



# 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 identify cloud features (colors and shapes) and explain clouds' connection to rain.

### Materials needed:

- ♦ Unit book: *Weather*, by Caroline Harris
- ♦ Unit book: *Elmer's Weather*, by David McKee
- ♦ Calendar for one week (Handout 1)  
—tape together the two pieces to make a single page (extension)
- ♦ Light blue construction paper
- ♦ Cotton balls
- ♦ Glue

### Lesson vocabulary:

- ♦ clouds—nubes
- ♦ shape—figura
- ♦ stretch—estirar
- ♦ puffy—esponjoso(a)
- ♦ dark—oscuro
- ♦ drops—gotas

### ***Texas Prekindergarten Guidelines (Revised)*** **domains addressed:**

#### **Language and Communication:**

II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

#### **Emergent Literacy, Writing:**

IV.B.2. Child writes own name (first name or frequent nickname) not necessarily with well-formed letters.

#### **Science:**

VI.C.2. Child identifies, observes, and discusses objects in the sky.

#### **Fine Arts:**

VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.

#### **Physical Development:**

IX.B.1. Child shows control of tasks that require small-muscle strength and control.


## Activities:

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

Ask the child what he/she has learned about weather so far. Prompt with questions if necessary (e.g., *Why do we sometimes get sunburned? Why do we want to know what the weather is like outside before we get dressed?*). Praise correct responses.




Take the parent and child outside. Everyone may opt to lie down on the grass or just stand and look at the sky.

 *Let's look up at the sky. What do you see? **(Pause)** What do you think of when you see the clouds? **(Pause)** Some clouds remind me of cotton balls. Some look like a pillow, and some look like a poodle. When the weather is dry and warm the clouds might look white and puffy. Not all clouds are puffy. Some look like hair or rope.*

*Today we will be cloud watchers. This means we will look up at the sky and describe or tell what the cloud looks like. Clouds are important because they are made of very tiny drops of water. When the cloud gets many, many tiny drops of water, it rains. (Refer to page 24 of the unit book, *Weather*, by Caroline Harris for more information.)*

*Have you seen puffy clouds? **(Pause)** What color are they? **(Pause)** Right, they're white! But when it is ready to rain, the clouds are dark. It looks dark outside because the sun cannot shine through the clouds. Rain is very important. Do you know why rain is important?*

Expand on what the child knows and help the child understand that rain helps plants grow and that rain can cool the temperature.

 *Let's talk about the shape of the clouds. When the clouds are puffy like a cotton ball that means the weather will be dry. Are the clouds puffy? **(Pause)** Some clouds are long and dark and stretch across the sky. This often means there may be rain. Tell me about the clouds you see now. **(Pause)** If the clouds are puffy and white, then what kind of weather will we have today?*



Read the pages of the unit book, *Elmer's Weather*, that talk about clouds, rain, and snow.



If possible, point out specific shapes you see in the clouds (e.g., a dog, a face, etc.) and invite the child to find the cloud shape you've described.

### 2. The parent works with the child.

Assemble the materials for the art project. The parent and child can work together to pull the cotton balls into shapes and glue them to the paper to make a sky scene. The parent should discuss shapes and colors of the clouds and why they are important.



The parent should model writing his or her name on the sky scene when completed and invite the child to write his/her own name on the paper.

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

The child can take the parent outside and identify a shape in the cloud. The child should challenge the parent to identify his/her cloud shape.

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

The child can describe clouds, explain how they are connected to rain, and tell why rain is important.

### 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. What do the clouds look like when it's getting ready to rain?
2. What do you think makes clouds move across the sky?
3. What should you do if the clouds/sky are very dark and there is rain and lightning?

## Ways to extend the lesson concepts:



1. Have the child use the calendar (Handout 1) to keep a record of the different types and colors of clouds in the sky for a week. Check the sky each day and record (draw) what the clouds (or sky) look like.



2. Visit your local public library and check out these books: *It Looked Like Spilt Milk*, by Charles G. Shaw; *The Cloud Book*, by Tomie de Paola; and *Una nube tormentosa/A Stormy Cloud*, by Juani and Hugh Daniel. Read the books aloud to the child.

## Modifications:

If the lesson activity is too hard—

1. Provide extra assistance to the child in describing clouds, explaining their connection to the rain, and telling about the rain's importance.

2. Demonstrate how to identify shapes in clouds by creating a cloud shape with cotton; trace around it with a pencil, then add more features to help the child see the specific shape. For example, make a rabbit shape and add ears, a nose, and eyes.

**If the lesson activity is too easy—**

1. Help the child identify common clouds by name (cumulus, stratus, cirrus, etc.).
2. Discuss the different distances from the surface of the earth for each cloud type.
3. Create displays of the different types of clouds using additional paper and cotton.

Sunday	Monday	Tuesday	Wednesday

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Thursday	Friday	Saturday

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# WEATHER (LESSON 5)

## PARENT PAGE

### What we are learning:

Your child will identify cloud features (colors and shapes) and explain clouds' connection to rain.

#### Words to know:

- |                   |                      |
|-------------------|----------------------|
| ◆ clouds—nubes    | ◆ puffy—esponjoso(a) |
| ◆ shape—figura    | ◆ dark—oscuro        |
| ◆ stretch—estirar | ◆ drops—gotas        |

### What to ask:

1. *What do the clouds look like when it's getting ready to rain?*
2. *What do you think makes clouds move across the sky?*
3. *What should you do if the clouds/sky are very dark and there is rain and lightning?*

### What else to do:

1. Have your child use the calendar handout to keep a record for a week of the different types and colors of clouds in the sky. Check the sky each day and help him/her record (draw) what the clouds (or sky) look like.
2. Visit your local public library and check out these books: *It Looked Like Spilt Milk*, by Charles G. Shaw; *The Cloud Book*, by Tomie de Paola; and *Una nube tormentosa/A Stormy Cloud*, by Juani and Hugh Daniel. Read the books aloud to your child.

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