



Grade 1 Science
Unit 2 Earth and Space Science
Topic 4 Weather and Seasons - 30 days

Unit Overview: In Topic 3 students will learn that the Sun is a star that provides heat and light to Earth; Earth's movement around the Sun produces seasons; and Earth's rotation produces day and night. Students will also learn that the moon rotates on its axis as it revolves around Earth. **Topic 4** consists of two lessons. In lesson 1 students will learn about different weather types and the tools scientists can use to study weather. Lesson 2 will focus on how Earth receives different amounts of sunlight during the changing seasons and how this difference can affect temperature and precipitation.

Topic Essential Question: What can you tell about weather and seasons?

Lessons

- Topic Launch/Quest Kickoff
- Lesson 1 Types of Weather
- Lesson 2 Weather Changes and Seasons
- Topic Close - Assessment, Quest Findings

NYSSLS Performance Expectations (PE)

1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Higher Order Thinking (HOTS)

Higher Order Thinking Skills (HOTS) will be identified within each topic plan. Grade 1 HOTS include:

- sequencing
- categorizing
- identifying patterns
- cause and effect
- researching
- brainstorming
- logic
- reasoning
- inferencing
- academic vocabulary

<p>Topic Opener PE: 1-ESS1-2 SEP: Asking Questions and Defining Problems* Planning and Carrying Out Investigations* DCI: ESS1.B – Earth and the Solar System ● Seasonal patterns of sunrise and sunset can be observed, described, and predicted. CCC: Patterns* *Denotes Higher Order Thinking Skill</p>	<p>Savvas Highlighted labs are important to the understanding of the instructional concepts in this lesson and must be completed during Science instructional time. ● <i>uConnect Lab – What is it like outside today?*</i> ● Quest Kickoff – Plan a Trip! * ● Leveled Readers ● STEM Engineering Reader ● Science Song – Can I Go Outside and Play?</p>
<p>Lesson 1 – Types of Weather PE: K-2 ETS 1-2 SEP: Planning and Carrying Out Investigations* DCI: ETS1.B – Developing Possible Solutions ● Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. CCC: Patterns* *Denotes Higher Order Thinking Skill</p>	<p>Savvas Guiding Objective ● Students will observe and measure weather. Vocabulary ● weather ● thermometer ● rain gauge ● anemometer ● tornado ● blizzard Connect ● TE/SB p. 116 ● Jumpstart Discovery Investigate ● TE/SB pp. 117-119 ● <i>uInvestigate Lab – Which way is the wind blowing?*</i> ● Video – Types of Weather ● Quest Connection* Synthesize ● TE/SB pp. 120-122 ● Interactivity – Tools for Measuring the Weather ● Math Toolbox – Interpret Data* ● Quest Check-In – Hot and Cold* Demonstrate ● TE/SB p. 121 ● Lesson 1 Quiz</p>

<p><u>Lesson 2 Weather Changes and Seasons</u> PE: 1-ESS1-2 SEP: Planning and Carrying Out Investigations* Developing and Using Models* DCI: ESS1.B - Earth and the Solar System <ul style="list-style-type: none"> Seasonal patterns of sunrise and sunset can be observed, described, and predicted. CCC: Patterns* *Denotes Higher Order Thinking Skill</p>	<p>Savvas Guiding Objective <ul style="list-style-type: none"> Students will describe how weather changes from day to day. Students will describe seasons. Vocabulary <ul style="list-style-type: none"> shelter Connect <ul style="list-style-type: none"> TE/SB p. 126 Jumpstart Discovery* Investigate <ul style="list-style-type: none"> TE/SB pp. 127-128 Video – Weather Changes and Seasons Investigate Lab – How can you make it rain?* Quest Connection Synthesize <ul style="list-style-type: none"> TE/SB pp. 129-130 Interactivity – The Four Seasons Literacy Toolbox - Sequence* Quest Check-In - Moon Patterns* Demonstrate <ul style="list-style-type: none"> TE/SB pp. 132-133 Lesson 2 Quiz Quest Check-In Lab – How does the season affect the amount of daylight?* </p>
<p><u>Topic Close</u> <ul style="list-style-type: none"> Assessment and Remediation TE/SE pp. 136-141 Quest Finding TE/SB p.134 </p>	<p><u>Topic 4 Enrichment</u> Topic 4- Lesson 1 Enrichment - TE p. 121 - This activity extends student understanding of the lesson by having students categorize types of storms. Enrichment Skill - Categorize Topic 4- Lesson 2 Enrichment - TE p.131 - This activity extends student understanding of the lesson by providing an opportunity to have them read about solstices-academic vocabulary (winter solstice, summer solstice, daylight). Enrichment Skill - Academic vocabulary</p>

