CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON #       W-2

UNIT TITLE:    WEATHER

Created By:    Karen Kubota - Summer 2001

GRADE:        1st
BINKO /Study Guide for Geographic Alliance
(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the “Five Themes”

Objective: (only one)
The students will _______________ by _______________ (Bloom’s Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper’s Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
The teacher will....
The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
WEATHER

Karen Kubota

Summer 2001
Identifiable Standards

Math Standards

Standard #4: Statistics and Probability
Students demonstrate knowledge of basic skill, conceptual understanding, and problem solving in statistics and probability.

Language Arts Standards

Standard #4: Writing
The student organizes thoughts and information for writing, with assistance as appropriate, for audience and purpose.

Standard #5: Writing
The student writes to communicate for a variety of purposes.

Standard #6: Writing
The student is beginning to use, with some assistance, appropriate conventions of written language.

Standard #7: Listening and Speaking
The student uses speaking and listening skills to communicate effectively.

Science Standards

Standard #1: Scientific Thinking
The student demonstrates an understanding of scientific thinking by using the reasoning strategies of the scientific method, scientific knowledge and common sense to formulate questions about, understand, and explain patterns, processes, and problems of the world.

Standard #3: Earth Science
The student demonstrates an understanding that the Earth and the sky undergo patterns of change over time.

Geography Standards

Standard #1.2.4: A Child’s Place in Time and Space
The student will describe how location, weather, and physical environments affect the way people live, including their food, clothing, shelter, transportation, and recreation.
History-Social Science Standards

Standard #3: The student demonstrate an understanding of the world in which he/she lives by studying people, families, and stories from many cultures, now and long ago.
Rationale

Science Standard #3: Earth Science

3.1.2 Weather can be observed, measured, and described.

This standard was the basis for each of the activities chosen for this unit. I discovered in my previous unit that I tried to include too many different kinds of information in the unit. As a result the students did not get a chance to really learn any part of it in a meaningful way. The focus of this unit has been narrowed to include the topics of clouds, how weather affects us, and how weather is forecast. The narrow focus will give the students a chance to visit each topic at least twice and up to four times with the topic of clouds.

The students will be looking at pictures of the three main types of clouds and learning the proper names of each type. They will be matching the pictures with the names and then making each type using cotton balls. They will also be observing the formation of a cloud in a jar and learning what is necessary for clouds to form. They will be writing about and illustrating this activity. The next activity will have the students convert their knowledge of how clouds are formed in a jar to how clouds are formed outside by constructing a water wheel.

The students will learn about how weather affects us by dressing a paper doll appropriately for a specific type of weather. They will also be writing about why their doll is dressed the way that it is. The students will be graphing temperatures from cities around California and discussing if it is cooler/warmer near the ocean, desert, or mountains and what types of activities and housing would take place at each location.

The final activities will involve how we know what they weather is going to be and why it is important. The students will see a video about weather forecasting and then write questions they would like to ask a real weather forecaster. They will then practice asking the questions out loud in front of the class. A local weather forecaster will be coming to the class as a culminating
activity at which time the students will ask their questions. They will also each write a Thank You note to the weather man for coming to their class.
# Vocabulary

| *weather | *cumulus cloud |
| *cloud   | *cirrus cloud  |
| *stratus cloud | clothing |
| raincoat | shorts |
| short sleeves | mittens |
| sun hat | scarf |
| snow | rain |
| umbrella | *condensation |
| *evaporation | *temperature |
| *thermometer | *meteorologist |
| *forecasting | graph |
| prediction |   |

*The words with an asterisk will be written in a student-made book of weather words along with their definition.*
Clinical Teaching Lesson Plan
Circle One (NEW) or RETEACH

Grade ___ Subject Language Arts Standard LA #6 Lesson Title Introduction to Weather Unit

Teacher Materials
- Chart paper
- Storm Boy Story

Vocabulary
- Weather

Students' Materials
- Weather word book

Objective: The students will categorize what weather is to them by completing a graphic organizer with "weather" as the central word. Set: Today boys and girls we are going to learn what weather is and why it is important to know.

Background/Input: The students have completed graphic organizers in the past.

Procedure/Application:
- Teacher teaches: (Visual/auditory) Teacher writes the word "weather" in the center of the chart paper & circles it. She asks "What is weather?"
- Students teach the teacher: (Oral/Psychomotor/Kinesthetic) Students offer categories of weather to be placed on web.
- Guided Practice: Students fill in other areas on web as they think of them.
- Activities: Students fill in first entry in weather word book - weather.

