

Theresa Basore / Susan Burdick
Edelmira Gómez / Amanda James
PLC 650
C. Sadek
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THEME: WEATHER AND SEASONS

GRADE: SECOND

**CONTENT AREAS: LANGUAGE ARTS / MATHEMATICS / SOCIAL STUDIES /
SCIENCE / MUSIC / ART / P.E. / DRAMA**

TIME LENGTH: ONE WEEK, 25-30 MINUTE LESSONS

**LANGUAGE LEVELS: PRE-PRODUCTION, EARLY PRODUCTION,
SPEECH EMERGENCE, INTERMEDIATE FLUENCY**

**INSTRUCTIONAL COMPONENTS: ENGLISH LANGUAGE DEVELOPMENT, PRIMARY
LANGUAGE INSTRUCTION, SPECIALLY DESIGNED
ACADEMIC CONTENT IN ENGLISH, CROSS
CULTURAL - SELF ESTEEM, PARENT/COMMUNITY
INVOLVEMENT**

1. THEME AND RATIONALE

The overarching theme of our unit is weather, emphasizing its changing seasons. The rationale for selecting this content is to fulfill the Cajon Valley Union School District requirement to teach from the Holt Science text this unit on weather. English Language Development lessons are provided for each proficiency level, but are similar enough to allow for the combining of levels if necessary. The Primary Language lessons are the same, regardless of which language the students speak. The difference is that the Fluent English Speakers are taught in English, and the other students are taught the lesson in their own language. Primary Language lessons are provided for all students regardless of their levels of language proficiency. The main concepts of all eight subjects are covered by the Primary Language teacher to support the students' learning in their Specially Designed Academic Instruction in English courses. Because students are taught in their primary language, these lessons are the same for each student regardless of their level of proficiency in English. Similarly, Specially Designed Academic Instruction in English lessons are the same, regardless of proficiency in English, because the activities are done in heterogeneous groups. The more proficient students will assist the less proficient students. The Cross Cultural - Self Esteem component of instruction is included in the lessons taught throughout the program and is indicated in lessons by an asterisk.

2. PREVIOUS CONTENT LEARNED

- A. Language Arts: Gilberto And The Wind and Wild Sunflower Child Anna
- B. Elements that make weather
- C. Weather conditions
- D. Wind directions
- E. Thermometer to measure temperature

3. OUTLINE OF THE CONTENT

- A. Plant changes related to seasons
- B. Animal migration and hibernation
- C. Clothing and activities
- D. Seasons around the world
- E. Music: "It Rained a Mist," "De Colores," "Five Little Kites," "Frosty The Snowman," "Everything Grows," "You'll Sing A Song," "Oh, Oh, The Sunshine," and "The Seasons."
- F. Seasonal feelings
- G. Language Arts: Seasons on the Farm, Caps, Hats, Socks, and Mittens, Frederick, Bringing the Rain to Kapiti Plain, Sun Up, Sun Down, Will spring Be Early Or Will Spring Be Late?, and Skyfire.
- H. Math: graphs, weight, measurement, and estimation.

4. UNIT GOALS WITH INSTRUCTIONAL OBJECTIVES (includes abilities from each language level)

- A. Students will understand how the seasons and the weather affect living things around the world and in their community.
 - 1. Given pictures, students will be able to identify, name, make a sentence about, or compare/contrast seasonal weather changes.
 - 2. Given pictures, students will be able to identify, retell, or write a story about how weather affects plants and animals.
 - 3. Given a "talking" chart, students will be able to say how seasons affect living things around the world.
- B. Students will understand how the seasons and the weather affect people in different cultures around the world and in their community.
 - 1. Given articles of clothing, students will be able to differentiate, or explain how weather affects the clothes people wear.
 - 2. Given pantomime techniques, students will be able to pantomime, or write about how weather affects the activities people do.
 - 3. Given pictures, students will be able to describe their feelings about each season, and state their favorite one.
- C. Students and parents will participate in a parent/community involvement program.
 - 1. Students will get involved in their community.
 - 2. Parents will get involved in the classroom.

5. DESCRIPTION OF ASSESSMENT

Students will create a portfolio including completed projects and information about the seasons and weather. Items will be collected daily and returned to the students to be put in their portfolios. Students will be able to state and demonstrate that they are "capable" after correctly completing all parts of the portfolio, and "cooperative" after successfully working in cooperative groups.

The following suggested talking charts will be constructed and expanded all throughout the unit. They are, however, separated by days to show which talking charts will be emphasized on which days. During the days following the introduction of a talking chart, the teacher and students will frequently refer back to that chart. Some of the words are general knowledge words and some are from literature, songs, and activities.

