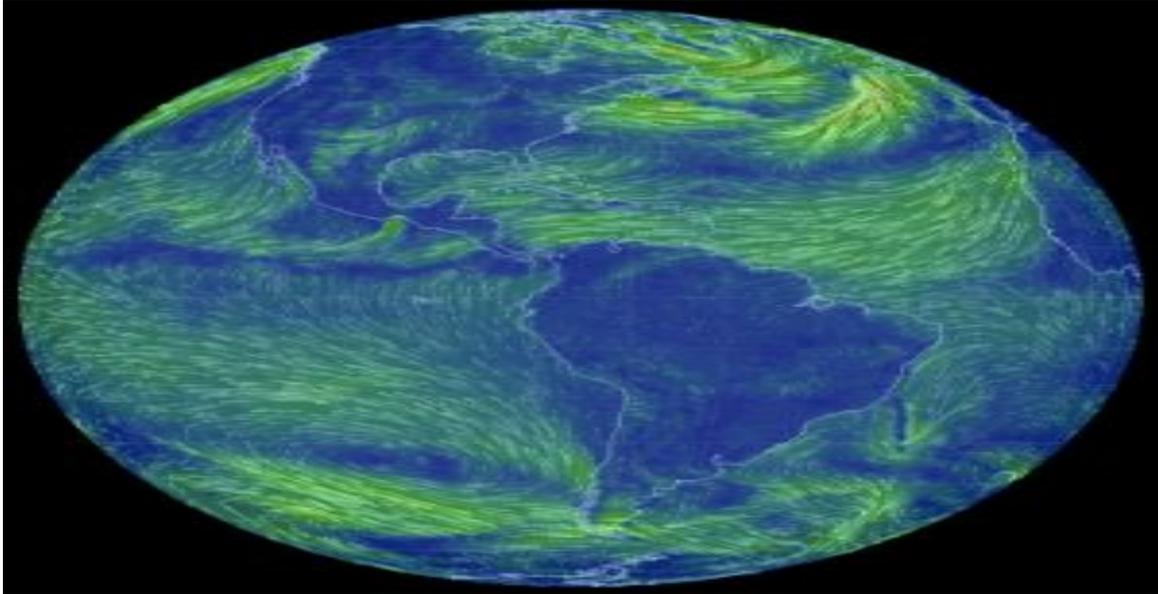


Weather Around the World



Ashley Melton

Project Overview

This Unit involves inquiry, problem, and action based instruction to create well rounded, competent, global citizens. “Strong Science instruction is rooted in the inquiry process, a foundational element of global competence.” (Asia Society, pg 26) Weather is a natural occurrence that children are already curious about, affects their daily life, and can be observed from any spot on the world. In this project students will learn more about the world around them by recording daily weather conditions and exploring basic needs for humans, plants, and animals. Students will be encouraged to ask questions and form hypotheses about differences and similarities they find during the lessons, readings, and interactions with peers. Students will write an article with their ePals and/or Twitter class, about natural disasters and safety procedures to follow before, during, and after various natural disasters. Students will generate conclusions about natural disasters and pollution, imagine solutions, and test their theories. Students will learn to work cooperatively, Think critically, and act on their theories.

Ready For the World: Preparing Elementary Students for Global Age. (n.d.). *Asia Society*, 26-26. Retrieved from [http://asiasociety.org/files/Ready for the World.pdf](http://asiasociety.org/files/Ready%20for%20the%20World.pdf)

Targeted Grade Level(s)

Targeting 2nd Grade: Could be adjusted for K-5

Project Length

9 weeks or 1 grading period

Project Learning Goals

Students will be able to:

- Students will be able to Make connections
 - with peers and their cultures
 - with weather and the relationship with location on the Earth
 - with plants and animal's basic needs
 - to our effects on nature; positive and negative
- Students will be able to Demonstrate empathy
 - to peers; their cultures, location on Earth, weather
 - plants;
 - animals
- Students will be able to Collaborate
 - with classmates (in person)
 - with ePals (Skype & Google Hangouts)
 - with classes on Twitter
- Students will be able to Demonstrate Knowledge of
 - weather; conditions, symbols to represent conditions, instruments for reading weather, causes and effects of weather, compare and contrast weather in other location of the world
 - water cycle: states of matter; liquid, solid, gas
 - basic needs for humans, plants and animals
 - pollution; causes and effects, solutions

