

# WEATHER



Stepping  
Stones

A Texas Migrant Early Childhood  
Program for 3- and 4-Year Olds

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# 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 discuss weather and make weather-related observations and drawings.

### Materials needed:

- ◆ Unit Book: *Weather*, by Caroline Harris
- ◆ Weather cards (Handouts 1 and 2)—copy and cut out
- ◆ Paper for weather booklet (see Teaching tips for instructions)



### Lesson vocabulary:

- ◆ weather—clima
- ◆ hot—caluloso
- ◆ cold—frío
- ◆ rainy—lluvioso
- ◆ windy—ventoso

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

#### Language and Communication:

II.A.1. Child shows understanding by responding appropriately.

#### Emergent Literacy, Writing: (extension)

IV.A.1. Child intentionally uses scribbles/writing to convey meaning.

#### Science:

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


#### 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.

Initiate a conversation about the weather by commenting on the child's clothing to connect weather and clothing choices. Say,

 Hello \_\_\_\_\_ (Child's name). *I like the T-shirt (or sweater) and pants you are wearing. Why did you wear a T-shirt (or sweater) today? (Pause) Yes, it is hot (or cold) today. (Accept any answer and provide additional information if necessary.) How did you know that it was hot (or cold)? (Pause) Every day, before getting dressed, I check the weather. Do you know what the word weather means? (Pause) Weather is what the day is like outside. Weather can be hot, rainy, windy, or cold.*




Use appropriate pages in the unit book, *Weather*, by Caroline Harris, to reinforce each type of weather (pages 6, 14, 15, and 16). Provide simple definitions for each type of weather.

 *Hot weather is when the sun is shining and you feel very warm. Sometimes you sweat and makes you skin wet—that is how your body keeps you cool. Cold weather means there is not enough heat to make you feel warm. Sometimes the sun may be hiding behind the clouds. You have to wear a sweater or jacket when the weather is cold.*


*The weather is rainy if water is falling from the sky. There would be clouds in the sky when the weather is rainy. When the weather is windy, air blows all around. You can see the leaves on the trees moving when the weather is windy.*



Show the child pictures that depict each type of weather (from Handout 1). Say,

 *Look at this picture. The weather here is \_\_\_\_\_. Tell me what you see. (Pause) Would you wear long pants or shorts? (Pause) Why?*


Show another picture and say,

 *Next, the weather is \_\_\_\_\_. Tell me what you see here. (Pause) Would you wear a T-shirt or a sweater?*

Continue the same process with all the pictures using appropriate questions (e.g., *What do you need if you go outside when it is rainy?*)



Present the weather booklet and encourage the parent and child to record the weather every day. Say,

 *Starting today I would like for you to keep track of the weather. Every day I want you to draw a picture of what the weather is like. We will look at your weather booklet the next time I visit. Let's go outside and see what the weather is like today.*

Go for a walk with the parent and child. Prompt the child to discuss how the sky, sun, or clouds look; connect those to the current weather. Model for the parent and child by drawing a picture of today's weather at the bottom of page 1 in the booklet, based on the discussion you had.

## 2. The parent works with the child.



After returning from the walk to observe the weather, have the parent review the weather pictures from Handout 2 with the child. After each picture, the parent will say,

 *The weather here is \_\_\_\_\_. Tell me what you see. **(Pause)** Tell me what you would wear on a day like this.*

*Next, the weather is \_\_\_\_\_. Tell me what you see in this picture.*

Ask the parent to complete this process with three or four weather pictures.

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



Have the child take over describing the weather pictures. The child should name the kind of weather and describe the sun, clouds, rain, wind, etc. The parent should provide appropriate support and reinforcement.

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

The child should accurately identify the weather in pictures and the actual outdoor 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. *When you know it will be \_\_\_\_\_ (e.g., cold or hot) weather, what can you expect?*
2. *If someone wears a \_\_\_\_\_ (e.g., coat or raincoat), what kind of weather is it?*
3. *What sounds do wind, thunder, and rain make?*

## Ways to extend on the lesson concepts:



1. Ask the child to draw a picture of his/her favorite type of weather. Help the child write words to describe the weather.



2. Discuss beginning sounds:
  - /r/ — rainy, rug, roof
  - /c/ — cold, cat, cake
  - /w/ — windy, warm, weather

Say, “R-r-rainy” starts with /r/. Can you think of a word that starts like r-r-rainy? If no response, model again: “R-r-rug” and “r-r-rainy” start with /r/. Can you think of a word that starts like r-r-rug and r-r-rainy?



3. Visit your local public library and check out the book, *It Looked Like Spilt Milk*, by Charles Shaw. Read the book aloud to the child

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## Modifications:

### If the lesson activity is too hard—

1. Focus on only two types of weather (sunny and rainy).
2. Talk about the things the child likes to do on sunny days and on rainy days.
3. Provide more modeling or coaching to draw pictures.

### If the lesson activity is too easy—

1. Provide a list of weather words and ask the child to copy the appropriate word to his/her weather booklet each day (with the parent’s help when needed).
2. Ask the child to predict what the weather will be like tomorrow and explain how he/she might find out.

