

# Chapter 23



## Zarina Qadir: Seasoning the Seasons

My name is Zarina Qadir. I teach at Joyce Kilmer Elementary School of Chicago Public Schools. I have been in the teaching profession for the last 20 years in Chicago Public Schools. During these years, I have taught Grades K-8 students. I was one of the students in the Cohort Science program from Loyola that was sponsored by Boeing Company. Through this program, I went to Huntsville Alabama for one week to learn about Space science. I have also completed NASA Math, Science, and Technology Program for the teachers. I have also been part of mentoring and consulting Teachers Program. I have been part of Project Exploration, where I went to Montana to explore about Dinosaurs. I believe that every child is a unique individual who needs safe, caring, and stimulating atmosphere in which he/she can grow and mature emotionally, intellectually, physically, and socially. We have to have high expectations from our students and motivate them to become life-long learners.

# Seasoning The Seasons: Weather!

## Look, See and Do

*Grade Level:* 2nd

*Content Area Topic:* Science and Math

*Content Area Standard(s):*

- CCSS.Math.Content.2.MDD.10, CCSS.MathContent.2.MD.D.9: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>1</sup> using information presented in a bar graph.
- CCSS.Math.Content.2.NBT.6: Add up to four two-digit numbers using strategies based on place value and properties of operations. Know and apply the concepts, principles and processes of scientific inquiry.
- 11. A.1b. Develop questions on scientific topics.
- 11. A.1c. Collect data for investigations using measuring instruments and technologies.

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*Learning Objective(s):*

- Students will make predictions and confirm their predictions by completing the graphic organizer on temperature. Students will also compute the difference between the predicted and actual temperature.
- Students will also use bar graph and line graph to interpret data.

*Suggested Time Allotment:*

This unit was for 6 weeks, and each lesson was 45 minute duration.

*Sequence in Learning:*

I completed this lesson with my students from a Unit that covers seasons and weather.

*Materials & Resources Needed:*

Graphics organizers, trade books on weather, books on different weather such as winter, summer, laptop, LCD projector, Alamo, library resources, Safari Montage, home connections and newspapers

*Review: Vocabulary:*

<ul style="list-style-type: none"><li>• Sun</li><li>• Sunny</li><li>• Cloud</li><li>• Cloudy</li><li>• Win</li><li>• Windy</li><li>• Thermometer</li><li>• Temperature</li></ul>	<ul style="list-style-type: none"><li>• Rain</li><li>• Rainy</li><li>• Snow</li><li>• Snow</li><li>• Fog</li><li>• Foggy</li><li>• Humid</li></ul>	<ul style="list-style-type: none"><li>• Meteorologist</li><li>• Hot</li><li>• Cold</li><li>• Cool</li><li>• Warm</li><li>• Umbrella</li><li>• Puddle</li></ul>
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*Procedures:*

**Whole Class Discussion:**

This activity was completed in winter. However, it can be applied in any season. Students will be given 5 mints to discuss with their partners and get together as a whole to discuss with the teacher. Students will sit on the rug with the teacher and discuss the following questions:

Ask students to talk about what weather is like.

How does it feel when they go outside? What does the sky look like?

Make a list on the chalkboard of children's responses.

Invite children to glance out the classroom window, and then brainstorm a flurry of weather words together. Write children's responses on the chalkboard. If children run out of responses, teacher will prompt them with some of the words from the vocabulary list.

Ask children which words have to do with weather?

Have children circle those words on the chalkboard.

Ask them to explain their reason for choosing the word.

**Ask them to:**

Tell about favourite things they do in their favourite weather.

Tell about a time they were in a storm.

How does weather affect us?

How do we change the way we do things because of the weather?

What types of different weathers/seasons that we experience in Chicago?

How can you remain safe during a severe storm?\_

**Lesson Activities & Sequence**

Students will use the graphic organizer to write their predictions on the weather/temperature chart for the week. Every morning one of the students will to act as a Meteorologist and report the accurate weather/temperature to the class.

Teacher, then, will display weather forecast on the computer using LCD projector. Students will write the weather/temperature on their graphic organizer and check their predictions. They will also compute

their difference in their prediction and accuracy on their paper. Students will then graph their predicted and actual temperature and compare the line graphs and bar graphs.

*Proficiency:*

Students' participation and performance task will be the identifiers of the mastery level of the lesson.

*Assessment:*

- Rubrics for self-assessment which includes:
- Did I correctly complete the weather graphic organizer?
- Did I show my work on how I got my answer?
- Did I correctly identify the predicted and accurate temperature?

Student Assignment  
Weekly Weather Chart

Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

**Weather Prediction**

**Actual Weather**

Day	Date	Weather	Temperature

Rubrics for the Weekly Weather Chart

Name \_\_\_\_\_

Weather/ Temperature Predictions

Actual Weather/Temperature

Criteria	4 Proficient	3 Satisfactory	2 unsatisfactory	1 poor
Student completed the task.				
Student completed the calculations correctly.				
Student identified the day/date/temperature/ weather				

*Extended Activity:*

Students will role-play being a meteorologist. They will have to gather the information by themselves reading the newspapers and listening to the news in order to report to the class of the collected data on the weather.

Students will compare and contrast the activities they will complete in different seasons using the Venn diagram.

Students will create a weather instrument and write about the use of the instrument.

*Teachers As Learners:*

Learners asked clarifying questions

Learners did not have a clear idea of the lesson objective. Learners were unclear of what they should accomplish.

*Elements of Pretty Good Practice:*

Teacher considered students backgrounds when developing questions about weather.

Teacher prompted vocabulary learned previously to start lesson.

Teacher used differentiated instruction

*Modifications and Adaptations:*

Adapt “Weather Prediction” template to clearly differentiate “weather” from “temperature”

## Feedback

*Teachers As Learners:*

- Learners asked clarifying questions
- Learners did not have a clear idea of the lesson objective. Learners were unclear of what they should accomplish.

*Elements of Pretty Good Practice:*

- Teacher considered students backgrounds when developing questions about weather.
- Teacher prompted vocabulary learned in previous lessons to start new lesson
- Teacher used differentiated instruction.
- Modifications and Adaptations)
- Adapt “Weather Prediction” template to clearly differentiate “weather” from “temperature”

*Extended Activities:*

Students will role play being a Meteorologist. They will have to get information own their own reading the news paper, listening to the nes to report to the class.

Students will compare and contrast the weather and activities they can do in different weathers. They will gather information and use the Venn diagram to compare and contrast and share it with the class. Students will create a weather instrument and write about it how it will be used.

*Peer Feedback*

Explicitly explain the lesson objective. Keep a single goal in mind and avoid going off on too many tangents. Provide an opportunity to practice vocabulary with other students