Weather Unit

2nd grade

Science

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Vocabulary

Lesson 1- Weather Instruments

Meteorologist weather balloon thermometer wind vane

Anemometer weather map weather forecast temperature

Barometer rain gauge compass climate

Lesson 2- Clouds and Precipitation

Cumulonimbus cumulus cirrus precipitation

Condensation evaporation vapor water cycle

Lesson 3- Extreme Weather

Tsunami blizzard tornado flood

Hurricane earthquake drought storm

meaning

Rain gauge

types

activities

thermometer

clothing

tranportaion

Migration

hibernation

blizzard

tornado

tsunami

hurricane

anemometer

barometers

Wind vanes

Water cycle

Different forms

TEKS, CCR, ELPS

**TEKS:**

The objectives and lessons created were created with the TEKS, ELPS and CCRS in mind. The following are a few of the TEKS that align with the objectives:

§112.13. Science, Grade 2, Beginning with School Year 2010-2011.

(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

1. record, and compare information using tools, including computers, hand lenses, rulers, primary balances, plastic beakers, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and stopwatches; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums; and

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

* 1. measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data;

(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation;

(C) explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions; and

§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.

(7)  Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:

(A)  describe how weather patterns and seasonal patterns affect activities and settlement patterns;

**ELPS:**

The following are a few of the ELPS that align with the objectives:

Learning:

(E)  internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment

Listening:

(E)  use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;

Speaking:

(E) share information in cooperative learning interactions;

(F)  ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;

**CCRS:**

The following are a few of the CCRS that align with my objectives:

English and Language Arts Standards

 III. Speaking

A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information

2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes

B. Develop effective speaking styles for both group and one-on-one situations.

2. Participate actively and effectively in group discussions.

C. Produce and design a document.

1. Design and present an effective product

I. Nature of Science: Scientific Ways of Learning and Thinking

E. Effective communication of scientific information

1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.

IV. Science, Technology, and Society

C. History of science

 1. Understand the historical development of major theories in science.

 2. Recognize the role of people in important contributions to scientific knowledge

V. Cross-Disciplinary Themes

 C. Change over time/equilibrium

1. Recognize patterns of change.

 E. Measurements and models

1. Use models to make predictions