



# 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 observe, compare, and describe varying amounts of rain/water collected in containers. The child will understand the impact of rain on the environment.

### Materials needed:

- ♦ Three transparent containers of the same size (small paper cups can be used if transparent containers are not available)
- ♦ Spray bottle (if there is no shower and no spray nozzle in the sink)



### Lesson vocabulary:

- ♦ more—más
- ♦ less—menos
- ♦ most—el/la mayor
- ♦ least—el/la menor
- ♦ river—rio
- ♦ lake—lago
- ♦ crops—cultivos
- ♦ measure—medir

### 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.

#### Mathematics:

V.D.2. Child recognizes how much can be placed within an object.


#### Science:

VI.A.3. Child uses simple measuring devices to learn about objects.

## Activities:

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

Remind the parent and child that we've been learning about weather. Then say to the child,


 *Tell me what you remember about rain. **(Pause)** How do we get rain? **(Pause)** Why is it important?*



*Do you like rainy days? **(Pause)** Why/why not? **(Pause)** Sometimes it rains just a little bit, and sometimes it rains a lot. Have you ever been outside when it rains really hard? **(Pause)** I don't like it when it rains a lot because I have to stay inside so I don't get all wet.*

*Have you seen a river? **(Pause)** A river has water that moves fast. A lake is a big area that has water in it, too, but it stands still or maybe has little waves in it. Sometimes people who live near the water have to leave their homes when it rains very hard, because the water might come inside their houses. Also, when there is a lot of rain, the crops—the fruits and vegetables—might die. How can you tell if it has rained a little or a lot? **(Pause)** Right, we can measure it. Let's do an experiment and find out!*

Place one of the containers on the floor of the shower. If a shower is not available, use a spray nozzle on a sink or a spray bottle. Tell the child,

 *Let's pretend the shower is rain. We're going to collect some rain and see whether it rained just a little or a lot. Are you ready?*

Turn on the shower so the shower partially fills the container. Remove the container and place it on a table or other surface where the child and parent can examine it.

 *Look how much it rained!*

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




Next, ask the parent to place a different container under the shower and leave it for a longer or shorter period of time so that the water level is different from the first container. The parent should then place the second container next to the first container and ask the child,

 *Which container has more rain? **(Pause)** Did it rain more in this container or in this container?*

If transparent containers are not available, place a mark on the outside of the paper cup to make the level of water more visible to the child.

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

Next, the child can use the third container to collect more rainwater. Allow the child to place the container in the shower and remove the container. Compare all three containers. The parent or home educator should ask questions:

-  Which container has more rain?  
 Which container has less rain?  
 Which container has the most rain?  
 Which container has the least rain?

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

The child should be able to compare amounts of rain in the containers and describe which containers have more and less water.

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5. The home educator summarizes the lesson.

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

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



1. *What could happen if there was a lot of rain for a long time?*
2. *What could happen if there was no rain for a long time?*
3. *How do we use rainwater?*
4. *How did you know which container had more water?*
5. *How did you know which container had less water?*
6. *How can you tell whether it's going to rain?*

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### Ways to extend the lesson concepts:



1. Use the child's fingers to measure and record amounts of rain in each container. Then discuss more and less in terms of numbers (e.g., 2 fingers or 3 fingers).
2. Use a rain gauge or other container (e.g., a glass with inches marked on it) to measure actual rain on a rainy day.
3. When it looks like it might rain, watch or listen to weather reports.



4. Visit the public library and check out the book, *Down Comes the Rain*, by Franklyn Branley. Read the book aloud to the child.

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## Modifications:

### If the lesson activity is too hard—

1. Use only two containers to measure and compare.
2. Use the terms “more” and “less,” not “most” and “least.”
3. Add more discussion so that the connection between the shower water and rain is clear.

### If the lesson activity is too easy—

1. Allow the child to turn the shower faucet on and off.
2. Discuss the term “medium” to describe the container that does not have the most or least amount of rain.
3. Take the fullest container away and ask, *Now which one has the most?*
4. Use different size containers and demonstrate how determining more/less is difficult to do when the containers are not the same size and shape.

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## Teaching tip:

- ◆ Check with the parent before the lesson to find out whether it would be permissible to use the shower for the activity involving filling the cups with “rain.”
- ◆ Ensure that the child is supervised closely while using water from the shower or sink.



# WEATHER (LESSON 7)

## PARENT PAGE

### What we are learning:

Your child will observe, compare, and describe varying amounts of rain (water) collected in containers. He/she will understand the impact of rain on the environment.

#### Words to know:

- |                     |                  |
|---------------------|------------------|
| ◆ more—más          | ◆ river—rio      |
| ◆ less—menos        | ◆ lake—lago      |
| ◆ most—el/la mayor  | ◆ crops—cultivos |
| ◆ least—el/la menor | ◆ measure—medir  |



### What to ask:

1. *What could happen if there was a lot of rain for a long time?*
2. *What could happen if there was no rain for a long time?*
3. *How do we use rainwater?*
4. *How did you know which container had more water?*
5. *How did you know which container had less water?*
6. *How can you tell whether it's going to rain?*

### What else to do:

1. Use your child's fingers to measure and record amounts of rain in each container. Then discuss more and less in terms of numbers (e.g., 2 fingers or 3 fingers).
2. Use a rain gauge or other container (e.g., a glass with inches marked on it) to measure actual rain on a rainy day.
3. When it looks like it might rain, watch or listen to weather reports.
4. Visit the public library and check out the book, *Down Comes the Rain*, by Franklyn Branley. Read the book aloud to your child.

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