



WEATHER

BIG IDEA

Children are eager to explore and describe the world around them, including changes in the weather and seasons. Children predict and describe weather types, select appropriate clothing, and explore weather-related safety issues.

Content objective(s):

The child will understand what snow is and describe cold weather clothing and activities.

Materials needed:

- ♦ Unit book: *Weather*, by Caroline Harris
- ♦ Snow pictures (Handout 1)
- ♦ Ice cubes
- ♦ Cheese grater



Lesson vocabulary:

- ♦ snow—nieve
- ♦ freeze—congelar
- ♦ snowman—muñeco de nieve
- ♦ snowball—bola de nieve
- ♦ mittens—mitones
- ♦ gloves—guantes
- ♦ snow shoes—raquetas para la nieve
- ♦ snow pants—pantalones para la nieve
- ♦ jacket—chaqueta

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.B.3. Child provides appropriate information for various situations.

Emergent Literacy, Reading: (extension)

III.B.2. Child combines words to make a compound word.

III.B.3. Child deletes a word from a compound word.

Science:

VI.B.3. Child recognizes, observes, and discusses the relationship of organisms to their environments.

VI.D.1. Child practices good habits of personal safety.

Activities:

1. The home educator models and demonstrates for the parent.

Remind the parent and child that we've been learning about weather. Say,



*Do you remember where we get rain? **(Pause)** Right, it comes from the clouds. When lots of raindrops come together in the cloud, they begin to fall from the sky and we have rain. What happens when water gets very, very cold? **(Pause)** Right it freezes. It turns into ice and is hard. Sometimes the air high up in the sky gets so cold that the tiny drops of water freeze. Then, snow falls instead of rain. So, if it is warm outside and the clouds are full of water, it might rain. If it is cold outside and the clouds are full, it might snow. Have you seen snow? **(Pause)** Do you like snow? **(Pause)** What kinds of things can you do in the snow?*

Refer to page 7 of the unit book, *Weather*, by Caroline Harris. Read or look at pages 32 and 33 of the book. Talk about the activities and the clothing shown in the pictures. Say,



Look, these children are walking in the snow. They are wearing mittens, gloves, jackets, hats, snow pants and snowshoes. Snowshoes help you walk on top of the snow, so you don't sink down into it.

Next, let the child experience what snow is like. Say,

*Snowflakes are very tiny drops of water that are frozen. When you touch the snow, what does it feel like? **(Pause)** Right! It feels cold, just like ice.*

Shave some ice from an ice cube with a cheese grater and let the child feel it so he/she will understand that snow is cold. Shave off enough ice to make a small ball. You may need to shave it onto a dish that has been in the freezer so the ice does not melt immediately. Explain,

*Sometimes you can pack the snow together and make a snowball or, if there is enough snow, you can make a snowman. Have you ever made a snowman? **(Pause)** Tell me about it.*

If the child has not seen a snowman, show the picture of the snowman in Handout 1. Explain that in very cold places there is a lot of snow, but sometimes in very warm places there is never any snow or maybe just a little bit. Say,

In some places, there is so much snow it can cover your car and your house!

2. The parent works with the child.



Ask the parent to talk about things he/she has done or would like to do in the snow (e.g., ski, go sledding, make a tunnel, make snow cones, have a snowball fight, make snow angels, etc.). If the parent has been in snow, encourage him/her to provide details such as what clothing he/she wore, how the temperature felt, etc. Define any words with which the child is not familiar.

3. The child works with the parent's help.



Invite the child to draw a picture of him-/herself playing in the snow. Have the parent help him/her to add details in the picture, such as clothing and appropriate activities for a snowy day. The child can tell about the picture and the parent can write about it.

4. The child works independently as the parent and home educator watch for learning.

The child should be able to explain where snow comes from and how it relates to cold weather. The child should be able to identify appropriate clothing and activities that relate to snowy weather.

5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

Follow-up questions to deepen the child's thinking:



1. *Why should you wear mittens or gloves outside when it's snowing?*
2. *Why are the snowshoes so big and wide?*
3. *Why doesn't it snow when it's warm outside?*

Ways to extend the lesson concepts:



1. Talk about how to prepare for a snowstorm.



2. Visit the library and check out *A Snowy Day*, by Ezra Jack Keats, or *Snow*, by Uri Shulevitz. Read the book aloud to the child.
3. Fold thin paper several times and cut out small pieces of it. Open to reveal a snowflake.



4. Make a list of fun things to do in the snow and things you shouldn't do in the snow (like go outside without shoes).



5. Write the words snowman, snowshoe, snowball, and snowflake on sentence strips. Show the pictures from Handout 1 that correspond with each word. Explain what a compound word is. Cut the words apart and work to combine and the break apart the compound words. Ask, *What words do you hear? Do you hear the word snow?*

Modifications:

