Grade 5 Earth Science Unit (5.E.1)

Decision 1: What will students learn in this unit?

Standards Addressed:
1. Science: 5.E.1
2. Reading Informational Text: RI.5.10
3. Math: 5.MD.2
4. Writing: W.5.7-9
5. Technology
6. Other

What do I want my students to KNOW, UNDERSTAND and be able to DO at the end of this unit?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Do</th>
</tr>
</thead>
</table>
| 5.E.1.1 Students know that weather can change from day to day and that many factors are measured to describe and predict weather conditions. | 5.E.1.1 I can compare changes in weather conditions using the appropriate tools. | 5.E.1.1:  
- I will be able to graph weather changes over a period of time.  
- I will use weather trends from graphs to predict weather conditions.  
- I will describe the different kinds of weather conditions (wind speed, wind direction, precipitation, temperature, air pressure)  
- I will distinguish that different latitudes and hemispheres result in different seasonal weather patterns. |
| Students know that in different latitudes and hemispheres there are different seasonal weather patterns. | 5.E.1.2 I can evaluate data to predict changes in weather. | 5.E.1.2:  
- I will collect and compare weather data to predict particular weather conditions.  
- I will read basic weather instruments (i.e., barometer, thermometer, anemometer, wind vane, rain gauge)  
- I will name the different types of clouds and fronts.  
- I will identify different atmospheric conditions and make basic weather conditions. |
| 5.E.1.2 Students know that one can collect and compare weather data in order to predict the likelihood of a particular weather condition occurring. | 5.E.1.3 I can analyze global weather patterns and their influence on local weather. | 5.E.1.3:  
- I will identify local weather conditions.  
- I will identify what causes changes in local weather.  
- I will recognize the jet stream and Gulfstream as a factor in local weather conditions.  
- I will discuss the movement and direction of global wind patterns and ocean currents.  
- I will illustrate and label global weather patterns and water currents. |
| Students can identify atmospheric conditions (presence and types of clouds [i.e., stratus, cirrus, cumulus], fronts) that are associated with predictable weather patterns. | | |
| Students can make basic weather predictions using these skills. | | |
| 5.E.1.3 Students know that local weather conditions are influenced by global factors such as air and water currents. | | |
Decision 2: Assessment

Plan for how students will indicate learning and understanding of the concepts in the unit. How will you assess learning?

Possibilities/options:
- Pre-assessment
- Short answer tests or quizzes
- Student logs, journals and informal writing
- Lab activities
- Formal writing assignments
- Informal or formal student Interviews, conferences, observations etc.

ClassScape for pre-assessment, investigative lab activities, student journals to respond to investigations, natural disaster writing, and ClassScape post test.

Describe the performance, product, or project that will be the culminating activity for the unit.

The student’s assignment for the Culminating Activity includes:
- **Unit** essential question or “I Can” statement for the culminating activity.
- A thorough **description** of the activity including steps or task **analysis** in completing the culminating activity.
- A copy(ies) of the rubric(s) you will use to assess the culminating activity or any other aspects of the unit.

The culminating activity for this unit will be the research of a natural disaster. It is Activity Seven. Use the rubric that the county has developed for research.
**Decision 2: Assessments – Rubric Reminders:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Indicators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What does each number or adjective in your scale mean?
Decision 3: Student Learning Map

Key Learning Targets:

I can understand weather patterns and phenomena, making connections to the weather in a particular place and time.

<table>
<thead>
<tr>
<th>Concept: 5.E.1.1</th>
<th>Concept: 5.E.1.2</th>
<th>Concept: 5.E.1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.</td>
<td>I can predict upcoming weather events from weather data collected through observation and measurements.</td>
<td>I can explain how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.</td>
</tr>
</tbody>
</table>

Lesson EQ(s):

- I can compare changes in weather conditions using the appropriate tools.
- I can describe the different kinds of weather conditions (wind speed, wind direction, precipitation, temperature, air pressure)
- I can graph weather changes over a period of time.
- I can use weather trends from graphs to predict weather conditions.
- I can distinguish that different latitudes and hemispheres result in different seasonal weather patterns.

