Grade 2 - Integrated Unit
5 Weeks
Weather

Reading

Informational (Schema):
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.2.4)
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.2.10)

Literature:
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2)
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (RL.2.4)
- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.2.10)
- Make connections between self, text, and the world around them (text, media, social interaction). (RL.2.11)

Opportunities for Differentiation (Content, Process, Product):
- Selection of appropriate level text for Independent Reading (process)
- Selection of appropriate level of text for Guided Reading (process)
- Grouping of students with similar needs & skills (process)
- Modification of non-assessment tasks to support student learning (content & product adjustments)

Real Life Connections / Application:
- Students will learn to identify, describe and measure various features of weather
- Students will learn to explain the impact of elements of weather on our daily lives
- Students will learn about the ways we impact the weather
- Students will learn about the water cycle & why it is important to our daily lives

Math
- Project 2 Thermometer project

Science
- Weather is the condition of the outside air at a particular moment (2.1a)
- Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, and general sky conditions (2.1b)
- Water is recycled by natural processes on Earth, including: evaporation - changing of water (liquid) into water vapor (gas); condensation - changing of water vapor (gas) into water (liquid); precipitation - rain, sleet, snow, hail (2.1c)

Writing
- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (W.2.1)
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2)
- With guidance & support from adults & peers, focus on a topic & strengthen writing as needed by revising & editing. (W.2.5)
- Recall information from experiences or gather information from provided sources to answer a question. (W.2.8)

Unit Assessment: Informational Writing: Using what you learned, describe the weather today and explain how it affects your choices. – be sure to include: capitalization & punctuation, complete sentences, key vocabulary, and include a topic sentences and at least 2 facts

Techology/Art/Physical Education
- Independent & guided research using resources available on-line & in the library, including:
  http://www.meetmeatthecorner.org/episode/an-interview-with-a-meteorologist

Speaking & Listening
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2.2)

Language
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.2.2)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (L.2.4)
- Demonstrate understanding of word relationships and nuances in word meanings. (L.2.5)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (L.2.6)
UNIT 2
UNIT TITLE: Weather
TIME FRAME: Approximately 5 weeks

UNIT DESCRIPTION:
This unit focuses on using increasingly complex text to encourage students to use schema (prior knowledge) as they synthesize information and generate new ideas around the topic of weather. In doing this they will learn about the elements of weather, how to describe and measure them, how weather impacts our daily lives and how we influence the weather. This unit also introduces students to the stages of the water cycle – how to recognize & describe them and why the water cycle is important to us.

STANDARDS:
Please see the following attached documents for details of the specific standards addressed by this unit:
- CCLS ELA
- NYS Social Studies Framework and NYS Science Standards

STUDENT UNDERSTANDINGS:
Students will know and/or be able to:

| ELA | I can tell who, what, where, when, why and how after reading stories RL.2.1  
I can retell a story. RL.2.2  
I can understand how words in a story can sound like music. RL.2.4  
I can find and understand the beginning, middle and end of a story. RL.2.5  
I can use words and pictures to help me tell about the characters, setting and plot. RL.2.7  
I can compare and contrast ways of telling the same story. RL.2.9  
I Can Read and Understand Second Grade Fiction RL.2.10  
I can make connections to the text. RL.2.11  
I can tell who, what, where, when, why and how after reading nonfiction. RI.2.1  
I can understand words in nonfiction. RI.2.4  
I can use text features to help me understand nonfiction. RI.2.5  
I can use diagrams and pictures to help me understand nonfiction. RI.2.7  
I can compare and contrast the main idea of two nonfiction texts. RI.2.9  |
|-----------------|---------------------------------------------------------------------------------------------------------------|
| Writing | I can write to persuade (opinion). W.2.1  
I can write to tell a story. W.2.3  
I can revise and edit my writing. W.2.5  |
| Speaking and Listening | I can tell about the key ideas and details after I listen or read. SL.2.2  |
| Language | I can write complete second grade sentences. L.2.1  
I can use conventions of standard English L.2.2  
I can clarify the meaning of unknown words L.2.4  
I can tell the difference between similar verbs. L.2.5  |
| SCIENCE | I can describe weather conditions of the outside air at a particular moment (2.1a)  
I can describe, explain or measure by: temperature, wind speed and direction, form and amount of precipitation, and general sky conditions (2.1b)  
I can explain the water cycle including: evaporation - changing of water (liquid) into water vapor (gas); condensation - changing of water vapor (gas) into water (liquid); precipitation - rain, sleet, snow, hail (2.1c)  |
| Foundational | I can read with sufficient accuracy and fluency to support comprehension F.2.4  |
**ESSENTIAL QUESTIONS:**
1. What is weather and what drives it?
2. How do we measure and describe weather?
3. How does weather affect our daily lives?
4. How does the water cycle work and how does it affect us?
5. How do readers use their schema to make connections?
6. How do writers use conventions and organization to communicate ideas?

