

IMPACT Lesson Plan

Grade Level: 2nd

Title: Wonderful Weather

Created by: Woodleaf 2nd Grade Team (Blount, Hadden, Kale, Nicolosi), Marian Lytle MC, Wendi Hargett TF

Main Subject: Science

Key Vocabulary: wind vane, anemometer, thermometer, rain gauge

Essential Question: Can you identify weather tools and their uses?

NC Standard Course of Study:

Science:

2.03 -Describe weather using quantitative measures of:

- Temperature.
- Wind direction.
- Wind speed.
- Precipitation.

2.04 -Identify and use common tools to measure weather:

- Wind vane and anemometer.
- Thermometer.
- Rain gauge.

Social Studies:

5.01 -Define geography and use geographic terms to describe landforms, bodies of water, weather, and climate.

5.03 -Compare and contrast the physical features of communities and regions.

Math:

1.01 -Develop number sense for whole numbers through 999.

- Connect model, number word, and number using a variety of representations.
- Read and write numbers.
- Compare and order.
- Rename.
- Estimate.
- Use a variety of models to build understanding of place value (ones, tens, hundreds).

2.01 -Estimate and measure using appropriate units.

- Length (meters, centimeters, feet, inches, yards).
- Temperature (Fahrenheit).

4.01 -Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's).

Language Arts:

2.01 -Read and comprehend both narrative and expository text appropriate for grade two by:

- determining purpose (reader's and author's).
- making predictions.
- asking questions.
- locating information for specific reasons/purposes.
- recognizing and applying text structure.
- comprehending and evaluating author's decisions and word choice.
- determining fact and opinion.
- recognizing and comprehending figurative language.
- making inferences and drawing conclusions.

2.02 -Use text for a variety of functions, including literary, informational, and practical.

2.06 -Recall main ideas, facts and details from a text.

2.08 -Interpret information from diagrams, charts, and maps.

4.04 -Use oral communication to identify, organize, and analyze information.

4.05 -Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.

4.09 -Use media and technology to enhance the presentation of information to an audience for a specific purpose.

Other Language Arts Objectives Addressed:

Goal 5- all objectives

Technology:

1.07 -Identify spreadsheets as a tool to organize, calculate, and graph data to make predictions. Strand - Spreadsheet

1.08 -Identify and discuss spreadsheet terms/concepts (e.g., sort, classify, line graphs). Strand - Spreadsheet

1.10 -Identify and use multimedia terms/concepts (e.g., storyboard, linear/sequential, audio/video clips, images). Strand - Multimedia/Presentation

2.03 -Enter/edit data in a prepared spreadsheet as a class/group and observe the changes that occur to make predictions. Strand - Spreadsheet

2.04 -Use spreadsheet software in content areas to enter, display, and identify sources of data as a class. Strand - Spreadsheet

2.05 -Recognize, discuss, and use word processing as a tool to enter/edit, print, and save assignments. Strand - Keyboard Utilization/Word Processing/Desk Top Publishing

2.09 -Identify and use multimedia tools to combine text and graphics as a class/group assignment. Strand - Multimedia/Presentation

Other Technology Objectives Addressed:

1.11, 1.12, 2.08, 2.10, 2.12

Information Skills:

1.08 -Select resources both within and outside the school for personal and informational purposes.

4.05 -Gather information.

4.07 -Organize and use information.

4.09 -Present information in a variety of formats (print, graphical, audio, video, multimedia).

5.01 -Respond to reading, listening, viewing experiences orally, artistically, dramatically through various formats.

5.02 -Produce media in various formats (e.g., pictorial, multimedia).

Other Information Skills Objectives Addressed:

4.06, 4.08, 5.04

Procedure:

Students will come to the computer lab and do research to find the Average Temperature in July and December for the following places...

Sydney, Australia

Woodleaf, NC

Cairo, Egypt

Oslo, Norway

Macapa, Brazil

They will use the following website.....<http://www.weatherbase.com/>

Students will put average temperatures on a paper template that Mrs. Hargett will make. Students will put results in Numbers spreadsheet template and create a graph. Mrs. Hargett will create the template.

Teachers will have students round their temperatures to the nearest 10.

Mrs. Hargett will create 2 flipchart pages. One will be about the different places and their July averages. The second will be about the places and their Dec. average temperatures. Students will have to make a pictograph (drag a copy) of the results of their research.

Students will go to the media center for 90 minutes for centers.

The centers will be:

Promethean board- pictograph- Mrs. Hargett

Wind Vane- Sherriff

Anemometer- 2nd Teachers

Thermometer- Lytle

Rain Gauge- Teacher Assistant

In each center, students will learn the name of the weather tool, its purpose, and some interesting facts. Students will take notes on what they learn. The presenter will have some sort of chart with facts for the students to copy.

After the center day, students will create sentences about their favorite tool. Something like.....I would use a rain gauge on a rainy day to find out how many inches it rained. I would put a rain gauge on a post or stand out in my yard.

This will prepare them to come to the computer lab and do a Comic Life comic.

Students will bring prepared sentences to the lab and open the template. Mrs. Hargett will create the template. Students will take their own pic and drag in a pic of their tool and a picture of that weather.

They will type their sentences into the bubbles.

Teachers will need to prepare a rubric for the comic.

Cross Curricular Extension:

Enhancements:

Art: Drew weather pictures

Music: rain stick/weather sounds

Assessments:

In evaluating the unit, it was discussed that a rubric could be created for the Comic Life document.