Lesson EQ(s):

- I can evaluate data to predict changes in weather.
  - I can collect and compare weather data to predict particular weather conditions.
  - I can read basic weather instruments (barometer, thermometer, anemometer, wind vane, rain gauge)
  - I can name the different types of clouds and fronts.
  - I can identify different atmospheric conditions and make basic weather conditions.

Lesson EQ(s):

- I can analyze global weather patterns and their influence on local weather.
  - I can identify local weather conditions.
  - I can identify what causes changes in local weather.
  - I can recognize the jet stream and GulfStream as a factor in local weather conditions.
  - I can discuss the movement and direction of global wind patterns and ocean currents.
  - I can illustrate and label global weather patterns and water currents.

Vocabulary:

- sea breeze
- hemisphere
- land breeze
- latitude
- seasons
- precipitation
- Beaufort Scale
- temperature
- air pressure
- wind speed
- wind direction

*If necessary, as you teach, more words may be added to the list.

Vocabulary:

- meteorologist
- cumulus
- fog
- rain gauge
- anemometer
- stratus
- barometer
- thermometer
- cirrus
- wind vane

*If necessary, as you teach, more words may be added to the list.

Vocabulary:

- prevailing westerlies
- El Niño/La Niña
- gulf Stream
- hurricane
- tornado
- jet stream
- water currents

*If necessary, as you teach, more words may be added to the list.
Decision 4: Launch Activities

Hooks and Links

Develops student interest and links prior knowledge. Provides the Student Learning Map and the key vocabulary to students.

Guiding Questions:

1. How are you going to get students engaged?
2. How are you going to develop student interest and link their prior knowledge?
3. How are you going to start the Student Learning Map of the unit with students?
4. How are you going to preview key vocabulary with students?

Use Wordle (http://www.wordle.net/create) to create a word splash of weather words.

- Students tell/type words that describe weather – everyone must tell a word even if someone already said it.

Use the grouping strategy to group students into groups of three or four. Each group must choose a word and quietly discuss how to act out that weather word without using words. Think charades. This activity can be adjusted to your students. Some students may need to use props or pictures to help them.

Give out and go over student learning maps and vocabulary with students.
Decision 5: Acquisition Lesson One: Understanding Forecasting

**Language Objective(s), where appropriate:**

I can write the factors I would use to give a weather report.

**Lesson Essential Question(s) or “I Can” Statement(s):**

I can describe the different kinds of weather conditions (i.e., wind speed, wind direction, precipitation, temperature, air pressure).

**Activating Strategies: (Learners Mentally Active)**

Students watch a weather report. One minute turn and talk with a partner about what the forecaster/meteorologist reported. Then discuss as a whole group.

**Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)**

Group students into five groups. Give each group a weather factor (wind speed, wind direction, precipitation, temperature, air pressure) to research. Have them collect their data based off of the weather graphic organizer. Create a poster to display their information and present it to the class. Audience members will need to fill in their graphic organizer according to the presenters data.

**Summarizing Strategies: Learners Summarize and Answer Essential Questions**

**Ticket out the door:** Pretend you are a forecaster/meteorologist and write down the factors you would use to give a weather report.

**Lesson Resources**

- Internet access to watch weather report
- Graphic organizer
- iPads or laptops for research
- Trade books on weather instruments
Air Pressure

Measured with: ____________________________________________________________

Measured in__________________________ or ________________________________

Normal air pressure is: ________________________________________________

Air moves from areas of _____________________________________________

The greater the difference in pressure ___________________________________

A change in air pressure = _____________________________________________

<table>
<thead>
<tr>
<th>High Pressure</th>
<th>Low Pressure</th>
<th>Rising Pressure</th>
<th>Steady Pressure</th>
<th>Falling Pressure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe air:</td>
<td>Describe air:</td>
<td>Describe weather:</td>
<td>Describe weather:</td>
<td>Describe weather:</td>
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<tr>
<td>Describe sky:</td>
<td>Describe sky:</td>
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<tr>
<td>Describe weather:</td>
<td>Describe weather:</td>
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</tbody>
</table>

Decision 5 – Acquisition Lesson Planning
Decision 5: Acquisition Lesson Two: A Land of Climate Diversity

Language Objective(s), where appropriate:

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Lesson Essential Question(s) or “I Can” Statement(s):

I can create climate graphs and analyze photos to investigate the various types of climate and interactions between climate and human culture.