Essential Questions

- How does weather affect people's daily life? (activities, clothing, home, travel)
- What are the basic needs for humans, plants, and animals? How do humans, plants, and animals rely on each other for survival? How are human activities negatively affecting plant and animal survival? What changes or solutions can we make to lessen our impact?
- How could you survive if one of your basic needs were threatened; pollution, drought, flood, tornado, virus, etc?

Enduring Understandings

- Students will understand that weather conditions affect people's daily life.
 - What they wear and eat.
 - How they build their home.

- How they get to work or school; travel.
- Students will understand that people, plants, and animals have basic needs[EC1]
- Students will understand that we are dependent on each other for survive
- Students will understand that humans threaten the survival of our planet
- Students will learn ways they can take action to help reduce the negative effects humans have on the planet

National and State Standards

DODEA Standards for 2nd Grade

Science: Weather

Standard: 2Sc: The student will demonstrate an understanding of daily and seasonal weather conditions.

2Sc.1: Explain the effects of moving air as it interacts with objects.

2Sc.2: Recall weather terminology (including temperature, wind direction, wind speed, and precipitation as rain, snow, sleet, and hail).

2Sc.3: Illustrate the weather conditions of different seasons.

2Sc.4: Carry out procedures to measure and record daily weather conditions (including temperature, precipitation amounts, wind speed as measured on the Beaufort scale, and wind direction as measured with a windsock or wind vane).

2Sc.5: Use pictorial weather symbols to record observable sky conditions.

2Sc.6: Identify safety precautions that one should take during severe weather conditions.

Social Studies: Geography

Standard: 2SS2: Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

2SS2.a: Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community. Examples: a map of the classroom and a map of the school

2SS2.b: Identify essential map elements: title, legend, directional indicator (compass), scale, and date.

2SS2.c: Identify the seven continents and the five oceans of the world.

2SS2.d: Locate on a map where their ancestors lived and where they live now.

2SS2.e: Use maps to compare and contrast basic land use in urban, suburban, and rural environments and describe how the land use impacts the people in the region, state or host country in which they reside.

Language Arts:

Vocabulary

2E1a.10: Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).

2E1a.11: Use knowledge of individual words to predict the meaning of unknown compound words (such as lunchtime, lunchroom, daydream, raindrop).

2E1a.12: Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).

2E1a.13: Identify simple multiple-meaning words (for example; pet, dress, change, duck).

Non-Fiction and Informational Text

2E1b.1: Use titles, tables of contents, and chapter headings to locate information in text.

2E1b.3: State the purpose for reading. Example: Read an informational text about pets to decide what kind of animal would make the best pet.

2E1b.4: Use knowledge of the author's purpose(s) to comprehend informational text.

Example: Read an informational text that compares different people, animals, or plants, such as *What Do You Do with a Tail Like This?* By Robin Page and Steve Jenkins.

2E1b.5: Ask and respond to questions (including when, who, where, why, what if, how) to aid comprehension about important elements of informational texts. Example: After reading a short account about the first man on the moon, ask and answer "why", "what if", and "how" questions to demonstrate understanding of the lunar landing.

2E1b.6: Restate facts and details or summarize the main idea in the text to clarify and organize ideas. Example: Summarize information learned from a text, such as details about ant colonies stated in books like *Ant Cities* by Arthur Dorros or reported about spider webs in books such as *Spider Magic* by Dorothy Hinshaw Patent.

2E1b.7: Recognize cause-and-effect relationships in a text. Example: Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.

2E1b.8: Interpret information from diagrams, charts, and graphs.

2E1b.11: Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when or cause and effect, such as because, since, therefore, so).

Mathematics

Represent and interpret data

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

10. 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

4 using information presented in a bar graph.

