Holland Vertical Team Planning Table Template

**Strand:**

**SCIENECE: Earth Patterns, Life Cycle and Change**

<table>
<thead>
<tr>
<th>Science Standard</th>
<th>Key science content concepts</th>
<th>Best teaching methods: how/what teachers will do</th>
<th>Best learning activities/curricula: how/what students will do</th>
<th>Cross-curricular SOLs: identify SOLs and how curriculum is integrated</th>
<th>Vertical team objectives: how and what the team does to support the process</th>
<th>Resources: what resources the team has and what resources are needed</th>
<th>Timeframe: duration and sequence</th>
<th>Nature and form of assessment</th>
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</thead>
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The student will investigate and understand that there are simple repeating patterns in his/her daily life. Key concepts include:

(a) weather observations

The teacher will:

**Day 1**
* Hook: Read "Cloudy With A Chance of Meatballs" * students will discuss what they would want to rain down if they could pick anything and draw it.

**Day 2**
Sunny: Read the book John Denver's Sunshine on My Shoulders by Christopher Canyon. Ask students what activities they do on a sunny day and write on board. Discuss why those activities are done on a sunny day...light

**Day 3**
Rain: Read the book ___. Students will construct a rain gauge using a clear bottle (recycled). Students will make markings for inches on the bottles (they will need help with this) and place them outside in the school garden. On the next day it has rained, have class will check gauges and measure rain fall.

**Day 4**
Review/Informal assessment

**Reading** K.8 The student will demonstrate comprehension of fiction and nonfiction.

**Writing** K.11 The student will write to communicate ideas.

**Math** K.8 The student will identify the instruments used to measure temperature, thermometer K.13 The student will gather data by counting and tallying. K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to

**Essential Questions**

*What is weather?*

*How does weather change?*

*What happens to the weather when the temperature changes?*

**Brain Pop Jr. Vocabulary Cards**

*Dictionaries*

*Weather Bug Website*

*Weather recording chart*

*Journal entries*

*Informative Assessment*

*Teacher Observation*
### Reading
1. The student will read and demonstrate comprehension of a variety of fiction and nonfiction.  

### Writing
1. The student will write to communicate ideas.
2. The student will journal the changes in weather with relation to changes in temperature.

### Math
1. The student will investigate, identify, and describe various forms of data collection.
2. The student will interpret information displayed in a picture or object graph.
3. The student will recognize, describe, extend, and create a wide variety of growing and repeating patterns.

### Key Concepts
- Changes in temperature, light, and precipitation can be observed and recorded over time.

### Essential Questions:
- What is weather?
- How does weather change?
- What weather changes do we see during each season?
- What happens to the weather when the temperature changes?

### Additional Activities:
- *Brain Pop Jr.*
- *Dictionaries*
- *Vocabulary cards*
- *Weather bug website*
- *Weather channel website*
- *Newspaper*
- *NOAA website*

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<thead>
<tr>
<th>UNIT 2 weeks</th>
<th>Literature Based: 1 day</th>
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<tbody>
<tr>
<td>Teacher Observation</td>
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<tr>
<td>Sorting Activity</td>
<td></td>
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<tr>
<td>Matching Activity (Pic and words)</td>
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<td>Labeling activity</td>
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<tr>
<td>3.9 The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include (c) the water cycle involves several processes.</td>
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<td>The teacher will: &quot;Discover Education Video on Water Cycle&quot; Use essential questions to guide discussions throughout the unit &quot;Teacher will demonstrate the water cycle using &quot;Water Cycle and Phases of Water&quot; lesson plan and activity &quot;Teacher will introduce the weather graph (compare the weather for Virginia Beach and Pittsburgh—see how temperature effects participation)&quot;</td>
<td>The student will: &quot;Show thumbs up when vocabulary words are heard during the discovery education video &quot;Create a diagram of the water cycle using appropriate labels and drawings (group) &quot;Students will complete homework with emphasis on vocabulary and water cycle order &quot;Students will rotate the job of recording the weather daily</td>
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<td>ORAL LANGUAGE</td>
<td>Essential Questions: &quot;What is precipitation? &quot;What causes different types of precipitation? &quot;What is a cycle? &quot;What is a water cycle?</td>
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<td>3.1 The student will use effective communication skills in group activities.</td>
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<td>3.2 The student will present brief oral reports.</td>
<td>3.4 The student will use strategies to read a variety of fiction and nonfiction materials.</td>
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<td>3.3 The student will continue to read and demonstrate comprehension of nonfiction.</td>
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<td>3.7 The student will demonstrate comprehension of information from a variety of print resources.</td>
<td>WRITE</td>
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<tr>
<td>3.10 The teacher will: *Discover Education Video on Water Cycle *Use essential questions to guide discussions throughout the unit *Teacher will demonstrate the water cycle using &quot;Water Cycle and Phases of Water&quot; lesson plan and activity *Teacher will introduce the weather graph (compare the weather for Virginia Beach and Pittsburgh—see how temperature effects participation) *Students will show thumbs up when vocabulary words are heard during the discovery education video *Create a diagram of the water cycle using appropriate labels and drawings (group) *Students will complete homework with emphasis on vocabulary and water cycle order *Students will rotate the job of recording the weather daily *Students will complete homework with emphasis on vocabulary and water cycle order *Students will rotate the job of recording the weather daily</td>
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<tr>
<td>*Brain Pop Jr. *Dictionaries *Vocabulary cards *Materials for water cycle diagram</td>
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</table>
| 50 minutes per day for 1 week | *Water Cycle Assessment *Water Cycle Diagram Group Project *The Water Cycle student activity sheet *Journal Entries
Additional 1st grade activities: WRITING

*have students "write" their own weekly weather report using the weather symbols