5.MD.2 I can make a line plot to display a data set of measurements and fractions.

5.E.1.1 I can distinguish that different latitudes and hemispheres result in different seasonal weather patterns.

5.E.1.3 I can identify local weather conditions.

Activating Strategies: (Learners Mentally Active)

Students will need to have a good overview of the geographic regions used in this activity.

Venn diagram on climate vs. weather. Partners work together to create a Venn diagram that compares and contrasts weather and climate. Hint: Ask students what they need to determine weather and climate.

Look at a collection of photographs. Students make observations in their journals using key vocabulary from this unit.

Acceleration/Previewing: (key vocabulary)

climate climate zone latitude temperature
climate graph elevation precipitation weather

Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

Students choose a city or town in the geographic region the class is focusing on.

1. Data collection.
2. Graphing data
3. Analysis and interpretation

Use the link found in “Lesson Resources” to find a complete set of directions for the teaching strategies. The link focuses on Ecuador, but this lesson can be adapted to any geographical region.

Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)

Summarizing Strategies: Learners Summarize and Answer Essential Questions

Photo analysis and climate.

Based on the knowledge gained from the graphing activities, including questioning and analysis, have students use photos and descriptions to match up climate graphs with areas pictured.

Come back as a whole group to clarify and clear up misconceptions about weather and climate. This can be done on a large Venn Diagram that can be posted.

Lesson Resources

http://www.learnnc.org/lp/pages/4199?ref=search
Decision 5: Acquisition Lesson Three: Weather Activities with *Night of the Twisters*

**Language Objective(s), where appropriate:**

SL.5.4 While reading the novel *Night of the Twisters*, students will **RL.5.2 and RL.5.3**.

**Lesson Essential Question(s) or “I Can” Statement(s):**

I can identify the characteristics of cumulus, stratus, and cirrus clouds.
I can identify the type of weather that each cloud type indicates.
I can display this information on a cloud chart.
I can create a simple barometer to measure air pressure and predict fair and stormy weather.
I can measure and graph daily temperatures and rainfall for one month and use weather trends from graphs to predict weather conditions.

**Activating Strategies: (Learners Mentally Active)**

Students will read the novel *Night of the Twisters* in Language Arts class (Science activities and novel reading can run concurrently.)

Students use a think-pair-share to relate and discuss prior experience with weather phenomena.

**Acceleration/Previewing: (key vocabulary)**

- cumulus cloud
- cirrus cloud
- air pressure
- precipitation
- thermometer
- stratus cloud
- barometer
- temperature
- rain gauge

**Strategies for Introducing Key Vocabulary--Clouds**

1. Student Self-Assessment of Vocabulary: Students will use a four-column chart with the following labels “Word”, “I know it”, “I’ve seen or heard it”, and “No clue”. For each vocabulary word, students will rate their knowledge with a check mark in the appropriate column.
2. Students will make vocabulary flashcards on a ring and/or a vocabulary notebook and/or a foldable. Words will be color-coded: green for “I know it”, yellow for “I’ve seen/heard it”, and red for “No clue”. Information to include on the cards or in the notebook or foldable: word, image, and student-friendly definition. Teacher will guide students through the creation of the cards, notebook and/or foldable.

**Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)**

1. Cloud Depictions
2. Making a barometer
3. Measuring and graphing daily temperatures
4. Measuring and graphing daily rainfall and use the information to predict weather conditions

*Use the link found in “Lesson Resources” to find a complete set of directions for the teaching strategies.*

Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)
**Summarizing Strategies: Learners Summarize and Answer Essential Questions**

1. Students complete correct representations of all three types of clouds and include correct information and the type of weather each type of cloud indicates.
2. Students must be able to read their barometer and explain what’s causing the changes.
3. Students correctly display daily temperature changes on a double bar or line graph.
4. Students correctly display daily rainfall amounts in a bar graph, line graph, or pictograph.