Independent Practice

Assessment/Criterion (Tie-in with objective) Students who complete entry in word book have successfully completed the activity

Student Teacher: Karen Kubota

Master Teacher Approval

Date: 7.16.01
Clinical Teaching Lesson Plan
Circle One (NEW) or RETEACH

Grade 1st
Subject: Science
Standard 3.1
Lesson Title: Cotton Clouds

Teacher Materials
- The Cloud Book
- Pictures of 3 main types of clouds (i.e., cirrus, cumulus, stratus)
- Simple of cotton clouds

Vocabulary
- cloud
- stratus
- cirrus
- cumulus

Students' Materials
- Sky blue construction paper
- Cotton balls
- Glue
- Cloud labels

Objective: The students will create models of the three main cloud types using cotton balls.

Set:
Today boys and girls we are going to learn that not all clouds in the sky are the same.

Background/Input:
Teacher reads The Cloud Book by Tomie de Paola and introduces the names: cirrus, stratus, cumulus.

Procedure/Application:
Teacher teaches: (Visual/auditory) Teacher shows graphic organizer with large pictures of 3 clouds + a written description. Teacher discusses. Teacher shows pictures without names. Names are repeated over and over.
Students teach the teacher: (Oral/psychomotor/kinesthetic) Students name cloud types when shown pictures. Students repeat names several times.

Guided Practice: In small groups students match pictures with names.

Activities: Students will create models of clouds using cotton balls and label them appropriately.

Independent Practice

Assessment/Criterion: Students will successfully complete this activity by correctly forming clouds and using appropriate labels.

Student Teacher: Karen Kibota
Master Teacher Approval: 
Date: 7/17/01
Clinical Teaching Lesson Plan

Grade: 1st  Subject: Science  Standard: Science  Lesson Title: Clouds in a Jar

Teacher Materials: glass jar, ice, warm water, matches, flashlight, black paper

Vocabulary: evaporation, water vapor, data recording sheet, science journal

Students' Materials: data recording sheet, science journal

Objective: The students will discover how a cloud is formed.

Set: Today boys and girls we are going to learn how to make a cloud in a jar.

Background/Input: Students have been studying the different types of clouds and have done an experiment on evaporation.

Procedure/Application: Teacher teaches: (Visual/auditory) In small groups, teacher demonstrates how to form a cloud in a jar.

Students teach the teacher: (Oral/Psychomotor/Kinesthetic) The students discuss what is used in the experiment and what is happening.

Guided Practice: Teacher helps to keep discussion headed in the right direction by asking questions.

Activities: Students record experiment on data recording sheets. As a whole group, we discuss what happened and why. A student writes about it in their science log and illustrates.

Independent Practice: Students who correctly write about and illustrate the experiment have successfully completed the activity.

Assessment/Criterion: (Tie-in with objective) Students will demonstrate understanding through written and illustrated completion of the experiment.

Student Teacher: [Signature]

Master Teacher Approval: [Signature]

Date: 7-19-01
Name________________________

Science Experiment Write-Up

1. What are we trying to find out?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What are we doing in this experiment?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. How did the experiment end?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Clinical Teaching Lesson Plan
Circle One (NEW) or RETEACH

Grade: 1st  Subject: Science  Standard: Water Wheel

Teacher Materials: water wheel  graphic organizer
Vocabulary: evaporation  condensation  precipitation
Students' Materials: Small water wheel  glue  scissors  crayons  Brad

Objective: The students will associate making a cloud in a jar with the process of cloud formation over the ocean.

Set: Today boys and girls we are going to learn how clouds are formed outside.

Background/Input: Students have made clouds in a jar and discussed cloud formation.

Procedure/Application:
Teacher teaches: (Visual/auditory) Shows student the water wheel and asks how forming a cloud in a jar is similar to how clouds form outside. Teacher introduces proper vocabulary.
Students teach the teacher: (Oral/Psychomotor/Kinesthetic) Students use the water wheel to explain how clouds form using proper vocabulary.
Guided Practice: Students are encouraged to use vocab words and kept on track by teacher questioning.
Activities: Students assemble a table and label their own wheel.

Independent Practice

Assessment/Criterion: Students need to successfully label the wheel and give an explanation of how it works.

Student Teacher: Karen Ksiazek  Master Teacher Approval
Date: 7-20-01
Clinical Teaching Lesson Plan

Circle One NEW or RETEACH

Grade 1st Subject Geography Standard: 1.G.2.1 Lesson Title: What Will I Wear?