ICT Integration

Students will use the following technology tools for learning, research, presenting, recording, reflecting, and communicating during this unit:

- Students will conduct research using a variety of websites, encyclopedias, and books to learn more about weather, cultures, natural disasters, pollution, animals, and plants.
- Students will use a variety of social media tools to collaborate with peers; ePals, Skype, Google Hangouts, Twitter, and Blogs.
- Students will use websites like Discovery Education, National Geographics, YouTube, Brainpop Jr, and more to watch videos and learn more about topics in class.
- Students will use Microsoft office, Google Apps, Twitter, Classroom Blog, Science Journals, and other resources to document data, reflections, and hypotheses; daily weather recordings.

Proposed Calendar of Activities and Exchanges.

Unit at a glance

Daily:

- Record the weather conditions using pictorial and symbolic representation; students will decide on these symbols together prior to recording.
 - ◆ Students will record weather during Morning Meeting
 - ◆ Students will keep data on weather individually in their science journal and as a class.
 - ◆ Students will use class blog and Twitter to share weather recordings with peers outside of our class.
- Read fiction and non-fiction literature; whole group, small group, individually
 - ◆ Students may choose books based on interest, reading level, and/or teacher input
 - ◆ Students will use graphic organizers after every story; Graphic Organizers will depend on book read, ability of child, and skill or purpose for reading.

Weekly:

- Reflect on week's weather conditions
 - ◆ look for similarities and differences between the weeks
 - ◆ compare our weather recordings to our ePals and Twitter class's weather
 - ◆ make prediction for future weather conditions
- Write in Science Journal
- learn new vocabulary
- create or engage in a hands on activity
 - ◆ weather reading instruments
 - ◆ survival kits
 - ◆ magazine article
 - ◆ filters
- Teacher will make observations of student's learning, struggles, misconceptions...

Monthly:

- Collaborate over skype, Hangouts, Twitter, and/or ePals with other classes

More Detailed Calendar with Activities

Week 1: Pre-assess prior knowledge, introduce unit, build weather reading instruments

Pre-assessment students with the following Essential Questions:

- How does weather affect people's daily life? (activities, clothing, home, travel)
- What are the basic needs for humans, plants, and animals? How do humans, plants, and animals rely on each other for survival? How are human activities negatively affecting plant and animal survival? What changes or solutions can we make to lessen our impact?
- How could you survive if one of your basic needs were threatened; pollution, drought, flood, tornado, virus, etc?

Activate Prior Knowledge:

- ★ Show of hands, who knows the weather forecast for today?
- ★ What is a forecast? (prediction, may not happen)
- ★ Where does weather happen?
- ★ Why do you think we have weather?
- ★ What do you know about rain, snow, clouds, fog?
- ★ Ask students to Illustrate what you know about weather. The need to include a title that describes their picture and add many details. Remind them not to forget to label what is happening in their picture. Also, let them know their pictures will be hung around the room when they are finished.

Introduce and Engage

- Introduce *A Drop Around the World* by Barbara McKinney (Author), Michael S. Maydak (Illustrator)
 - This book uses words, pictures, and symbols to describe what is happening to the main character "Drop." Later we will develop our own symbols to describe weather.
 - Where do you think drop may go on his journey during this book?
 - ◆ list locations on a map
 - ◆ Students should start to see that weather happens everywhere, it's a cycle, and the learn some effects the wind has on moving objects.
 - Possible vocabulary words
 - ◆ Science: water cycle, cloud, wind, droplet, rain, evaporate, vapor, snowflake, freeze,
 - ◆ Social Studies: Maine, Spain, Switzerland, Alpine Peaks,
 - ◆ Other: Matador
 - Read *A Drop Around the World* to the class
 - ◆ Later you will use small paragraphs/poems from this book to teach more detailed lesson
- Review: Whole Group, Model
- Where all did Drop travel on his journey?
 - Why do you think Drop changed as he traveled? rain drop, vapor, snowflake...

- Can you draw some of the symbols used in this book and label what they represent?
 - ◆ allow students to draw at their seats
 - ◆ allow students time to Think(draw), Pair(table partner), Share(table group) their drawings.
 - ◆ Collect and display on chart paper to keep until your next conversation.

