



Weather Watch

Morning Meeting



Standards Covered

ELA	Math	Science	Social Studies
W.K.8, W.1.8 , SL.K.1, SL.K.4, SL.K.5, SL.1.1, L.K.5, L.1.5, SL.1.3, L.1.6, RI.2.3, RI.2.4, SL.2.3	K.CC.6 (more or less), K.OA.1 (addition), K.MD.3, 1.OA.1, 1.NBT.3, 1.MD.4, 2.OA.4, 2.MD.10	K.ESS.2, K.ESS.1, 1.ESS.2, 2.ESS.3, 2.ESS.2, 2.ESS.1	GVT.1.8 (common goals) GVT.1.9 (collaboration), GVT.1.8 (common goals)



Vocabulary

Calendar Weather PDF



Text Set

N/A



Materials

Materials for these lessons will be linked within the daily outline



Teaching All Learners Center



Instructional Outline

Week 1: Tracking the Weather

(this plan may span the entire year during Morning Meeting/Circle – as long as it takes to assess and teach standards outlined above)

Instructional Timeline/Outline (includes planning for direct instruction in whole group)

Day 1 - Pre-assess weather vocabulary

Introduce/prime weather words (whole class and each student gets card ring or communication board with weather words)

Day 2 – Begin Weather Watch time with a brief look outside or view a short weather forecast for the day to check on current and daily weather conditions.

Use weekly weather chart to record the current weather for each day of the week. At the end of the week total each weather type column and determine which weather type occurred the most and the least. (short term weather tracking)

Add current weather to Weekly Weather Data table and Monthly calendar. At the end of the month count each weather type and determine which weather type occurred the most and the least. (use monthly weather graph for long term weather tracking)

Use a water cycle picture in student weather books to connect daily weather to air and/or water within the cycle. Mark where the daily weather is within the cycle. Discuss how the weather for the day may have formed and where it goes next based on stages within the cycle.

(once a week) Based on the month of the year and the weekly weather patterns, identify the season from 4 icon choices. Sort (after staff print and cut apart – possibly laminate) seasonal pictures representing the current season. Place sorted seasonal pictures into 4 Seasons Book template as a work sample, assessment and reference notes re: seasons.

Repeat Day 2 steps daily

****Sometimes a breakdown of tasks within the daily schedule is needed to task analyze and provide additional supports for executive functioning during this section of the whole group meeting time.**

Repeat these plans during Morning Meeting/Circle Time throughout the school year.

Formative Assessment Checkpoints once a week or at least benchmark every quarter. (Student progress monitoring using the learning progressions rubric data sheet)





Pre and Post Assessment

Included in the unit plans:

- ☐ Work sample with checklist, rubric, or notes
- ☐ Learning progressions (task analysis) rubric
- ☐ Diagnostic data – specific skill set:
- ☐ Project with rubric

Could be added to the unit plans:

- ☐ Captioned photos
- ☐ Test or quiz in accessible format
- ☐ Audio or video recording with data sheet
- ☐ Benchmark assessment formatted like alternate assessment
- ☐ Other






Providing All Students Access

When planning tools and supports, consider adapting and expanding teaching materials, student materials, technology, and curricular resources.

Student specific supports and services across the tier aligned to this lesson should be pulled from the IEP, RIMP, gifted, 504 plan, behavior plan, EL plan, diversity profile, etc. Consider assistive technology, instructional strategies, and environmental adaptations.

Designing to the Edges (Tip to Tip)

Universal Tools and Supports	Activity Specific Multiple Means & Differentiated Tools	 Student Specific Supports & AT (*add student initials or code to note individual student supports or SDI)
Examples include: <ul style="list-style-type: none">• Learning Progression rubric to track own skill development• Test format like AA• Manipulatives• chunking of tasks/items• access to sensory breaks• cues to refocus attention to task• instructions and/or text read aloud	Examples include: <ul style="list-style-type: none">• social stories• verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line)• preferential/flexible seating in the classroom to minimize distraction while working on academic tasks• verbal and/or picture prompting to task	Examples include: L- <ul style="list-style-type: none">• flexible seating choice• deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities• sensory chew toys T- <ul style="list-style-type: none">• customized seating



<ul style="list-style-type: none"> • goods and services T chart with sorting cards with pictures and words on each card 	<ul style="list-style-type: none"> • instructions and/or texts read aloud • Pictures, visual cues for reading • Boardmaker picture cues 	<ul style="list-style-type: none"> • presentation of communication symbols on the left in a vertical array • choice making with voice output single message switches
<ul style="list-style-type: none"> • videos with CC • music • map of Ohio • transition supports music, movement, objects/materials 	<ul style="list-style-type: none"> • multiple choice selection from an array of word or word+picture choices • manipulatives • flexible seating options • tactile/object choices • sensory supports • reteaching as needed • redirection as needed 	
<ul style="list-style-type: none"> • repetition of instruction • verbal and/or visual cues • visual/auditory timer • Manipulatives • Modeling • information broken down, segmented • chunking of tasks • access to sensory breaks • cues to refocus attention to task • instructions and/or text read aloud 	<ul style="list-style-type: none"> • social stories • verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line) • preferential seating in the classroom to minimize distraction while working on academic tasks • verbal and/or picture prompting • instructions and/or texts read aloud • Pictures, visual cues for reading • Boardmaker picture cues 	<p>C-</p> <ul style="list-style-type: none"> • flexible seating choice • deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities <p>D-</p> <ul style="list-style-type: none"> • Wiggle cushion <p>R-</p> <ul style="list-style-type: none"> • reinforcers <p>J-</p>



<ul style="list-style-type: none"> ● adult support to increase independence in the school environment and during classroom tasks ● Paraprofessional to model appropriate behavior, facilitate academic tasks, implement de-escalation strategies 		<ul style="list-style-type: none"> ● adult/peer modeling of appropriate behavior/ appropriate social communication ● adult/peer modeling/facilitation for calming strategies ● Personal communication device ● LAMP- Words for Life program for communication <p>T-</p> <ul style="list-style-type: none"> ● visual models for correct way to form letters and numbers ● picture cues to aide in comprehension <p>W-</p> <ul style="list-style-type: none"> ● visual model for writing
--	--	---