If the lesson activity is too hard—

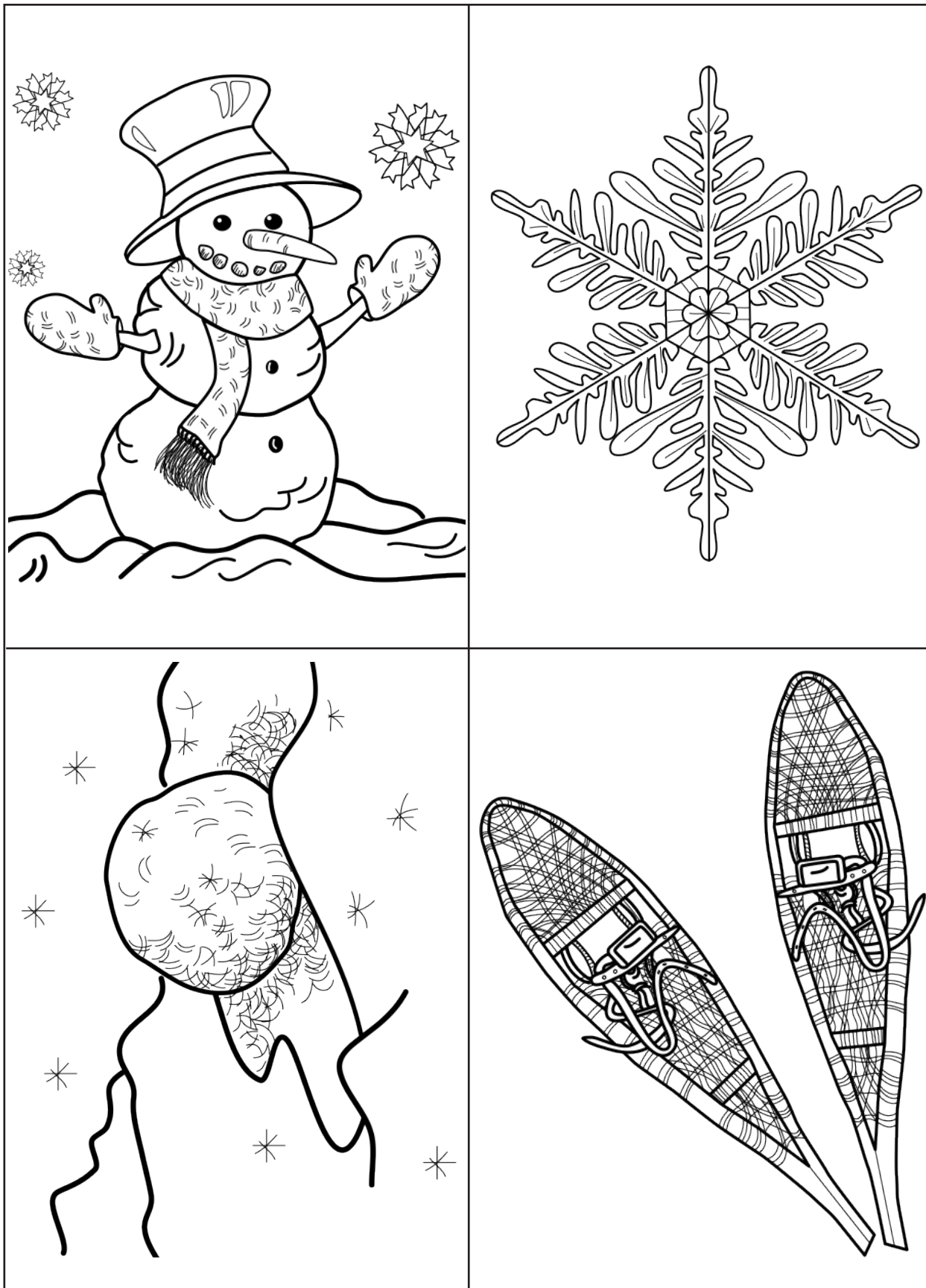
1. Provide extra support in drawing pictures by providing clues (e.g., *What would you wear on your hands so the snow doesn't make them cold?*)
2. Read books or look at pictures to support better understanding of cold weather clothing and activities.

If the lesson activity is too easy—

1. Ask about seasons in which it might snow.
2. Explain the different outcomes when a body of water freezes and when a tiny droplet of water freezes.

Teaching tip:

If possible, bring a snow globe to show the child what it looks like when snow falls outside.



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WEATHER (LESSON 8)

PARENT PAGE

What we are learning:

Your child will understand what snow is and describe cold weather clothing and activities.

Words to know:

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|---------------------------|---------------------------------------|
| ◆ snow—nieve | ◆ gloves—guantes |
| ◆ freeze—congelar | ◆ snowshoes—raquetas para la nieve |
| ◆ snowman—muñeco de nieve | ◆ snow pants—pantalones para la nieve |
| ◆ snowball—bola de nieve | ◆ jacket—chaqueta |
| ◆ mittens—mitones | |



What to ask:

1. *Why should you wear mittens or gloves outside when it's snowing?*
2. *Why are the snowshoes so big and wide?*
3. *Why doesn't it snow when it's warm outside?*

What else to do:

1. Talk about how to prepare for a snowstorm.
2. Visit the library and check out *A Snowy Day*, by Ezra Jack Keats, or *Snow*, by Uri Shulevitz. Read the book aloud to your child.
3. Fold thin paper several times and cut out small pieces of it (cut through all layers). Open to reveal a snowflake.
4. Make a list of fun things to do in the snow and things you shouldn't do in the snow (e.g., go outside without shoes or a jacket).
5. Write the words snowman, snowshoe, snowball, and snowflake on strips of paper. Show the pictures from Handout 1 that correspond with each word. Explain what a compound word is and then cut the words apart. Work to combine and the break apart the compound words. Ask, *What words do you hear? Do you hear the word snow?*