*As a class Look at the symbols used in A Drop Around the world to develop your own weather symbols for recording daily weather.

Start Record the weather every school day on a monthly calendar

Reading Groups:

- Read fiction and non-fiction literature; whole group, small group, individually
- Books will teach students about weather, water cycle, basic needs, pollution, regions, continents, oceans, animals, environments, adaptations, weather instruments...ect
- Students may choose books based on interest, reading level, and/or teacher input
- Students will use a graphic organizers after every story; Graphic Organizers will depend on book read, ability of child, and skill or purpose for reading.

***Students will read daily for the entirety of this unit

Collaborate:

- Teacher will reach out through ePals and Twitter to find a class to collaborate with. Looking for a 2nd grade class, maybe in the Southern Hemisphere, speak English, but could speak another language like Spanish.
- Collaboration class will also start recording weather daily and we will share our recordings daily, weekly, or monthly.
- Students will locate the other classes location on a globe and map, physically and electronically. Students will identify continent and nearest ocean. Students will later research and discuss with the class about the plants and animals in their area.
- Students will make predictions about the locations weather using only prior knowledge
- Students will develop question for the other class to answer through email before meeting.

Create:

Build weather reading instruments

- Introduce weather instruments using a mixture of pictures and artifacts you are able to collect. (rain gauge, barometer, windsock, wind vane, and/or thermometer)
- Possible Vocabulary Words:
 - ◆ Make card with word, picture, and meaning to hang in weather area for students to see, refer back to, and use.
 - ◆ wind, rain, snow, cloudy, hot, cool, cold, warm, partly cloudy
 - ◆ rain gage, barometer, windsock, wind vane, thermometer
 - ◆ record, data, daily, weekly, monthly, continent, ocean
 - ◆ water cycle, liquid, solid, gas, pond, stream, ground water, pollution
- In groups, students will help build a rain gauge, barometer, windsock, wind vane, and/or thermometer.

*Depending on the amount of help and materials, you may only make one per class, but it would be nice for each student to have these tools at home to use on the weekend and holiday

breaks when students are not in school.

Reflect:

- Students Reflections
 - ◆ Allow time for students to reflect in the Science Journals each week.
- Teacher Reflections
 - ◆ Allow yourself time to reflect on the week.
 - ◆ What is going well, are the students responding?

Week 2, basic needs for humans, compare cultures, how can basic needs become threatened (polluted, migration, drought, flood...)

Activate Prior Knowledge:

Skill Locate, label, and graph oceans and continents on maps

- In small groups students will travel around the room stopping at different locations, continents and oceans. Students will work in their groups to list what they know and what they wonder about each continent/ocean. (Students can travel to all locations in one day or you can break it down into a 2-3 day activity)
- After each group has traveled to all locations, students will try arranging the continents and oceans by location; If you used puzzle pieces they would complete the puzzle, If you used posters, they would move the posters around to match what they see on a globe or map.

Introduce and Engage

- Watch BrainPopJr Video on Continents and Oceans
<https://jr.brainpop.com/socialstudies/geography/continentsandoceans/>
- Students will rotate back to poster to add what they have learned to the KWL posters on each continent and ocean.

Reading Groups: Content will focus on People's Basic needs

- Read fiction and non-fiction literature; whole group, small group, individually
- Books will teach students about weather, water cycle, basic needs, pollution, regions, continents, oceans, animals, environments, adaptations, weather instruments...ect
- Students may choose books based on interest, reading level, and/or teacher input
- Students will use a graphic organizers after every story; Graphic Organizers will depend on book read, ability of child, and skill or purpose for reading.

***Students will read daily for the entirety of this unit

Collaborate:

- 2nd Skype/hangout with ePals class and Twitter Class
- Classes can share their weekly weather recordings.
- Students can share similarities and differences they notice
- Students can share why they think there are similarities and differences in our weather
- Each class will share more about their physical location; dry, wet, flat, coastal, mountains...

