  | L.2.4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). |  | |  | L.2.4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). |  | |  | L.2.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). |  | |  | L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |  | | **5. Demonstrate understanding of word relationships and nuances in word meanings.** | | | |  | L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. |  | |  | L.2.5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |  | |  | L.2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). |  | | **6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.** | | | |  | L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |  | | ComCore: Mathematics | | | | **ComCore: Grade 2** | | | | Operations & Algebraic Thinking | | | | **2.OA.A. Represent and solve problems involving addition and subtraction.** | | | |  | 2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. |  | | **2.OA.B. Add and subtract within 20.** | | | |  | 2.OA.B.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.  Show details  2.OA.B.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.  Hide details  See standard 1.OA.6 for a list of mental strategies. |  | | **2.OA.C. Work with equal groups of objects to gain foundations for multiplication.** | | | |  | 2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. |  | | Number & Operations in Base Ten | | | | **2.NBT.A. Understand place value.** | | | |  | 2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: |  | |  | 2.NBT.A.1a. 100 can be thought of as a bundle of ten tens — called a “hundred.” |  | |  | 2.NBT.A.1b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). |  | |  | 2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s. |  | |  | 2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. |  | | **2.NBT.B. Use place value understanding and properties of operations to add and subtract.** | | | |  | 2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. |  | | Geometry | | | | **2.G.A. Reason with shapes and their attributes.** | | | |  | 2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.  Show details  2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.  Hide details  Sizes are compared directly or visually, not compared by measuring. |  | |  | 2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. |  | | |  | | --- | | Enduring Understandings |   [Bloom's Taxonomy](http://community.wvu.edu/~lsm018/Articulate%20Blooms%20Wheel/blooms_wheel.html)  Students understand that systems change over time.  Students understand that good citizens contribute to their communities in many ways.  Students understand that people, governments and nature have systems and patterns that create balance and order.  Students understand that actions we take effect the environment and shape the way we live.  Students understand that maps help us to comprehend the world around us. |
| |  | | --- | | Essential Concepts and Critical Content |   anemometer, barometer, thermometer, rain gauge, **weather** vane, wind sock, temperature, source, patterns, forecast, increase, decrease, observe, predict, meteorologist, environmentalist, revise, edit, recall, cycles, systems, determine, demonstrate, capitalize, cartographer, cardinal directions, compass rose, atlas ,legend, key, QR Code, GPS, symbol, drawn to scale, sustainability | |  | | --- | | Processes, Strategies, and Skills |   Writing Process, Drawing Conclusions, Data Charts, Problem/Solution, Sequencing Chart, Visual Representations |
| |  | | --- | | Essential Questions |   How does knowing about the patterns of **weather** help me to understand change over time?  How does knowing about **weather** tools help me understand predictions?  What kind of energy does the sun provide and how can this energy be used?  How does knowing about balance and order in nature help me understand its impact on our daily lives?  What is your role in making a positive contribution to your community?  How is our environment transformed through the actions of human beings?  How do map skills help us interpret our place in the world?  How does our physical environment influence our basic needs and the availability of natural resources? | |  | | --- | | Resources/Materials |   Books:  A Drop of Water by Walter Wick  **Weather** by Carol Hurst  Cloudy **With** a Chance of Meatballs by Judi Barrett  Come on Rain by Karen Hesse  Geoffrey Groundhog Predicts the **Weather** by Bruce Koscielniak  Thundercake by Patricia Polacco  Bartholomew and the Oobleck by Dr. Seuss  The Kids Book of **Weather** Forecasting (Williamson Kids Can! Series)  The Gooney Bird on the Map by Lois Lowry, Mapping Penny's World by Lorraine Leedy, There's a Map on My Lap by Tish Rabe. The Once Upon a Map Book by B.G Hennessey, This is the Way We Go to School: A Book About Children Around the World by Edith Baer  QR Code Reader or I-nigma  <http://education.nationalgeographic.com/education/activity/measuring-weather-with-tools/?ar_a=1> <http://www.education.com/worksheet/article/subtraction-word-problems-1> <http://www.uen.org/Lessonplan/preview?LPid=18981> <http://www.kidsecologycorps.org/> <http://www.kidsecologycorps.org/our-environment/environmental-report-cards> <http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=G6X6X3&&_sm_au_=iVVSmWr7H0BT1TnM> <http://www.weatherwizkids.com/weather-experiments.htm> |
| |  | | --- | | Formative, Interim, and Summative Assessments |   Add New Assessment   |  |  | | --- | --- | |  | Weather Wizard!  Rubric: Performance: Authentic Task  You are a meteorologist. Your job is to predict the weather utilizing home made weather tools. Using addition and subtraction, show the difference between daily temperatures and weather change. Answer questions pertaining to thermometers, patterns in weather (water cycle), and changes found in day to day tracking of the weather. Keep a daily log of the temperature and show the place value of the high and low temperature each day. Add and subtract 10 and 100 to the daily temps, focusing on the place value of the new numbers created. Then create the expanded form of each number.    Notes:  2.G.A3- partition the USA into north, south, east and west to make connection to fractions  2.OA.A.1- Using addition and subtraction, show the differences between daily temperatures and weather change  25 Standards Assessed  Hide Standards   * 2.E.1.3 Compare weather patterns that occur over time and relate observable patterns to time of day and time of year. * 2.E.1.4 Recognize the tools that scientists use for observing, recording, and predicting weather changes from day to day and during the seasons. * RL.2.3. Describe how characters in a story respond to major events and challenges. * RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. * RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. * RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. * RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. * a. Distinguish long and short vowels when reading regularly spelled one-syllable words. * b. Know spelling-sound correspondences for additional common vowel teams. * c. Decode regularly spelled two-syllable words with long vowels. * f. Recognize and read grade-appropriate irregularly spelled words. * L.2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). * 2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. * 2.OA.B.