**Lesson Resources**

Decision 5: Acquisition Lesson Four: Fifth Grade Scott Foresman Leveled Readers

Language Objective(s), where appropriate:
Students will read informational texts on weather phenomena. Students will work toward the standard RL5.10.

Lesson Essential Question(s) or “I Can” Statement(s):
I can identify cause and effect relationships.
I can draw conclusions and inferences.
I can identify and use a variety of informational text features to aid in my comprehension.
I can make predictions based on prior knowledge and information provided in the text.
I can identify main ideas and supporting details.

Activating Strategies: (Learners Mentally Active)
Students will preview a selected leveled reader and make predictions based on text features (picture walk). Students will preview vocabulary using the glossary in the back of the leveled reader. Students create a K-W-L on the topic of their leveled reader.

Acceleration/Previewing: (key vocabulary) varies based on leveled reader

Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)
1. Cause and Effect: Forecasting the Weather, Storm Danger!, The Challenges of Storm Chasing, Sensational Seasons, Day for Night
2. Draw Conclusions: Storm Danger!, The Challenges of Storm Chasing, Day for Night
3. Compare and Contrast: Wild Weather, Sensational Seasons, When the Disaster’s Over
5. Main Idea and Details: Surviving the Weather: Animals in their Environments, When the Disaster’s Over

Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)

Summarizing Strategies: Learners Summarize and Answer Essential Questions
Students complete “Reader Response” in the back cover of the leveled reader. Students will complete sheets provided by Scott Foresman leveled reader workbooks. (Sheets are also found on www.PearsonSuccessNet.org.

Lesson Resources
Leveled readers listed above.
www.PearsonSuccessNet.org
Scott Foresman Leveled Reader Teacher Guide.
Decision 5: Acquisition Lesson Five: Collecting and Comparing Weather Data

Language Objective(s), where appropriate:
Explain how the weather tools helped you predict the weather.

Lesson Essential Question(s) or “I Can” Statement(s):
I can collect and compare weather data to predict particular weather conditions.
I can read basic weather instruments (i.e., barometer, thermometer, anemometer, wind vane, rain gauge.

Activating Strategies: (Learners Mentally Active)
Think-Pair-Share: Think about helpful tools you use in your life.

Acceleration/Previewing:
A tool I use to teach every day is a computer.

Strategies for Introducing Key Vocabulary: Weather Tools
1. Student Self-Assessment of Vocabulary: Students will use a four-column chart with the following labels “Word”, “I know it”, “I’ve seen or heard it”, and “No clue”. For each vocabulary word, students will rate their knowledge with a check mark in the appropriate column.
2. Introduce vocabulary with a game of Rivet. Teacher writes blanks for each letter in the target word and gives the part of speech. Students guess what the whole word is (not letters like in Hangman). As students make guesses, teacher gives a one-letter clue. Eventually, the entire word is revealed, and teacher guides students in making and recording student-friendly definitions. See Pat Cunningham, 4 Blocks Guided Reading materials for further explanation of Rivet.
3. A similar introduction strategy is Weather Pictionary. Students make guesses as teacher sketches target vocabulary words. To complete activity, teacher guides students to make and record student-friendly definitions.
4. Picture labeling: Teacher guides students to label pictures of weather tools appropriately by giving definitions. Example: This tool is used to measure the temperature of the outside. Students place labels on pictures, and pictures remain posted as a temporary word wall.
5. Video: To build background on weather tools, use the video “Weather” from Idaho PTV D4K, accessed through www.teachersdomain.org. (You need to sign up for a free account to have unlimited access to this video collection from PBS.)