Create:

Build Paper Mache Globes

- label continents and oceans

Create Class Poster: Basic needs for People

- Writing, pictures, and labels
- Hang in the classroom

Reflect:

- Students Reflections
 - ◆ Allow time for students to reflect in the Science Journals each week.
- Teacher Reflections
 - ◆ Allow yourself time to reflect on the week.
 - ◆ What is going well, are the students responding?

Week 3: Basic needs for animals and how are they threatened (humans & natural disasters)

Activate Prior Knowledge: Introduce and Engage

Identify the 7 continents and 5 Oceans

Locate your current location

Now locate Western Asia, Ramallah - Palestine

Tell students you are going to list to a story from this area of the country that has been translated into English.

Has anyone ever need to Asia?

Read *Black Ear...Blonde Ear* Author - Haled Jum'a, Illustrator - Fotin Dedvaz

Ask questions about the story

What did the cats need to get along?

Research animals from asia and compare them to animals in North America. How are they similar? Different?

Reading Groups: Content will focus on Animal's Basic needs

- Read fiction and non-fiction literature; whole group, small group, individually
- Books will teach students about weather, water cycle, basic needs, pollution, regions, continents, oceans, animals, environments, adaptations, weather instruments...ect
- Students may choose books based on interest, reading level, and/or teacher input
- Students will use a graphic organizers after every story; Graphic Organizers will depend on book read, ability of child, and skill or purpose for reading.

***Students will read daily for the entirety of this unit

Collaborate:

- 3rd Skype/hangout with ePals class and Twitter Class
- Classes can share their weekly weather recordings.
- Students can share similarities and differences they notice
- Students can share why they think there are similarities and differences in our weather
- students will discuss basic needs of animals that live in their area.

Create:

Create Class Poster: Basic needs for Animals

- Writing, pictures, and labels
- Hang in the classroom

Reflect:

- Students Reflections
 - ◆ Allow time for students to reflect in the Science Journals each week.
- Teacher Reflections
 - ◆ Allow yourself time to reflect on the week.
 - ◆ What is going well, are the students responding?

Week 4: Basic needs for plants and how are the threatened (humans & natural disasters)

Activate Prior Knowledge:

Identify the 7 continents and 5 Oceans

Locate your current location

Pick a location and tell one animal that lives in that area

Do the same for a plant

People and animals eat food for energy. Do plants eat food too? In table groups, discuss how plants survive. What are the basic needs of plants?

Introduce and Engage

Study Jams. Photosynthesis. (2015) Retrieved from

<http://studyjams.scholastic.com/studyjams/jams/science/plants/photosynthesis.htm>

Use the quiz at the end to measure still unclear.

Choose a plant(s) to learn more about, locate its location in the world, draw a picture with arrows and labels demonstrating how the plant gets its energy.

Reading Groups: Content will focus on Plant's Basic needs

- Read fiction and non-fiction literature; whole group, small group, individually
- Books will teach students about weather, water cycle, basic needs, pollution, regions, continents, oceans, animals, environments, adaptations, weather instruments...ect
- Students may choose books based on interest, reading level, and/or teacher input
- Students will use a graphic organizers after every story; Graphic Organizers will depend on book read, ability of child, and skill or purpose for reading.

***Students will read daily for the entirety of this unit

Collaborate:

- 4th Skype/hangout with ePals class and Twitter Class
- Classes can share their weekly weather recordings.
- Students can share similarities and differences they notice
- Students can share why they think there are similarities and differences in our weather
- Students will discuss basic needs for plants that live in their area.

Create:

Create Class Poster: Basic needs for Plants

- Writing, pictures, and labels
- Hang in the classroom

Reflect:

- Students Reflections
 - ◆ Allow time for students to reflect in the Science Journals each week.
- Teacher Reflections
 - ◆ Allow yourself time to reflect on the week.
 - ◆ What is going well, are the students responding?

Week 5: Natural Disasters and Extreme Weather,

Activate Prior Knowledge:

Show images of towns, cities, and/or beaches after a natural disaster. Ask the students what they think happened. Tell me a story for each picture.