**ACADEMIC VOCABULARY:**

<table>
<thead>
<tr>
<th>Tier 1 Words</th>
<th>ELA</th>
<th>SOCIAL STUDIES</th>
<th>SCIENCE</th>
<th>MATH, TECH’, MISC’</th>
</tr>
</thead>
<tbody>
<tr>
<td>photographs</td>
<td></td>
<td>wind, clouds, moisture, weather, thermometer</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Tier 2 Words</th>
<th>ELA</th>
<th>SOCIAL STUDIES</th>
<th>SCIENCE</th>
<th>MATH, TECH’, MISC’</th>
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</thead>
<tbody>
<tr>
<td>Diagrams, details, organization, charts, bold (font),</td>
<td></td>
<td>Condensation, collection, degrees, observation, scale, predicting, wind speed, estimate</td>
<td></td>
<td>Change, graph, estimate</td>
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<table>
<thead>
<tr>
<th>Tier 3 Words</th>
<th>ELA</th>
<th>SOCIAL STUDIES</th>
<th>SCIENCE</th>
<th>MATH, TECH’, MISC’</th>
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<tbody>
<tr>
<td>Verbs, fable, synonyms, idioms, antonyms, text features, topic sentence glossary, table of contents, caption</td>
<td></td>
<td>Evaporation, water vapor, water cycle, precipitation, temperature, Celsius, Fahrenheit, meteorologist, rain gauge, anemometer, barometer, cumulus, cirrus, stratus, humidity</td>
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RESOURCES:

Websites:
- Brainpopjr.com
- Youtube.com – School House Rocks – verbs
- [http://www.drippytheraindrop.com/DrippysWorldTrialStories/ToMountainsAndBack/Page2.htm](http://www.drippytheraindrop.com/DrippysWorldTrialStories/ToMountainsAndBack/Page2.htm)

Text:

<table>
<thead>
<tr>
<th>LITERATURE</th>
<th>OPINION/INFORMATIONAL</th>
<th>POETRY</th>
<th>OTHER (MAPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Wind and the Sun</td>
<td>Where Do Puddles Go</td>
<td>Clouds</td>
<td>Brain Pop – thermometers</td>
</tr>
<tr>
<td>Cloudette</td>
<td>Can You See The Wind</td>
<td>It’s Hot</td>
<td>Brain Pop – Water Cycle</td>
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<tr>
<td>Sadie and the Snowman</td>
<td>Weather Words</td>
<td></td>
<td>Reader’s Theater – Alphabet clouds</td>
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<tr>
<td>More Parts – Tedd Arnold</td>
<td>Clouds</td>
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<td>Reader’s Theater – Four in a Storm</td>
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<tr>
<td>Fables: ie Arnold Lobel</td>
<td>Our Sun, Our Weather (BB)</td>
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<td>The Water Cycle Presentation from Lisa DiMarzo?</td>
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<td></td>
<td>Predicting the Weather (BB)</td>
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<td>Reader’s Theater – Around the Water Cycle</td>
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<tr>
<td></td>
<td>Where Does the Water Go? (BB)</td>
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<td>A-Z Close Reading – The Wind &amp; The Sun</td>
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<tr>
<td>The Cloud Book – Tomi dePaola</td>
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CROSS-CURRICULA CONNECTIONS:

Math:
- Project 2 Thermometer project

Art:
- Thank you poster
- Reader’s Theater

Music:
- Writing Traits Idea song

Library/Research:

Physical Education: