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| PROJECT OVERVIEW | | | | | | | | | | | |
| **Name of Project:** | | Weather Reporter | | | | | **Duration:** | | | October-November | |
| **Subject/Course:** | | Science | | **Teacher(s):**  Applegate | | | **Grade Level:** | | | First Grade | |
| **Other Subject Areas to Be Included, if any:** | | Reading, Writing, Mathematics | | | | | | | | | |
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| **Project Idea**  **Summary of the issue, challenge, investigation, scenario, or problem:** | | The local television station is looking for a classroom to help report the weather. Your classroom is hoping to be chosen. Students will research/discuss what the weather is like where we live and why forecasting is important (keep us safe/know what to wear). | | | | | | | | | |
| **Driving Question** | | How can we as upcoming meteorologists teach others about how the weather changes daily and why we try to forecast the weather? | | | | | | | | | |
| **CCSS to be taught and assessed:** | | * (CCSS.ELA-Literacy.CCRA.W.7 ) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. * (CCSS.ELA-Literacy.CCRA.W.8 ) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. * (CCSS.ELA-Literacy.CCRA.W.9 ) Draw evidence from literary or informational texts to support analysis, reflection, and research. * (CCSS.ELA-Literacy.W.1.8 ) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. * (CCSS.ELA-Literacy.CCRA.SL.1 ) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. * (CCSS.ELA-Literacy.SL.1.1 ) Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | | | | | | | | | |
| **Additional Standards to be taught and assessed:** | | * (S.IP.00.12. ) Generate questions based on observations. * (S.IP.00.13. ) Plan and conduct simple investigations. * (S.IP.00.14. ) Manipulate simple tools (for example: hand lens, pencils, balances, non-standard objects for measurement) that aid observation and data collection. * (S.IA.00.13. ) Communicate and present findings of observations. * (S.IA.00.14. ) Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video). * (S.RS.00.11. ) Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities. * (K-PS3-1. ) Make observations to determine the effect of sunlight on Earth's surface. * (K-PS3-2. ) Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. * (K-ESS2-1. ) Use and share observations of local weather conditions to describe patterns over time. * (K-ESS2-2. ) Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. * (ESS2.D:1. ) Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) * (ESS3.B:1. ) Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2) | | | | | | | | | |
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| **21st Century Competencies to be taught and assessed:** | | Collaboration | | |  | Creativity & Innovation | | | | |  |
| Communication (Oral Presentation): Speak loudly and clearly | | | X | Other: | | | | |  |
| Critical Thinking | | |  |  | | | | |  |
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| **Major Products & Performances** | Group:  (May include all or some of these products.) | | Accurate Weather Prediction Chart  Weather Posters (partners) } See DefinedSTEM documents  Weather Drills Calendar  Weather Presentations | | | | | **Presentation Audience:** | | | |
| X | Class | | |
| X | School | | |
|  | Community | | |
| Individual:  (May include all or some of these products.) | | Weather Reports  Guess the Season Bag  Illustration } See DefinedSTEM documents  Journal Prompt Storm Preparedness Poster | | | | | X | Experts (local meteorologist???) | | |
| X | Web - Aurasma | | |
|  | Other: | | |

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| PROJECT OVERVIEW | | | | | |
| **Entry Event** to  launch inquiry  and engage students: | Role Play - Weather Day (Good-Fit Books - Daily 5 Mini Lesson)  Suitcase of clothing for various weather/different sizes.  Project different seasons on the screen.  Students will then need to find clothing that would be appropriate for the weather shown on the screen. | | | | |
| **Assessments** | **Formative Assessments**  (During Project) | Quizzes/Tests |  | Practice Presentations |  |
| Journal/Learning Log | X | Notes |  |
| Preliminary Plans/Outlines/Prototypes |  | Checklists |  |
| Rough Drafts |  | Concept Maps |  |
| Online Tests/Exams: Jeopardy | X | Other: Products with DefinedSTEM rubrics | X |
| **Summative Assessments**  (End of Project) | Written Product(s), with rubric:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Other Product(s) or Performance(s), with  rubric:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| Oral Presentation, with rubric |  | Peer Evaluation |  |
| Multiple Choice/Short Answer Test |  | Self-Evaluation |  |
| District Air and Weather Unit Assessment | X |  |  |

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| **Resources Needed** | **On-site people, facilities:** | |  | | | |
| **Equipment:** | | Ipads/Tablets/Computer and projector | | | |
| **Materials:** | | 7 day classroom weather chart, weather calendar, weather graphs, weather journals, poster board | | | |
| **Community resources:** | | Local television stations | | | |
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| **Reflection Methods** | **(Individual, Group, and/or Whole Class)** | Journal/Learning Log | | X | Focus Group |  |
| Whole-Class Discussion | | X | Fishbowl Discussion |  |
| Survey | |  | Other: |  |