<p>English Language Learners (ELL) Enhancements</p> <p>To access hyperlinked material, you must be logged into your BPS Google Drive</p>	<p><u>Listening</u></p> <ul style="list-style-type: none"> ● <u>Cross- Linguistic Practices</u>: Gives students opportunities to make connections between what they hear and their home language (For example, allow students to listen to a passage and identify cognates). ● <u>Activating Prior Knowledge</u> Activating prior knowledge means both eliciting from students what they already know and building initial knowledge that they need in order to access upcoming content. ● <u>Activating Prior Knowledge</u> ● <u>Visuals</u> - GIFs, pictures- will assist students in understanding what they are listening to. Use <u>visual thinking strategies</u> to set the lens for learning. ● Video to review or introduce a topic – use <u>closed captioning</u> to help students see the words and pronunciations while they listen to the content. ● <u>Word stretching / Vowel stretching</u> when instructing allows student to listen closely to the pronunciation of the word. ● <u>Performance Level Descriptors</u> this document provides teachers with a description of what output they can expect from students based on earned NYSESLAT levels in the modality of listening Scroll for grade 1.
	<p><u>Speaking</u></p> <ul style="list-style-type: none"> ● <u>Sentence Stems/Frames</u> - to begin a sentence - such as <i>Evolution is...</i> or <i>I think that evolution is...</i> ● <u>Academic Conversation Starters</u>: Have a visual of a list of academic sentence starters that students can refer to in a discussion. ● <u>Choral Reading</u> - To build fluency, self-confidence and motivation with <u>reading/speaking</u> ● Create <u>movement</u> to go with the word. Movement can be a motivating factor, as well as a kinesthetic tool for conceptualizing the rhythm and flow of fluent reading while triggering brain function for optimal learning ● <u>Performance Level Descriptors</u> This document provides teachers with a description of what output they can expect from students based on earned NYSESLAT levels in the modality of speaking. Scroll for grade 1.
	<p><u>Reading</u></p> <ul style="list-style-type: none"> ● Supplementary Text to help reinforce concepts. ● <u>Visual Aids</u> - Pictures or models to support vocabulary words and concepts ● Video to review or introduce a topic - use <u>closed captioning</u> to help students read along while they listen to the content. ● <u>4 Square / Frayer models</u> to help students gain a deeper understanding of vocabulary. ● <u>Highlighting</u> important text to assist students in answering questions after the reading. ● <u>Chunking</u>-Break reading of text into chunks or paragraphs ● <u>Performance Level Descriptors</u> this document provides teachers with a description of what output they can expect from students based on earned NYSESLAT levels in the modality of reading. Scroll for grade 1. ● <u>Vocabulary Morphology</u>- Morphology relates to the segmenting of words into affixes (prefixes and suffixes) and roots or base words, and the origins of words. Understanding that words connected by meaning can be connected by spelling can be critical to expanding a student’s vocabulary
	<p><u>Instructional Accommodations (depending on the student’s needs)</u></p> <ul style="list-style-type: none"> ● Extended time for tests in class, projects and assignments ● Directions read. Broken down as necessary ● Model how to complete the activity in the lesson ● Oral simplification of directions or questions ● Translated version of test when available. Student may have both version English and native language version ● Use of <u>approved bilingual glossaries</u> from NYS in each subject

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<p>Special Education Modifications Special Education students must have accommodations as per Individual Educational Plan (IEP)</p>	<p><u>Instructional</u></p> <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Use picture vocabulary ● Scaffold Depth of Knowledge questions ● Provide copy of notes/notes in “cloze” form ● Use of Think, Pair, and Share strategy to help process information ● Scaffold written assignments with the use of graphic organizers ● Allow for multiple ways to respond (verbal, written, response board) ● Provide model of performance task ● Modify informational text to fit the needs of the students ● Provide a digital or paper interactive notebook ● Present complex tasks in multiple ways ● Provide mnemonic strategies for scientific concepts <hr/> <p><u>Technology:</u></p> <ul style="list-style-type: none"> ● Audio reading of text ● Text to type functions ● Videos to clarify/visualize science concepts ● Record class lecture/discussions and make accessible to student ● Nearpod- interactive presentations of notes <hr/> <p><u>In Class Assessments</u></p> <ul style="list-style-type: none"> ● Provide multiple options for projects ● Use of timer in class ● Break all complex tasks into chunks
<p>Step Up to Writing Step Up to Writing materials can be found in BPS Science K-12 Schoology Folder Gr 1 Resources Gr 1 SUTW materials</p>	<ul style="list-style-type: none"> ● Easy Two-Column Notes ● Breaking Down Definitions ● Paragraph Frame- What I Learned ● Performance Level Descriptors this document provides teachers with a description of what output they can expect from students based on earned NYSESLAT levels in the modality of writing. Scroll for grade 1.
<p>Culturally and Linguistically Responsive Teaching (CLRT) in the Science Classroom</p>	<ul style="list-style-type: none"> ● Materials, resources, and/or discussions address diverse cultural backgrounds and real-world applications ● Artifacts (posters, charts, etc.) in the science classroom are representative of the cultures of the student population ● All students are given an opportunity to engage in science discourse ● Teacher demonstrates high expectations for all students