

Unit 1 - Weather Pacing Guide

*Informational writing standards are now being covered in science. Please use [these resources](#) to address the informational writing standards. These lessons can be incorporated at any point during the unit.

Unit & Lesson #	Focus	Standards Addressed	Day (20-30 minutes)	Overview	Writing Activities	Additional Activities
Severe Weather Anchor Phenomenon Flying Kites	Weather Conditions & Preparation	K-ESS3-2	1	The anchor phenomenon for this unit is the fact that weather has a huge impact on our activities. Specifically, the activity of flying kites! During the introduction, students generate observations and questions about the phenomenon and create a list of possible explanations for the phenomenon. Students will gather clues during and after each lesson in this unit to help them improve their understanding and explanations. It is important to encourage students to recognize that even if they don't know the perfect	See-Think-Wonder Sheet	

			answer yet, they are going to learn a lot throughout the unit and will have an opportunity to revisit the phenomenon over time.			
Severe Weather Lesson 1 How can you get ready for a big storm?	Severe Weather & Preparation	K-ESS3-2	2	In this Read-Along session, students listen to an illustrated digital storybook with student participation. If you would prefer to read it aloud yourself, you can switch to the non-narrated version. In the story, JJ and his grandfather get ready for a big thunderstorm. In the hands-on activity, Get Ready for a Storm, students learn about other kinds of storms and act out ways to prepare for storms. Teacher-led discussion.	Daily Weather Chart <u>Big Storms-Digital Book</u> <u>Weather Report Page</u>	
			3	Anchor Connection Students wonder: How can we find out how hard the	<u>Science Journal</u> Entry to answer anchor connection question.	

			wind is blowing? Students learn: Weather forecasts help us to prepare for different kinds of weather. Wind is a very important part of the weather. Sometimes the wind is just right for flying a kite, and sometimes there is way too much wind or not enough wind.			
			4 <u>Lesson 1</u> <u>Assessment</u> Extensions for this lesson include: Readings and an online resource			<u>Forecasting Severe Weather</u>
Severe Weather Lesson 2 Have you ever watched a storm?	Wind & Storms	K-ESS3-2	5 In this lesson, students observe changes in the weather when a storm is coming. In the activity, Breeze Buddy, students make a simple tool that lets them see how windy it is. Wrap-up & Teacher-led discussion.			Class Anchor Chart for Weather Vocabulary Daily Weather Chart <u>Severe Weather Unit</u> <u>Weather Walks</u>
		6	Anchor Connection		<u>Science Journal</u> Entry to answer	

				Students wonder: Is wind all that you need to fly a kite? Students learn: A tool called a breeze buddy can help students observe the wind. This tool can be used to help them determine the strength of the wind, which is useful for determining when conditions are best for flying a kite.	anchor connection question.	
			7	<u>Lesson 2 Assessment</u> Extensions for this lesson include: Readings and an activity.		
Severe Weather CER Writing Activity		K-ESS3-2	8		<u>K-ESS3-2 CER</u> (use slides 3 and 4)	
Severe Weather Lesson 3 How many different kinds of weather are there?	Weather Conditions	K-ESS2-1	9	In this lesson, students observe and describe the weather, paying attention to the sun, the temperature, the wind, and precipitation. In the activity, Be a Weather Watcher, students observe and draw the weather around them.		Daily Weather Chart <u>Wonderful Wind-Digital Book</u> <u>Weather Patterns</u> <u>Severe Weather Unit</u> <u>Can you See the Wind?- Digital Book</u> <u>Wonder of Science-</u>

			Teacher-led discussion			<u>Weather Patterns</u>
			Anchor Connection Students wonder: What's the weather like where I live? Students learn: There are four aspects of the weather. Wind is one of the four aspects, and the other three aspects also have an impact on whether a given day is good for flying a kite.	10	Science Journal Entry to answer anchor connection question.	
			<u>Lesson 3 Assessment</u> Extension for this lesson include: Readings, vocab cards, and activities.	11		
Severe Weather CER Activity		K-ESS2-1		12	<u>K-ESS2-1 CER</u> (use slides 1 and 2)	
Severe Weather Performance Task When might we go fly kites?	Weather Conditions and Preparation	K-ESS3-2	In this performance task, students reflect on how local weather forecasts can help them prepare for both good and bad weather. After a brief review of the unit, students discuss different	13	<u>Performance Task Worksheet</u>	