Teacher Materials
- Book: What Will The Weather Be?
- Sample paper doll
- Various articles of clothing

Vocabulary
- cool
- warm
- hot
- cold
- paper doll
- various fabrics
- paper

Students' Materials

Objective: The students will interpret how weather affects people by constructing a paper doll appropriately dressed for a particular type of weather.

Set: Today boys and girls we are going to learn how we are affected by weather.

Background/Input: Students have discussed why it is important to know what the weather will be.

Procedure/Application:
Teacher teaches: (Visual/auditory) Teacher reads story and begins discussion about why it is important to wear the right clothes depending on the weather.

Students teach the teacher: (Oral/Psychomotor/Kinesthetic) Students give answers and suggest types of clothes for different types of weather.

Guided Practice: Students help to dress a paper doll for several types of weather.

Activities: Students will dress their own paper doll for a specific type of weather and write at least 3 sentences describing why.

Independent Practice

Assessment/Criterion: Students will have appropriately dressed a paper doll and written why.

Student Teacher: [Signature]

Master Teacher Approval: [Signature]

Date: 7-14-01
Paper Doll Pattern
Hot Weather
Rainy Weather
Windy Weather
Clinical Teaching Lesson Plan
Grade 1st  Subject Math  Standard Math #4  Lesson Title Graphing Temperatures

Teacher Materials:  
- CA map
- Stem and leaf graph
- High temperature
- Low temperature

Students' Materials:  
- CA map w/ temps of various cities
- Graph

Objective:  
The students will chart temperatures from cities across California.

Set:  
Today boys and girls we are going to learn how temperatures are different around our state.

Background/Input:  
Students have been learning how different temperatures and weather affect people.

Procedure/Application:  
Teacher teaches: (Visual/auditory) Teacher shows a large map of CA with various cities and their temps. Teacher asks how we can find out the temps of these cities.

Students teach the teacher:  
(Oral/Psychomotor/Kinesthetic) Students show where the cities are - by pointing to them- and give the high temp.

Guided Practice:  
Students each give temps of cities. Students discuss which part of state is hotter/colder.

Activities:  
Students use smaller maps to graph temps of cities - using a bar graph

Independent Practice

Assessment/Criterion:  
Students will correctly graph temperatures.

(Tie-in with objective)

Student Teacher:  
Karin Kubasta

Master Teacher Approval

Date 7-19-01
<table>
<thead>
<tr>
<th>City</th>
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<tbody>
<tr>
<td>San Diego</td>
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<td>Tahoe</td>
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<td>Eureka</td>
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<td>Sacramento</td>
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<td>Reno</td>
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<td>Los Angeles</td>
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<td>Morro Bay</td>
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<td>Fresno</td>
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<td>Redding</td>
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Clinical Teaching Lesson Plan

Subject: Science
Standard: 3
Lesson Title: Questions for a Forecaster

Teacher Materials:
- Video: Weather Forecaster
- Book: I Can Be a Weather Forecaster

Vocabulary:
meteorologist
guest speaker

Students' Materials:
lined paper for writing

Objective: The students will compose questions about weather forecasting to ask a guest speaker.

Set: Today boys and girls we are going to learn how to write and ask questions for our guest speaker.

Background/Input: Students have been studying weather and weather forecasting.

Procedure/Application:
Teacher teaches: (Visual/auditory) Teacher reads the book & shows the video, then asks what types of questions the students still do not have answered.

Students teach the teacher: (Oral/Psychomotor/Kinesthetic) Students supply questions about weather forecasting.

Guided Practice: Teacher helps students come up with questions by guided questioning.

Activities: Students will write questions to ask the guest speaker then practice saying them out loud to the class.

Independent Practice

Assessment/Criterion: Students will write at least 5 questions using proper capitalization & punctuation.