DAY 1 - Vocabulary Development Talking Chart

<u>Seasons</u>	<u>Days</u>	<u>Months</u>	<u>Climates</u>	<u>Feelings</u>	<u>News</u>
summer	Sunday	January	cold	cozy	report
spring	Monday	February	hot	shivery	predict
fall/autumn	Tuesday	March	dry	happy	degrees
winter	Wednesday	April	rainy	sad	temperature
	Thursday	May	windy	scared	forecast
	Friday	June	muggy	lonely	chart
	Saturday	July	snowy	excited	outlook
		August	sunny	bored	highs
		September	cool	freezing	lows
		October	warm	warm	humidity
		November	stormy	restless	inches
		December	cloudy	anxious	feet
			humid	angry	watch
			foggy	irritated	warning
					measurable
					weatherman
					thermometer

<u>Weather Conditions</u>	<u>Weather Items</u>	<u>Snowflakes</u>
flood	snow	air
drought	sleet	dust
tornado	hail	dirt
hurricane	freeze	hex crystal
blizzard	rain	six-sides
Santa Ana	fog	shape
showers	dew	points
mist	cloud	arms
drizzle	storm	sparkle
rainbow	ice	lacy
lightning	breeze	fancy
thunder	gale	fragile
frost	wind	delicate
		large
		small
		unique
		different
		beautiful
		wintry
		summertime
		sticky
		sweaty
		light
		drift
		frozen
		powdery
		iceberg
		slippery
		ruler
		shadow
		bright
		water

Day 2 - Vocabulary Development Talking Chart

<u>Plants</u>		<u>Actions</u>	<u>Colors</u>	<u>Biomes/Regions</u>
trees	berries	bloom	red	desert
branch	wheat	grow	green	grassland
leaf	periwinkles	produce fruit	yellow	tundra
trunk	poppies	lose leaves	brown	tropical rainforest
roots	clovers	change color	purple	temperate forest
bush	corn		orange	ice sheet
hedge	grapes		blue	chaparral
flower	nuts		pink	semidesert
grass	sunflower		black	
weed	seed		white	
			golden	
			silvery	
			gray	

Day 3 - Vocabulary Development Talking Chart

<u>Migrating Animals</u>	<u>Movements</u>	<u>Directions</u>	<u>Climates</u>	<u>Hibernating Animals</u>	<u>Actions</u>	<u>Places</u>
salmon	flying	South	warmer	bear	sleeping	cave
reindeer	swimming	North	colder	groundhog	hiding	ocean
seal	walking	East		snake	digging	sky
bird		West		bat	burrowing	ground
whale				turtle	tunneling	
				frog		

Day 4 - Vocabulary Development Talking Chart

<u>Clothing</u>	<u>Accessories</u>	<u>Purpose</u>
swimsuit	umbrella	keep warm
shorts	sunglasses	stay dry
coat	earmuffs	stay cool
boots	mittens	to swim in
sandals	scarf	to protect
thermal	hat	
underwear	gloves	
pants		
raincoat		
sweater		
tennis shoes		

Day 5 - Vocabulary Development Talking Chart

<u>Outdoor Activities</u>	<u>Indoor Activities</u>
jump rope	cards
ice skating	board games
roller skating	jacks
snow skiing	marbles
water skiing	video games
swimming	reading
hiking	basketball
biking	
baseball	
football	
sledding	
snow mobiling	

Homework Assignments

On Day 1, students will be assigned homework for the entire week. The assignments need to be completed by the end of the week. During sharing on Day 5, students will explain their discoveries. One assignment is for students to go out into their community and observe various indoor and outdoor activities, and types of clothing. Places to observe might include churches, grocery stores, parks, restaurants, or malls. The second assignment is for students to interview relatives about the weather they encountered in countries they lived in or visited. Details about the weather information should include what kinds of seasonal indoor and outdoor activities they did, what types of clothing they wore in different climates, plant changes, local animal migration or hibernation, and any extreme weather conditions they encountered. These assignments may also include labeled drawings, and magazines or newspaper clippings.

PARENT/COMMUNITY INVOLVEMENT

Parent and community involvement is emphasized not only during this unit, but all throughout the year in both the classroom and the school. Effective discipline is also a result of a partnership between the school and the home. A community resource coordinator is employed at the school to organize volunteer assistance. Actively involved parents and the community improve the learning environment through many activities. These activities include workshops on Family Math, Family Reading, Successful Parenting classes, Community Read-in, and classroom volunteers.

The following Self-Esteem Adjectives / Actions chart will be displayed on the wall throughout the year. The teacher will use adjectives from the chart when making written comments on items in the portfolios, and in making verbal comments to students.