Grade Level	Content Area	Unit Title
2nd Grade	Writing Standards: Text Types and Purposes	Characteristics of Weather Conditions: Clouds

Length of Unit	Time of Year Taught	Expected Prior Knowledge
2 Weeks	4th Quarter	Students will have the ability and knowledge of how to read, write (complete sentences), and listen to each other in order to work cooperatively in a group. They will have the ability to utilize and research using 21st Century skills.

Unit Description

This mini-unit is part of an interdisciplinary unit of study on Characteristics of Weather Conditions: Clouds, reaching Language Arts, Science, and Technology standards. This unit of study begins with identifying the following types of clouds (cumulus, stratus, and cirrus). Followed by analyzing the relationship between clouds, temperature, and weather patterns. The relationship between clouds and weather is interesting and relevant to this population of students, as they experience weather changes in their daily lives. Through research, documentation of observational notes, and student collaboration, students will write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. The first three lessons provide opportunities to see models of and practice writing informational/explanatory text that includes identification of a topic, supporting details, and a closing statement. The last two lessons in the unit provide the time for students to work on writing an informational/explanatory book that will serve as their summative assessment.

Standards: See instructions on page 15.	Strand: Writing Standards Cluster: Text Types and Purposes Standard #2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	The summative assessment consists of a completed Informational Book. Students will be assessed individually, as well as by group. Each Informational Book will be assessed on the introduction of the topic and its related information through use of supportive facts and illustrations. Each book must include a table of contents, chapters with details and facts about the relationship between clouds and weather conditions, a glossary, index, and a closing comment and supported opinion to the problem proposed. Neatness, quality, and effort will also be used to assess the Informational Book.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Mastery = 20 or higher. A copy of the scoring rubric is attached. Remediation students given more time.

Materials/Resources Needed *Include all items for the entire unit.*	It Looked Like Spilt Milk Let's Read and Find Out About Clouds Clouds and Weather The Great Barrier Reef: An Undersea Adventure Books relevant to topic Computer access to Weather Whiz Kids www.weatherwizkids.com/ and Dan's Wild, Wild Weather Page www.wildwildweather.com/ Scenario PowerPoint and projector Chart paper, drawing and writing utensils Science Journals Information Book Requirement Rubric Informational Book Templates

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Opening Question: What do you think a cloud is and how is it formed? Read aloud <u>It Looked Like Spilt Milk.</u> Explain to the students that they will interview another student to find out what that student thinks a cloud is and how is it formed. Inform the students that they will write their buddy's comments on an index card. After student interviews are complete, students will present their findings from the interviews to the class. Post student suggestions on chart paper with the opening question written on the top. Inform students that today they will be identifying the different types of clouds. Explain to the students they will be comparing and contrasting the different types of clouds. They will be researching on the	Opening Question: Have this scenario projected via PowerPoint and give students opportunities to discuss their answer: *Some people say that the clouds will change if the climate changes. So if you see changes in the clouds, you'll have evidence that the climate really is changing. If you do not see changes in the clouds, you'll have evidence that the climate is not changing.* If you agree with this, you should recommend the kinds of changes to look for, in what kinds of clouds, over what time period, and why. If you disagree with this suggestion you should describe why it is incorrect and recommend a better way to figure out if there is evidence that climate is changing. Read aloud <u>Clouds and Weather</u>. Students discuss the author's purpose for writing <u>Clouds and Weather</u>. The teachers asks students to record the topic, 2 facts/definitions, and evidence of the author's closing sentence on their own graphic organizer. Teacher records student responses on a larger version of the graphic organizer.	Opening Question: What does informative or explanatory text mean to you? Direct students to find a pyramid buddy and discuss what informative or explanatory text means to them. Have the students share with the class what informative or explanatory text means to their buddy. Record student suggestions on the whiteboard. After student input, write on the whiteboard: Informative or explanatory text names a topic and supplies some facts about the topic. Inform students that they will be creating an informational book that illustrates and explains the following kinds of clouds (cumulus, stratus, and cirrus) and the relationship between clouds, temperature, and weather patterns. This book will require students to introduce a topic, provide facts and definitions to further develop the topic, and a concluding statement.	Opening Question: What does being an author mean to you? Direct students to find a pyramid buddy and discuss what being an author means to them. Have the students share with the class what being an author means to their buddy. Record student suggestions on chart paper. Explain to the students that today they will write and illustrate a book in their groups for the class about cloud types and the relationship between clouds, temperature, and weather patterns. Remind students that they must include the elements of informative/explanatory text that they have learned from Lessons 1, 2, and 3 (introduce topic, provide facts and/or definitions to develop the topic, concluding statement). Instruct them to reference the Information Book Requirement Rubric so that their completed book meets all specified criteria. Supply students with the various Information Book	What does informative or explanatory text mean to you? Review student suggestions and definition on the whiteboard from Lesson 3. Distribute completed books among the various student groups. Ask the students to reference the Information Book Requirement Rubric. Have the students evaluate the different books from each student group using the Information Book Requirement Rubric. Direct students to discuss whether or not the group did a good job meeting the requirements of an informational text. Students will write an explanatory statement describing each group's book. The explanatory statement will include the topic of the book, 2-3 facts or definitions, and a concluding statement. Sentence frames can be used for students who need scaffolding or support. For example, "I

	computer and from books, choosing important facts and documenting those facts in their Science Journals and completing a Triple Venn Diagram. Read aloud Let's Read and Find Out About Clouds. Afterwards, have students gather and answer the following questions: • What is the **topic** of this text? How do you know? • What **facts or definitions** did the author use to develop this topic? • Where does the author use a **concluding statement** about the topic? The teacher will support students' understanding of each of the bolded words above (Topic, facts or definitions, concluding statement) and will	Explain to the students that in today's lesson they will be working with their group to collect information on the formation of clouds. Instruct them to use ideas from Let's Read and Find Out About Clouds, Clouds and Weather, supplied books about clouds as well as the websites Weather Whiz Kids and Dan's Wild, Wild Weather Page. The information should include the following kinds of clouds (cumulus, stratus, and cirrus) and the relationship between clouds, temperature, and weather patterns.		templates they may use to create their group book.	learned about _____. I learned _____(2-3 facts/definitions). In conclusion, _____."

	gather student responses on graphic organizer.				

