Weather Unit

2nd grade

Interdisciplinary with an emphasis on Science

Assessment Plan

**Overview of Assessment Plan:**

In this 2nd grade weather unit, students will be able to construct, analyze and demonstrate their understanding of weather instruments, clouds, and weather patterns. By the end of the unit students will be able to identify weather instruments and their functions, recognize clouds, name them and explain the weather pattern that they create, and analyze extreme weather patterns and their geographical locations. Students will be given several pre-assessments and post-assessments throughout the unit, as well as formative assessment throughout each lesson of the unit.

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| Learning Goals and objectives | Assessment | Format | Accommodations & Technology | Modifications on IEP’s |
| **Objective 1**: In 5 groups, students will construct instruments for measuring weather, then explain and demonstrate how each instrument is used.  | Pre-AssessmentFormativePost-Assessment | Question and answering using white boards.Anecdotal notes, TchartExit slips: Name 2 things you learned today, from peer presentations. | Visual AidsMini- LessonsCooperative LearningAnchor chartsVerbal explanationVocabulary SmartBoardPowerpiontInternet | Modifications will be made according to their IEP’s. |
| **Objective 2**: Students will identify each cloud type, and choose which weather pattern goes with each cloud type. | Pre-AssessmentFormative Post-Assessment | MatchingFour CornersMatchingAnecdotal notesExit slips: List 3 cloud types | Visual AidsCooperative learningMini lessonsAnchor chartsVerbal instructionVocabularyVideo | Modifications will be made according to their IEP’s. |
| **Objective 3:** Students will examine extreme weather patterns and evaluate how they have affected certain geographical locations. | Pre-AssessmentFormativePost-Assessment | Question and AnswerIn and out circleAppointment clockJournal writing | Visual AidsLiteratureCooperative learningMini-lessonsAnchor chartsVerbal instructionVocabularyInternet examples | Modifications will be made according to their IEP’s. |

**Objective 1:** In 5 groups, students will construct instruments for measuring weather, then explain and demonstrate how each instrument is used.

Pre Assessment: Teacher will bring real life weather instruments to show students and ask students to name each instrument, using white boards.

Formative assessment: Anecdotal notes: During construction of instruments, I will confer with each student and get their knowledge on the instrument that they are working on. Individually and group

Formative: Students will demonstrate their knowledge of their instrument to the class. Anecdotal notes

Post assessment: Students will use a T chart to evaluate instruments and what they learned from their peer’s presentations.

Post assessment: Exit slips: Name two things you learned today, from the peer presentations. Modeling: Students will use instruments in a future lesson on collecting data.

Accommodations: Use terminology and vocabulary frequently for ELL students. Use real instruments to make real world connections.

**Objective 2:** Students will identify each cloud type, and choose which weather pattern goes with each cloud type.

Pre- assessment: All the different cloud types will be hanging from the ceiling. Students will be handed a weather pattern. Students will be asked to stand under cloud type according to the weather pattern they have.

Formative: Students will be shown a weather and/or a cloud and with their white boards they will be asked to name the cloud type. Four corners: students will go to different corners of the room according to what cloud and weather pattern they want to talk about. Students will discuss their cloud and the weather that goes with it and then debate with the other corners why their cloud is the best.

Students will play a matching game with cloud names and features, I will check for understanding by walking around room. Anecdotal notes

Post Assessment: Exit slips: Students will list the 3 types of clouds.

Accommodations: Terminology and vocabulary will be used frequently with visuals.

**Objective 3:** Students will examine extreme weather patterns and evaluate how they have affected certain geographical locations.

Pre-Assessment: In a large group, I will ask students what they know about extreme weather situations. What is a Tsunami, What is a tornado, etc…

Formative: During lesson, students will answer questions about extreme weather situations, while we discuss events we will make real world connections, using in and out circles and the appointment clock.

Students will write a paragraph about an event and how it has affected them or someone they know.

Post assessments: Students will list an extreme weather they want to learn more about.

 Accommodations: Terminology and vocabulary will be used along with visuals. Students will share their experiences.