Strategies for Introducing Key Vocabulary: Air Pressure/Fronts
1. Students will use a variety of graphic organizers to record student-friendly definitions of target vocabulary. See examples from irondalecom.jefcoed.com (See Science Vocabulary Graphic Organizers). Also, students can use Frayer maps. Other resource websites include www.cmase.pbworks.com/w/page/6923144/foldables (scroll down to Graphic Organizers).
**Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)**

Using the attached document with pictures, give each student one picture. Students will then have to place their picture under weather or non-weather tools. These will be placed on a large T-chart. Next have students look at/hold the tools and read the information in Weather Forecasting (Delta) to tell what each tool is used for.

Have students collect weather data using their instruments (or a weather station). Then predict the weather for the following day. Finally, on the next day, have students compare their prediction with the actual forecast.

Students should collect weather data for 1-2 weeks.

**Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)**

**Summarizing Strategies: Learners Summarize and Answer Essential Questions**

**Ticket Out The Door:** Explain how the weather tools helped you predict the weather.

**Lesson Resources**

- Internet access
- Delta Science Reader Weather Forecasting
- Weather Tool Document
## Weather or Not Tools

<table>
<thead>
<tr>
<th>Tool 1</th>
<th>Tool 2</th>
<th>Tool 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pliers</td>
<td>Thermometer</td>
<td>Measuring cup</td>
</tr>
<tr>
<td>Mirror, thermometers, and saw</td>
<td>Barometer</td>
<td>Saw</td>
</tr>
<tr>
<td>Hoe, whisk, and weather vane</td>
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</tbody>
</table>

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*Decision 5 - Acquisition Lesson Planning*
| **Decision 5** - **Acquisition Lesson Planning** |
### Decision 5: Acquisition Lesson Six: Global Weather

#### Language Objective(s), where appropriate:

| Explain to your partner the global wind patterns that occur in North America. |

#### Lesson Essential Question(s) or “I Can” Statement(s):

| I can analyze global weather patterns and their influence on local weather. |

#### Activating Strategies: (Learners Mentally Active)

| Number students ones and twos. Ones tell twos what local means, and twos tell ones what global means. Then, ones tell twos what weather means, and twos tell ones what climate means. |

#### Acceleration/Previewing:

| A tool I use to teach every day is a computer. |

#### Strategies for Introducing Key Vocabulary: Air Pressure/Fronts

- Students will use a variety of graphic organizers to record student-friendly definitions of target vocabulary. See examples from [irondalecom.jefcoed.com](http://irondalecom.jefcoed.com) (See Science Vocabulary Graphic Organizers). Also, students can use Frayer maps. Other resource websites include [www.cmase.pbworks.com/w/page/6923144/foldables](http://www.cmase.pbworks.com/w/page/6923144/foldables) (scroll down to Graphic Organizers). |

#### Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

| Read pages in Harcourt C78-C83. This gives a good background for understanding global weather. The following live binder has website activities to teach students global weather patterns. Allow students to go to the link and view the sites. They will learn a lot about patterns by investigating on their own or with a partner. |


| Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing) |

#### Summarizing Strategies: Learners Summarize and Answer Essential Questions

| Illustrate a map of the world which includes global wind patterns. |

#### Lesson Resources

| Internet access |
| Harcourt Science Book |
| Harcourt Science Workbook 156 and 157 |
Decision 5: Acquisition Lesson Seven

Language Objective(s), where appropriate:

W.5.7-9

Lesson Essential Question(s) or “I Can” Statement(s):

I can write a research report on a hurricane in history.

Activating Strategies: (Learners Mentally Active)

Turn and talk about a major storm you have heard about and the damage it did.

Turn and talk about good research practices on the internet.

Acceleration/Previewing: (key vocabulary)

Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

1. Students will use the link below to pick a hurricane to research.
2. Students who pick the same hurricane are grouped together to research the hurricane.
3. Research must include the areas of impact, the date(s) of landfall, the category (size) of the hurricane, the death toll, damages (cost), recovery effort, and at least three interesting facts.
4. After students research collaboratively, students must write a research report on their findings individually. Also, students will need to include a student-created map to show the hurricane’s path. Refer to the county rubric to see writing requirements.

Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)

Summarizing Strategies: Learners Summarize and Answer Essential Questions

Students will present their reports in chronological order and share the visual aid in the presentation.

Lesson Resources

http://www.nhc.noaa.gov/outreach/history/
**Decision 6: Extending Thinking Activities**

Include extending activities for several lessons in the essential units.

<table>
<thead>
<tr>
<th>Cause/Effect</th>
<th>Compare/Contrast</th>
<th>Deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justification</td>
<td>Induction</td>
<td>Analyzing Perspective</td>
</tr>
<tr>
<td>Error Analysis</td>
<td>Abstracting</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Classifying</td>
<td>Constructing Support</td>
<td>Writing Prompt</td>
</tr>
</tbody>
</table>
Decision 7: Differentiating the Unit

What accommodations will you make in order to meet the varied interests, learning styles, and ability levels of all students?

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<thead>
<tr>
<th>choice menus</th>
<th>compacting</th>
<th>grouping</th>
</tr>
</thead>
<tbody>
<tr>
<td>seating</td>
<td>visual, auditory, kinesthetic activities</td>
<td>scaffolding</td>
</tr>
<tr>
<td>real world meaning</td>
<td>interests</td>
<td></td>
</tr>
</tbody>
</table>

Weather 5.E.1

**Choice Board Activities**

**Folklore Forecasts:** Compare/contrast modern day forecasting with forecasting throughout history. Distribute list of weather-wise sayings and determine their meanings.

**Look Who's on the 6 O'clock News:** Write a script for a weather forecast. Students present forecasts using maps, and other students record presentations using iPads and flip cameras.

**Photo Book:** Students use an iPad to take pictures of various cloud types and then present findings to class.

**Weather Wheel:** Students create a weather wheel of different types of fronts.

**Tessellating Snowflakes:** Read aloud the book *Snowflake Bentley* by Jacqueline Briggs Martin, and have students create snowflakes using hexagon shapes in repeating patterns.

**Frayer Map of Different Storm Types:** Construct Frayer maps on paper. The center of the map should list the type of storm and the four categories should be labeled conditions, features, safety, and locations. **Extension:** Create a PowerPoint presentation of the different storm types.

**A Storm of Poetry:** Students write weather-related poetry using a variety of poetry styles.

**Journal:** Students write journal entries from the perspective of a child living through a hurricane and its aftermath.

**Weather around the World:** Students research to discover how latitude/longitude impact weather/climate. Global patterns should be noted.

**Resource Book**

*Weather and Climate: Curriculum-Based Hands-On Activities Grades 4-6* (A Mailbox publication)

ISBN 1-56234-394-7

TEC1732 Investigating Science: Weather and Climate
Decision 8: Unit Calendar

Determine the most viable sequence for the experiences, activities, and lesson and create a timeline.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Understanding Forecasting</td>
<td>2-3 days</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>A Land of Climate Diversity</td>
<td>2-3 days</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Weather Activities with <em>Night of the Twisters</em></td>
<td>3-4 weeks</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Fifth Grade Scott Foresman Leveled Readers</td>
<td>1 day</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Collecting and Comparing Weather Data</td>
<td>1 day</td>
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<td></td>
<td>1-2 weeks for weather data collection</td>
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<tr>
<td>Lesson 6</td>
<td>Global Weather</td>
<td>1-2 days</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>Research Natural Disasters</td>
<td>7-10 days</td>
</tr>
</tbody>
</table>
Decision 9: Resources

Provide graphic organizers, links, book titles, websites, etc. that provide support for teaching this unit.

All resources can be found within each lesson.
**Unit Designers:**

**Date:** January 22, 2013

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diane Norgan</td>
<td>Upward</td>
</tr>
<tr>
<td>Rebecca Blackwell</td>
<td>Upward</td>
</tr>
<tr>
<td>Michelle Zimmer</td>
<td>Upward</td>
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<tr>
<td>Jessica Hambley</td>
<td>MRS</td>
</tr>
<tr>
<td>Robin Atwell</td>
<td>MRS</td>
</tr>
<tr>
<td>Allison Keever</td>
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