				types of weather that they might experience, and then describe the weather characteristics that they would likely see in weather forecasts.		
Weather Patterns Anchor Phenomenon Furry Foxes	Seasonal Weather Patterns	K-ESS2-1	14	The anchor phenomenon for this unit is the amazing cycle of changes an arctic fox's fur undergoes throughout the annual cycle of seasonal weather. During the introduction, students generate observations and questions about the phenomenon and create a list of possible explanations for the phenomenon. Students will gather clues during and after each lesson in this unit to help them improve their understanding and explanations. It is important to encourage students to recognize that even if they don't know the perfect answer yet, they	<u>See-Think-Wonder Chart</u>	

Weather Patterns Lesson 1 How do you know what to wear for the weather?	Local Weather & Daily Patterns	K-ESS2-1	15	are going to learn a lot throughout the unit and will have an opportunity to revisit the phenomenon over time.	In this Read-Along session, students listen to an illustrated digital storybook with student participation. If you would prefer to read the book aloud yourself, you can switch to the non-narrated version. In the story, Kevin becomes a weather detective to figure out why he keeps losing his warm clothes.	<u>Daily Weather Chart</u> <u>What should we wear?- Digital Book</u> <u>Weather Unit</u> <u>Getting Dressed worksheets</u>	<u>BrainPop Jr. Temperature</u> <u>BrainPop Jr. Seasons</u>
			16-19	In the activity, Weather Window, students track the weather over four days. Teacher-led discussion.	<u>Science Journal</u> Entry to answer anchor connection question.		
			20	Anchor Connection Students wonder: How does the weather change so much each year?			

			Students learn: The foxes have more puffy fur when the weather is cold, and less puffy fur when the weather is hot. This is similar to how people change their clothes in different weather.			
			<u>Lesson 1 Assessment</u> Extensions include: Readings and an activity.	21		
Weather Patterns Writing Prompt		K-ESS2-1		22		<u>Writing Prompt</u>
Weather Patterns Lesson 2 What will the weather be like on your birthday?	Seasonal Weather Patterns	K-ESS2-1	In this lesson, students use observations of the four classic seasons to spot patterns and thereby determine the seasons' order.	23		Daily Weather Chart <u>Weather Unit</u> Seasons Vocabulary Card Activity
			In the activity, Circle of Seasons, students make observations of the four classic seasons of the temperate zone: snowy winter, warm spring, hot summer, and cool autumn with colorful leaves. Students spot patterns and determine the order	24		<u>NSTA Endorsed Lessons</u>

			of the seasons. Wrap-up & Teacher-led discussion.			
		25	Anchor Connection Students wonder: What do animals do at different times of year? Students learn: The foxes have fur that changes between seasons. The puffy fur falls out each spring, and it grows back each fall.		<u>Science Journal</u> Entry to answer anchor connection question.	
		26	<u>Lesson 2 Assessment</u> Extensions include: Readings, vocab cards, a local seasons resource, and an activity			
		27	In this lesson, students learn why spring is the best time for babies to be born.			<u>BrainPop Jr. Migration</u> <u>NSTA Endorsed Lessons</u>
		28	In the activity, Build A Bird Nest, students make a model of a bird nest and notice how birds can change their environment to			
				K-ESS2-2 K-ESS2-1		
			Animals Changing Their Environment			
			Weather Patterns Lesson 3 Why do birds lay eggs in the spring?			

			meet their needs when they build their nests. Teacher-led discussion			
			Anchor Connection Students learn: The seasons change in a predictable pattern every year. This is why the fox's fur changes in a predictable pattern, too.	29		<u>Science Journal</u> Entry to answer anchor connection question.
			<u>Lesson 3 Assessment</u> Extensions include: Readings, activities, and videos.	30		
Weather Patterns CER Activity		K-ESS2-2		31		<u>K-ESS2-2 CER</u>
Weather Patterns Performance Task What's the weather like for the arctic foxes?	Seasonal Weather Patterns	K-ESS2-1	In this performance task, students use observations of weather conditions in the areas where arctic foxes live to identify patterns over time. After a brief review of the unit, students observe and describe different kinds of weather that the foxes experience. Then,	32		

					they analyze data about the weather to identify seasonal patterns.			
Unit 1 Common Assessment				33	<u>LPS Unit 1</u> <u>Common</u> <u>Assessment</u>			