Introduce and Engage

“Central China Floods, Yellow River Flood, Shaanxi Earthquake,” top 3 deadliest Natural Disasters (LiveScience.com, 2011)

Discuss the dangers of natural disasters

Make a list of natural disasters that happen in your area. Why don't some natural disasters happen everywhere?
Read books and research various storms.

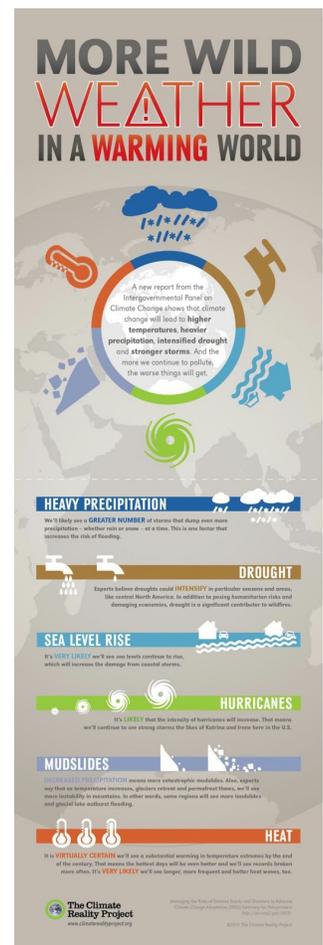
Reading Groups: Content will focus on Natural Disasters and Extreme Weather

- Read fiction and non-fiction literature; whole group, small group, individually
- Books will teach students about weather, water cycle, basic needs, pollution, regions, continents, oceans, animals, environments, adaptations, weather instruments...ect
- Students may choose books based on interest, reading level, and/or teacher input
- Students will use a graphic organizers after every story; Graphic Organizers will depend on book read, ability of child, and skill or purpose for reading.

***Students will read daily for the entirety of this unit

Collaborate:

- 5th Skype/hangout with ePals class and Twitter Class
- Classes can share their weekly weather recordings.
- Students can share similarities and differences they notice



- Students can share why they think there are similarities and differences in our weather
- Students will discuss Natural Disaster that are common in their area.
- Students will form ideas for magazine article

Create:

Students will make survival kits. Directions are found at this link [Making Red Cross Survival Kits](#)

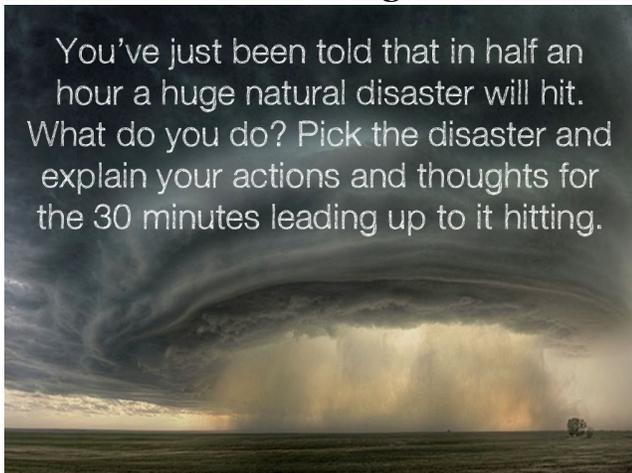
Reflect:

- Students Reflections
 - ◆ Allow time for students to reflect in the Science Journals each week.
- Teacher Reflections
 - ◆ Allow yourself time to reflect on the week.
 - ◆ What is going well, are the students responding?

Week 6: Prevention, safety procedures, cleanup after a storm

- ◆ <http://www.ready.gov/>
- ◆ [Solution for Pets lost in Natural Disasters](#)

Activate Prior Knowledge: Introduce and Engage



You've just been told that in half an hour a huge natural disaster will hit. What do you do? Pick the disaster and explain your actions and thoughts for the 30 minutes leading up to it hitting.