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Students will research the different type of clouds (cumulus, stratus, and cirrus) using the websites Weather Whiz Kids and Dan's Wild, Wild Weather Page. They will choose important facts and document those facts in their Science Journals and complete a Triple Venn Diagram comparing and contrasting the three types of clouds.	Students will work together in groups to gather information about the following kinds of clouds (cumulus, stratus, and cirrus) and the relationship between clouds, temperature, and weather patterns and record their findings in the Science Journal. Students will record ideas from Let's Read and Find Out About Clouds, Clouds and Weather, supplied books about clouds and weather, and websites Weather Whiz Kids and Dan's Wild, Wild Weather Page. Students will record the topic, 2 facts/definitions, and evidence of the author's closing sentence on their own graphic organizer.	Students will reconvene in their groups and resume researching the web and books for relevant facts about the following kinds of clouds (cumulus, stratus, and cirrus) and the relationship between clouds, temperature, and weather patterns. Students will record their research in their Science Journals.	Students will use the information they documented in their Science Journals to write and illustrate a book with their group about the following kinds of clouds (cumulus, stratus, and cirrus) and the relationship between clouds, temperature, and weather patterns. The book page must include a topic, facts and/or definitions that develop the topic, and a concluding statement. The created book must also include a page stating their argument for the problem presented in Lesson 2.	Students will use the Information Book Requirement Rubric to comment about another group's book and reflect on their own book. Students will write an explanatory statement describing each group's book. The explanatory statement will include the topic of the book, 2-3 facts or definitions, and a concluding statement.

Summative Assessment: Informational book using different kinds of clouds and weather

Instructions:

1. You will create a short informational book describing a topic and its related information through use of supportive facts and illustrations of the story you listened to or read:
    a. Explain in detail how to distinguish between the information provided by the words and the pictures.
    b. Include a glossary and index with at least 4 key words
    c. Include a table of contents with chapters meaningful to the topic.
    d. Include supported opinion to the problems posed in class.
    e. Discuss the purpose of the illustrator and what is so important about the pictures they drew.
    f. Support all of your ideas with excellent supporting ideas.
    g. Use of correct grammar and link your phrases together.

2. Using the rubric, give yourself a grade based on the book you wrote.
3. Review another group's book and write an explanatory statement that includes the topic of the book, 2-3 facts or definitions, and a concluding statement.

Informational Book Rubric					
Criteria	**Expert (4)**	**Practitioner (3)**	**Apprentice (2)**	**Novice (1)**	**Score**
Informational Book Format	Book title, authors' names, table of contents, developed chapters, glossary, and index are included.	Two items are missing from the Informational Book's format.	One item is missing from the Informational Book's format.	More than one item is missing from the Informational Book's format.	
Topic	Topic is clearly explained and includes excellent supporting details (facts and/or definitions).	Topic is explained and includes some supporting details (facts and/or definitions). .	Topic is explained and includes few or no supporting details.	Topic is questionable and has no supporting details.	
Illustrations	Shows the book's subject, very neatly colored, and contains many specific details.	Shows the book's subject, neatly colored, and contains some details.	Shows the book's subject, colored, and contains some details.	Doesn't support the book's subject and contains few or no details.	
Closing Comment and Supported Opinion	Your opinion is clearly stated, giving 3 reasons for your preference.	Your opinion is clearly stated, giving 2 reasons for your preference.	Your opinion is clearly stated, giving 1 reason for your preference.	You gave no reasons for your preference.	
Grammar/ Mechanics	Flawless use of grammar, spelling, and punctuation. Excellent use of linking words and phrases.	Appropriate use of grammar, spelling and punctuation. Good use of linking words and phrases.	Errors in grammar, spelling, and/or punctuation. Some use of linking words and phrases.	Errors in grammar, spelling, and punctuation that inhibit understanding. No use of linking words and phrases.	
Neatness/Effort	Book is exceptionally neat, attractive to the eye and easy to read. Evidence of great effort.	Book is neat overall, and easy to read. Evidence of good effort.	Book is fairly neat, but may be difficult to read at time. Evidence of some effort.	Book is sloppy and illegible. Evidence of little to no effort.	
Name	**Total Score**				

Summative Assessment

Create and complete an Informational Book on the following kinds of clouds (cumulus, stratus, and cirrus) and the relationship between clouds, temperature, and weather patterns. In a group you will illustrates and explain these weather formation and have an introduction of the topic and its related information through use of supportive facts and/or definitions. Each book must include a table of contents, chapters with details and facts about the relationship between clouds and weather conditions, a glossary, index, and a concluding statement and supported opinion to the problem proposed in lesson two. Neatness, quality, and effort will also be used to assess the Informational Book. After reviewing another group's Information Book, write an explanatory statement sharing what you learned from that group's book. The explanatory statement should include the topic, 2-3 supportive facts and/or definitions that explain the topic, and an overall concluding statement.