

Grade 1 Unit 5: Weather

Content Area: **Social Studies**
Course(s): **Social Studies Grade 1**
Time Period:
Length: **10 days**
Status: **Published**

NJSLS - Social Studies

SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
SOC.6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
SOC.6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
SOC.6.1.2.GeoGI.2	Use technology to understand the culture and physical characteristics of regions.

Rationale & Transfer Goals

Students entering first grade are very familiar with the weather in their area. They have learned about weather and the seasons in Kindergarten and in first grade we will enhance their understanding. Learners will be able to classify and categorize information into groups. They will use a diagram to explain the water cycle. Students will use visuals to study the lifestyle of people in Alaska and people that live in the desert. Learners will participate in collaborative discussions. In this unit students will describe weather in wet places and how it affects all aspects of life. Students will identify three types of extreme weather.

Enduring Understandings

First grade students will learn about various weather conditions, seasons, and how weather affects the clothes people wear, the transportation they use, the food they eat, and the things they do for fun.

Essential Questions

- How does the weather affect our daily activities?

Important Vocabulary

- weather
- recreation
- evaporate
- season
- transportation
- shelter
- igloo
- desert
- tornado
- hurricane
- thunderstorm

Content - What students will know

- Lots of weather
- The Why of Weather
- Seasons
- Cold Places
- Hot Places
- Dry Places
- Wet Places
- The Greatest Storms on Earth

Skills - What students will be able to do

- SWBAT Use categories to classify information into groups .
- SWBAT Use a diagram to explain the water cycle.
- SWBAT Use categories to classify information into groups and analyze photographs to gather information.
- SWBAT Use visuals to study the lifestyle of people who live in Alaska.
- SWBAT Contribute to a collaborative discussion.
- SWBAT Use visuals to gather information about people who live in the desert.

- SWBAT Describe how weather in wet places affects what people eat, where they live, and what they do.
- SWBAT Identify three types of extreme storms.

Instructional Activities - How we teach content and skills

- Reading Skills: Categorize and Classify
- Critical Thinking: Pose a question
- Unit 5 Magazine
- Little Thinkers Resource
- YouTube
- BrainPOP Jr
- Role Play

Evidence/Assessment - How we know students have learned

- Unit Assessment
- Benchmarks
- Teacher observation
- Class discussion
- informal assessments
- [Assessments](#)

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Students will recall weather from Kindergarten and they realize by first grade the effect weather has on our everyday lives.	Yesterday and Today- Note that long ago, people could only determine the weather by what was happening outside at that moment. Today, with modern technologies, people can forecast	Students can describe appropriate clothing for different types of weather conditions.

	<p>the weather many days in advance.</p> <p>Maps and Globes- Note that people at the top and bottom of Earth are farther from the sun so those parts get less heat and are colder than the middle parts of the Earth.</p> <p>Where We Live - Connect children to the idea that where they live determines the seasons and the weather they will experience.</p>	
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Key Resources

- Unit 5 Magazine
- Youtube Videos
- Little Thinkers Resource
- Scholastic News Articles
- BrainPOP Jr.

21st Century Life & Careers

WRK.9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.GCA.1

Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary Connections

MU.K-2.1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
MA.1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
HE.K-2.2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
1-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Intersections of History

People of various genders, races, cultures and orientations have each faced obstacles and challenges pertaining to harsh or extreme weather conditions in order to survive or maintain their way of living.

Black: Students will read various texts about Harriet Tubman and the Underground Railroad. They will learn that even through harsh weather conditions Harriet put her life on the line to protect slaves and escape through the railroad.

Hispanic: Students will explore South America and its proximity to the equator. They will learn the extreme weather conditions they face and how they are affected.

Women: Students will learn about June Bacon-Bercey and how she became the first woman's weather broadcaster. They will discover the contributions she made for women in the industry.

LGBTQ: N/A