Retrieved from <http://writingprompts.tumblr.com/image/2350304868>

Reading Groups: Content will focus on Prevention, safety procedures, cleanup after a storm

- Read fiction and non-fiction literature; whole group, small group, individually
- Books will teach students about weather, water cycle, basic needs, pollution, regions, continents, oceans, animals, environments, adaptations, weather instruments...ect
- Students may choose books based on interest, reading level, and/or teacher input
- Students will use a graphic organizers after every story; Graphic Organizers will depend on book read, ability of child, and skill or purpose for reading.

***Students will read daily for the entirety of this unit

Collaborate:

- 6th Skype/hangout with ePals class and Twitter Class
- Classes can share their weekly weather recordings.
- Students can share similarities and differences they notice
- Students can share why they think there are similarities and differences in our weather
- Students will discuss pollution found in their area and solutions they already know
- Students will collaborate on magazine article

Create:

- How can we survive if our water, air, food, or shelter is polluted?
- Students will experiment with “pollution Solutions” at stations to get ideas for final project
- experiment with different filters to clean air and water
- experiment extracting oil from water’s surface
- watch demonstrations on pesticides polluting ground water

Reflect:

- Students Reflections
 - ◆ Allow time for students to reflect in the Science Journals each week.
- Teacher Reflections
 - ◆ Allow yourself time to reflect on the week.
 - ◆ What is going well, are the students responding?

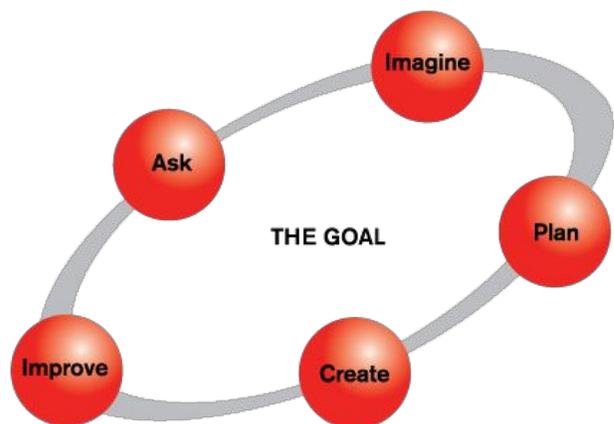
Week 7 & 8: Action: Ask, imagine, plan, create, improve solutions

*Detailed lesson plan for week 7 & 8 can be found using this link

<https://docs.google.com/document/d/14tzW7Y4B7Fb9avfxyH4O64thp6SS1o8X16NH-OsoAv0/edit?usp=sharing>

Reading Groups:

- Read fiction and non-fiction literature; whole group, small group, individually
- Books will teach students about weather, water cycle, basic needs, pollution, regions, continents, oceans, animals, environments, adaptations, weather instruments...ect
- Students may choose books based on interest, reading level, and/or teacher input
- Students will use a graphic organizers after every story; Graphic Organizers will depend on book read, ability of child, and skill or purpose for reading.



***Students will read daily for the entirety of this unit

Take Action! Create and Collaborate:

- After learning about the water cycle, weather instruments, basic need and pollution, students will work in collaborative groups to design a water filter or air filter.
- Groups will either share with ePal or will plan with ePal to create.
- Students will use the Engineer design process to ask questions, plan, create, and improve their filters.
- In Science Journals, students will reflect back on Essential Questions asked during this unit. Their responses, illustrations, and labels will demonstrate their understanding of the topic.

Reflect:

- Students Reflections
 - ◆ Allow time for students to reflect in the Science Journals each week.
- Teacher Reflections
 - ◆ Allow yourself time to reflect on the week.
 - ◆ What is going well, are the students responding?

Week 9: Reflect, Self Assessment, Peer Assessment, Teacher Assessment

Review and Reteach where needed

Essential Questions:

- How does weather affect people's daily life? (activities, clothing, home, travel)
- What are the basic needs for humans, plants, and animals? How do humans, plants, and animals rely on each other for survival? How are human activities negatively affecting plant and animal survival? What changes or solutions can we make to lessen our impact?
- How could you survive if one of your basic needs were threatened; pollution, drought, flood, tornado, virus, etc?