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. * 2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. * 2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: * 2.NBT.A.1a. 100 can be thought of as a bundle of ten tens — called a “hundred.” * 2.NBT.A.1b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). * 2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s. * 2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. * 2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. * 2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. * 2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. * Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems * Investigate and analyze environmental issues, and make accurate conclusions about effective solutions | |  | Make Your Voice Count!  Rubric: Written: Product  You are an environmental scientist. Your job is to choose a weather writing project from the choice board to complete and present to your colleagues. Use the rubric as your guide.  23 Standards Assessed  Hide Standards   * W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. * W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. * W.2.8. Recall information from experiences or gather information from provided sources to answer a question. * SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. * SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. * SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. * L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * L.2.1a. Use collective nouns (e.g., group). * L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). * L.2.1c. Use reflexive pronouns (e.g., myself, ourselves). * L.2.1d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). * L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified. * L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). * L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * L.2.2a. Capitalize holidays, product names, and geographic names. * L.2.2b. Use commas in greetings and closings of letters. * L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives. * L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. * L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. * L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase. * L.2.4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). * L.2.4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). * L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). | |  | X Marks the Spot  Informal: Performance: Authentic Task  You are a cartographer. Your job is to map your route to find weather tool treasures. It must include a compass rose, a key, and a legend. You will find QR Codes around the campus. As you locate them with your gps, check your QR Code to answer and identify the weather tools found.  (Read the following books prior to the assessment and ask/answer questions concerning the characters, the overall structure of the story, differences in points of view and gain information from pictures and illustrations: The Gooney Bird on the Map by Lois Lowry, Mapping Penny's World by Lorraine Leedy, There's a Map on My Lap by Tish Rabe. The Once Upon a Map Book by B.G Hennessey, This is the Way We Go to School: A Book About Children Around the World by Edith Baer    2 Standards Assessed  Hide Standards   * 2.G.1.1 Interpret maps of the school and community that contain symbols, legends and cardinal directions * 2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.). | |  | Take Action! Help Planet Earth...  Self Assessment: Performance: Skill Demonstration  Based on your knowledge of the water cycle as an environmentalist, your job is to analyze the ways in which people help and harm our world. Begin by taking a self/pre-assessment entitled "Environmental Report Card" on the website below. Using this data, determine which areas you should research to establish a deeper understanding of the problems our earth is facing using Kids Power experiments and "Our Environment" Natural Cycles . Explore how you can make a positive impact on your environment. After completing this research, take the Environmental Report Card as a post test. Analyze what actions you have taken that have made a positive difference for our world.  [www.kidsecologycorps.org](http://www.kidsecologycorps.org) <http://www.kidsecologycorps.org/our-environment/environmental-report-cards>  21 Standards Assessed  Hide Standards   * 2.E.1.1 Summarize how energy from the sun serves as a source of light that warms the land, air and water. * 2.E.1.2 Summarize weather conditions using qualitative and quantitative measures to describe: • Temperature • Wind direction • Wind speed • Precipitation * 2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs. * 2.G.2.2 Explain how people positively and negatively affect the environment. * RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. * RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. * RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. * RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. * RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. * RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. * RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. * RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. * RI.2.8. Describe how reasons support specific points the author makes in a text. * RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. * d. Decode words with common prefixes and suffixes. * e. Identify words with inconsistent but common spelling-sound correspondences. * a. Read grade-level text with purpose and understanding. * b. Read grade-level text orally with accuracy, appropriate rate, and expression. * L.2.4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. * L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. * L.2.5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |   4 record(s) found.  <http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=G6X6X3&&_sm_au_=iVVSmWr7H0BT1TnM> <http://www.weatherwizkids.com/weather-experiments.htm> | |
| |  | | --- | | Integration Opportunities (Optional) |   Choose Standards   |  |  |  | | --- | --- | --- | | P21: 21st Century Student Outcomes | | | | **P21: K-12** | | | | Core Subjects & 21st Century Themes | | | | **Environmental Literacy** | | | |  | Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems |  | |  | Investigate and analyze environmental issues, and make accurate conclusions about effective solutions |  | | |  | | --- | | Additional Integration Opportunities (Optional) |   Music: Water Cycle Song  <http://www.proteacher.org/a/12048_Water_Cycle_Song.html> <http://www.watchknowlearn.org/Video.aspx?VideoID=56615&CategoryID=5363> |
| |  | | --- | | Character Qualities (Optional) |  |  |  | | --- | --- | | * Self-discipline * Responsibility * Integrity * Citizenship * Trustworthiness |  | | |  | | --- | | Differentiation/Intervention Focus Areas (Optional |   Further explore types of precipitation and what causes the changes in the air pressure by using a song from Flocabulary. It is a science rap that covers it all!  <https://www.flocabulary.com/weather/> |

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