

Collaborative Project/ Unit Plan

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Grade Level: 5

Subject(s): Language Arts/ Writing/ Reading

Approximate Time Needed:

NCSCOS Objective(s): see table below

Essential Question: How does weather effect our daily lives?

How are predictable patterns of weather related to temperature, wind direction and speed, precipitation, cloud cover, and air pressure?

What are the processes in the Water Cycle?

What are the different types of clouds ann how are they related to various weather systems?

What strategies can I use to increase my ability to read and write content area vocabulary?

What strategies can I use to pick out information (vocabulary) using reference materials?



Activity	Person Responsible
LIS: 1.04, 1.07, 1.08, 1.11, 4.01-4.10 weather research/ citing sources	Joanna Kesler/ Pam Drye
LIS 5.02 and Tech 1.11,1.15, 2.07 creating a weather newsletter using Pages Software to present informational findings.	Classroom Teachers/ April spry/ Kris Moose/ Pam Drye

Activity	Person Responsible
Sci Weather Folklore iTEC creating an almanac page	Classroom Teachers/ Pam Drye
Sci 3.02, 3.04 Weather forecasting using Edheads.	Classroom Teachers
Sci 3.01 creation of a water cycle diagram	Classroom Teachers
Sci 3.03 creation of a "Cloud Wheel" using Comic Life Software	Classroom Teachers
Sci 3.01-3.06 Weather Jeopardy	Classroom Teachers
ELA: 1.03, 1.04, 2.01, 2.02, 2.03, 2.09, 3.02, 3.05, 3.06, 4.10, writing in the content area	Classroom Teachers/ April Spry/ Pam Drye

Evaluation: Awesome unit! Great use of Technology! We liked using our curriculum coach to integrate writing. We also liked having the students in small groups.