Reading Groups:

- Read fiction and non-fiction literature; whole group, small group, individually
- Books will teach students about weather, water cycle, basic needs, pollution, regions, continents, oceans, animals, environments, adaptations, weather instruments...ect
- Students may choose books based on interest, reading level, and/or teacher input
- Students will use a graphic organizers after every story; Graphic Organizers will depend on book read, ability of child, and skill or purpose for reading.

***Students will read daily for the entirety of this unit

Collaborate:

- Last Skype/hangout with ePals class and Twitter Class
- Classes can share their weekly and Monthly weather recordings.
- Students can share similarities and differences they notice
- Students can share why they think there are similarities and differences in our weather
- Students will discuss/ reflect/ or present projects from week 7 & 8

Reflect:

- Students Reflections
 - ◆ Review past reflections
 - ◆ Review all you have learned

- ◆ Allow time for students to reflect in the Science Journals each week.
- Teacher Reflections
 - ◆ Allow yourself time to reflect on the week, month, unit.
 - ◆ What went well during this unit?
 - ◆ What did my student enjoy the most?
 - ◆ Were my students successful in learning the content, skills, and big ideas?
 - ◆ What were some challenges I faced during this unit?
 - ◆ What might I change before teaching this unit again?

Project Assessment with Scoring Rubric

- Pre Assessment/ Prior knowledge
- Observations and Reflections for quick check of understanding
- Midterm assessment or project
- Observations and Reflections for quick check of more understanding
- Ending Assessment or final project

Student Self-assessment Rubric:

<https://drive.google.com/file/d/oB3joZ3SCY7fUWTNhaHdIbXBNV1k/view?usp=sharing>

Enduring Understandings:

Assess your students. Do they know the following?

Students understands that weather conditions affect people's daily life.

- Why people choose the clothes they wear and the food they eat.
- Why people choose to build different types of homes.
- Why people choose to different forms of transportation.

Students understand that people, plants, and animals have basic needs, we are dependent on each other to survive, humans threaten the survival of our planet, and what they can do to help.

Students know ways they can take action to help reduce the negative effects humans have on the planet

Teacher Rubric to share with Students and Parents:

Our Report Cards for 2nd grade have letters: L, S, M, E

I have added that terminology to my rubric to help parent better understand

Types of assessments used by teacher	1-2 pts Limited Progress (L)	3-4 pts Steady Progress (S)	5pts Mastery (M)	6pts Exceptional (E)
Observation: Teacher noticed through observing the child and noticed...	Student listened to lessons and participated in class. However, they do not understand the information we learned and is not able to tell, write, or illustrate this topic to peers or teacher.	Student is an active listener and contributed to several conversations. Student is able to retell what we are learning to peers and teacher, but not in his/her own words or illustrations.	Student is an active listener and participated in all conversations. Student is also able to explain in his/her own words or illustrations what they have learned to peer and teacher.	Student already knew most of the content being covered. They were able to mentor or teach a peer. They were also challenged to research and learn in more depth.
Reflection: Teacher reading and listening to child's reflections and noticed...	Students reflection demonstrated a limited amount of understanding	Students reflection demonstrated a reasonable amount of information, but showed confusion in a few areas.	Students reflection demonstrated complete understanding of the topics and lessons.	Students reflection demonstrated knowledge above what we covered in class without any confusion.
Assessment: With the use of data collection of the child during this unit, the teacher noticed...	Student make little growth from the beginning of this unit	Student made progress since this lesson started, but there are still standards they have not mastered.	Student has mastered all standards and made progress in their learning.	Student has made progress to what they already knew and expanded their knowledge and understanding
Collaboration: Teacher used peer assessments and observations and noticed...	Student makes no effort to share, listen, or compromise with another student.	Student works well with only certain students.	Student works well with all peers in the classroom.	Student is able to collaborate with classmates and multicultural peers electronically from afar.

Teacher Self Reflection:

- What went well during this unit?
- What did my student enjoy the most?
- Were my students successful in learning the content, skills, and big ideas?
- What were some challenges I faced during this unit?
- What might I change before teaching this unit again?

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