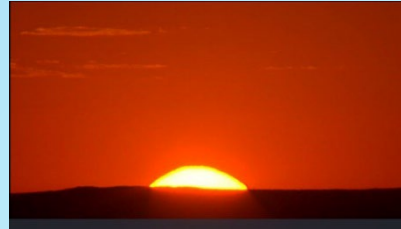


Changing Weather

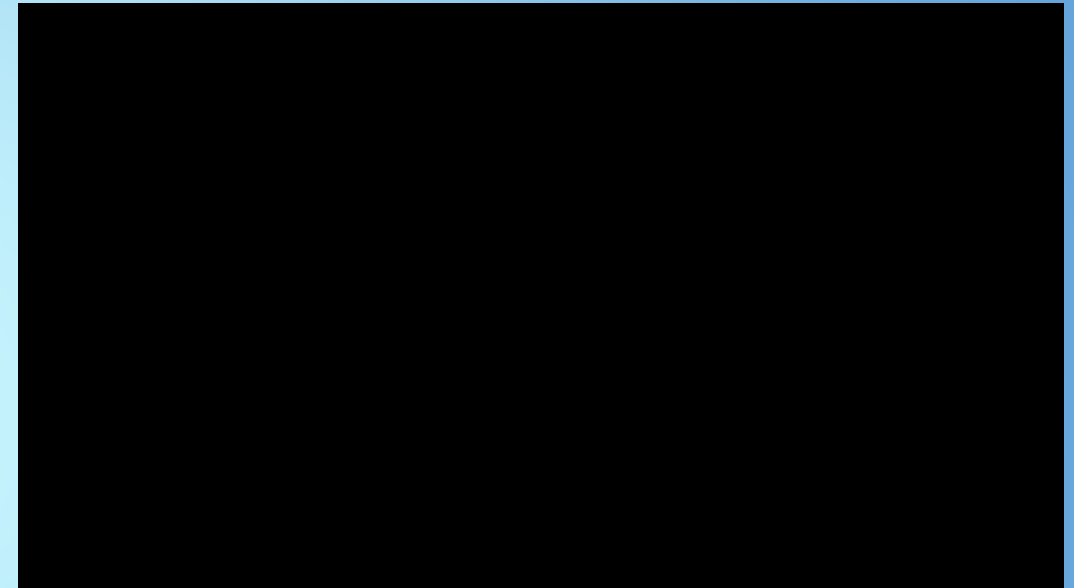
1. Question & Research Task

1. Watch the video by clicking on the picture.
2. After watching the video, think of some questions that you have.



Jump Start Questions

- What type of weather did you
 - How did the weather change?
 - Why did the weather change?
3. As a group, make a T-chart on construction paper. We will sort the questions based on what we know about **thin and thick** questions.



Video and image provided by Discovery Education

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How can weather change?

2. Information Sources

Look at following resources and answer [questions](#).

Click on the pictures to research rain and snow.



Watch the video



Go to [World Book Kids](#) to find out why the water changed into snow.



Image Source: World Book Kids

3. Student Activity

Go to this Brain Pop activity [Draw About It](#) to show what you like to do in the winter for fun.

Read about snow [here](#) to identify the exact temperature that water freezes so we can have snow.



Image Source: Brain Pop Jr.

4. Assessment Activity

How can weather change?

1. Your teacher will have you complete

Will it rain or snow?

2. Look at the cities on the map and decide if it would rain or snow.

Record your answers with Schoology Audio/Video recording, a **Wixie** or another digital tool suggested by your teacher or librarian.

3. Fill out the answers [here](#).

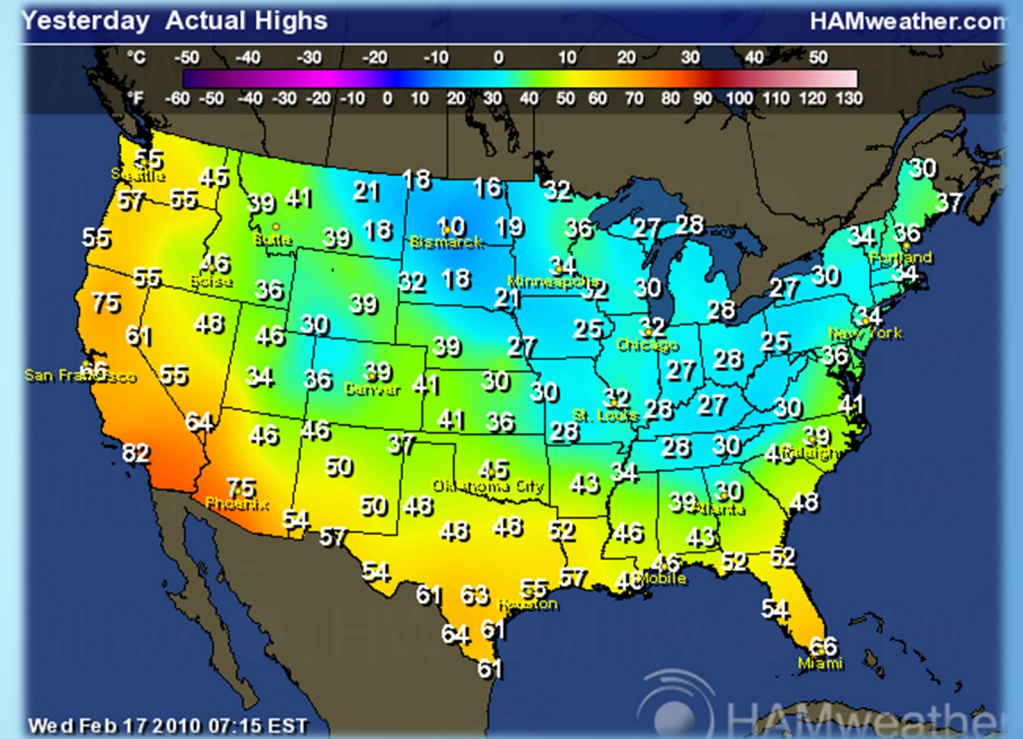


Image Source: hamweather.com

5. Enrichment Activities

SLIDE NAVIGATION

1

2

3

4

5

6

Next

[Destiny search](#) on additional books

Learn more with WizKids



Image Source: Weather Wiz Kids

Have fun with weather tools below!

Paper Snowflake Maker

Image Source: Rectangle World



Image Source: Web Weather

6. Teacher Resources

SLIDE NAVIGATION

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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Grade 1 Science/Library Media –Unit: Observing the Earth, the Sky, and the Weather

Time Frame: Three 50 - minute periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)
- Usually taught in 3rd quarter according to Office of Science
- Slide #1 may require a brief review of thick and think types of questions.
- Print out the [Will it Rain or Snow? PDF](#) on Slide 4 for students or customize this [editable version](#).
- Create a thread prior to the lesson if you decide to use Schoology for the assessment activity (slide #4)

Learning Standards Alignment

Maryland State Curriculum

E. Interactions of Hydrosphere and Atmosphere Indicator 1. Describe observable changes in water on the surface of the Earth b .Water can be a liquid or a solid and go back and forth from one form to another.

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Last updated: July 2022 Report broken links to BCPS Library Media Programs using the [Library Media Broken Links Form](#).

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