Student Teacher: Karen Kubota

Master Teacher Approval

Date: 7-19-01
<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tr>
<td><strong>Read The Air</strong></td>
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<td><strong>Discuss clouds in air</strong></td>
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<td><strong>Construct water wheel</strong></td>
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<td><strong>Science #1-2</strong></td>
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<td><strong>Read Around Us</strong></td>
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<td><strong>Weather</strong></td>
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<td><strong>Read The Cloud Book</strong></td>
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<td><strong>Show pictures of clouds</strong></td>
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<td><strong>Make clouds with cotton</strong></td>
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<td><strong>Make names</strong></td>
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<td><strong>Name Science #1-3</strong></td>
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<td><strong>Record in science journal</strong></td>
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<td><strong>Discuss</strong>*</td>
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<td><strong>Record first entry in weather</strong></td>
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*Note: The schedule seems to be missing some dates or specific activities.***
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<thead>
<tr>
<th>11:30-12:30</th>
<th>12:30-1:25</th>
<th>1:25-1:35</th>
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<tbody>
<tr>
<td><strong>Read What Kind of Weather</strong></td>
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<tr>
<td>Discuss how weather affects us + how we dress for weather</td>
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<tr>
<td>Dress paper dolls</td>
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<td>Geography 1.2.4</td>
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<td>Write: describe why</td>
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<td>LA #4, 5, 6, 10</td>
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<tr>
<td><strong>Read Flash, Crash, Rumble &amp; Roll</strong></td>
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<td>Discuss temperature recording (thermometers)</td>
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<td>Graph temps from newspaper</td>
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<td>Math #4</td>
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<td>Geography #1.2.1</td>
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<tr>
<td><strong>Read I Can Be A Weather Forecaster</strong></td>
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<tr>
<td>View weather caster video</td>
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<td>Science #3</td>
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<tr>
<td>Write questions to ask a forecaster</td>
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<tr>
<td>Practice orally</td>
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<tr>
<td>LA #4, 5, 7</td>
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<td><strong>Guest Speaker</strong></td>
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<tr>
<td>Local Weather Forecaster</td>
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<td>LA #7</td>
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<tr>
<td>Write Thank You Notes LA #4</td>
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Activities

Word Web

The word in the center of this web will be “weather”. The teacher will ask the students “What is weather?” The students will provide answers with the teacher guiding them in the direction of wind, rain, snow, hot, cold, etc. if necessary. This will be the first activity done in the unit. The teacher will conclude this activity with the first entry of the word “thermometer” and it’s definition in the students’ Weather Word Book.

Make Clouds with Cotton

The teacher will begin this activity by reading The Cloud Book by Tomie de Paola. The teacher will call special attention to the three main types of clouds in the book--cirrus, cumulus, and stratus--and the distinguishing characteristics of each type. A graphic organizer will then be introduced with pictures, descriptions, and labels of the three types of clouds. Students will be asked to identify the clouds on the graphic organizer more than once. The students will then be shown how to make cotton balls into the different cloud formations. Each student will be given a piece of blue construction paper divided into thirds, cotton balls, glue, and labels to make and label the three main types of clouds. The graphic organizer will be the students’ model.

Make a Cloud in a Jar

In small groups students will conduct an experiment on evaporation and condensation by making a cloud form inside a glass jar. The students will then record what they found on a data recording sheet and then in their science journal. They will include an illustration of the experiment in their science journal.

Water Wheel

The students will use the information they learned about how a cloud forms in a jar to understand how a cloud forms outside. They will construct a water wheel as a way to visualize this process.

Temperature Graphing

Working in pairs, the students will use the temperatures from the national weather map on the back page of the local section to graph temperatures for pre-selected cities across the country. When the graphing is complete the whole class will come together to discuss their findings such as which cities are the
hottest or coldest and where they are located in relation to mountains, coasts and deserts.

**Dressing for Weather**

After reading What Kind of Weather by Debra Plona-Cerbus the students will discuss how to dress appropriately for different types of weather—rainy, windy, cold, and hot. The students will then choose one type of weather and dress a paper doll for that type of weather. They will then write at least two sentences describing how to dress appropriately for their weather type.

**Weather Forecasting**

After reading the book I Can Be A Weather Forecaster the students will discuss what a weather forecaster does and where they have seen weather forecasters. Why it is important to forecast the weather will also be discussed. The students will discuss what types of questions they would ask a real weather forecaster and then return to their seats to write at least two questions. The students will come together again to practice asking the questions out loud.

**Guest Speaker**

A local weather forecaster will come to the class to make a presentation as a culmination to this unit. The students will use the questions written in a previous lesson to ask questions at the end of the presentation. After the presentation has concluded, the students will then write Thank You notes to the weather forecaster.
Bibliography


Assessment Criterion

First grade does not use any type of formal letter grade system. Grades of G(ood), S(atisfactory), or N(eeds to improve) are given based on participation, and growth as shown by measuring earlier work with later work. This unit uses a portfolio assessment so that I will be able to compare earlier work with the work done in this unit. I will also be able to see which students are fully participating and which students could improve in that area. The only formal scoring done in this unit will be for the writing done. The standard district 6-point writing rubric will be used to score these as a means of easily comparing the samples with earlier work.