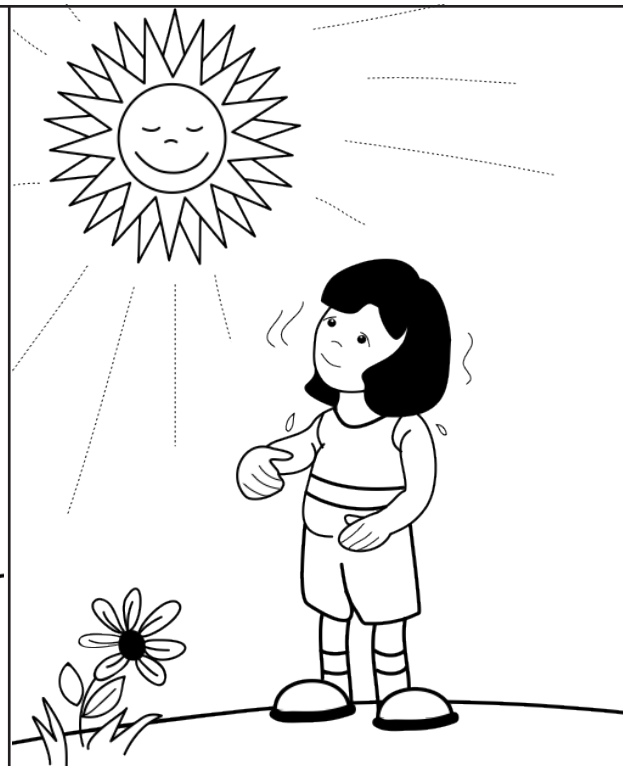
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## Teaching tips:

- ◆ Make the weather booklet by folding two pieces of copy paper in half and stapling along the fold. Write a title, such as *Weather Booklet*, on the cover page and number the rest of the pages 1 through 7. This will create a booklet with pages to record seven days of weather.
- ◆ Encourage the parent to talk with the child about the weather report in the newspaper or on the television or radio.
- ◆ As you take the walk, point out how the day looks and give the child possible ideas for his/her weather booklet. For example, if you see a butterfly or a bird in a tree, point it out.



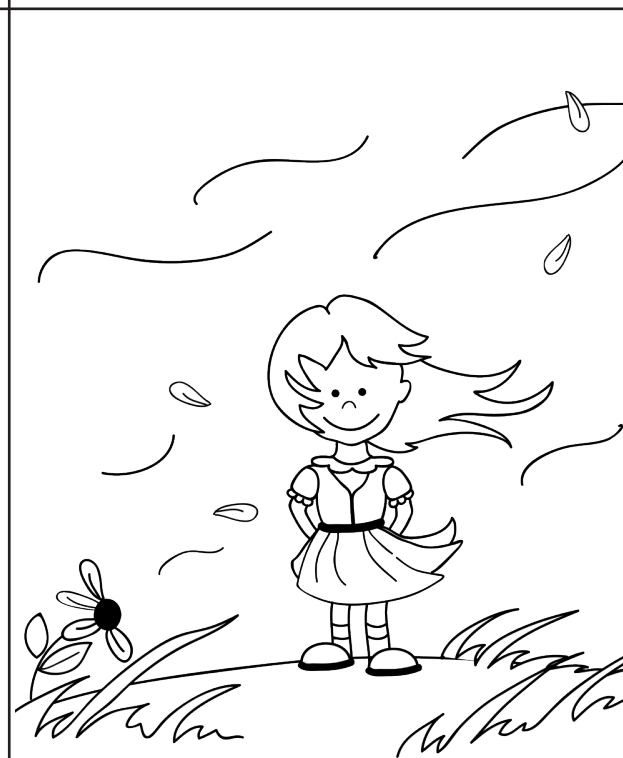
cold



hot



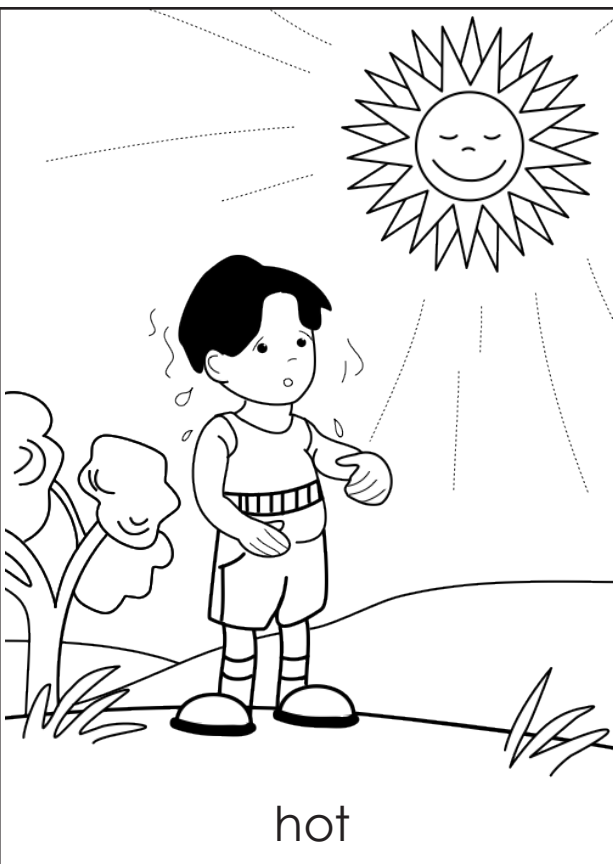
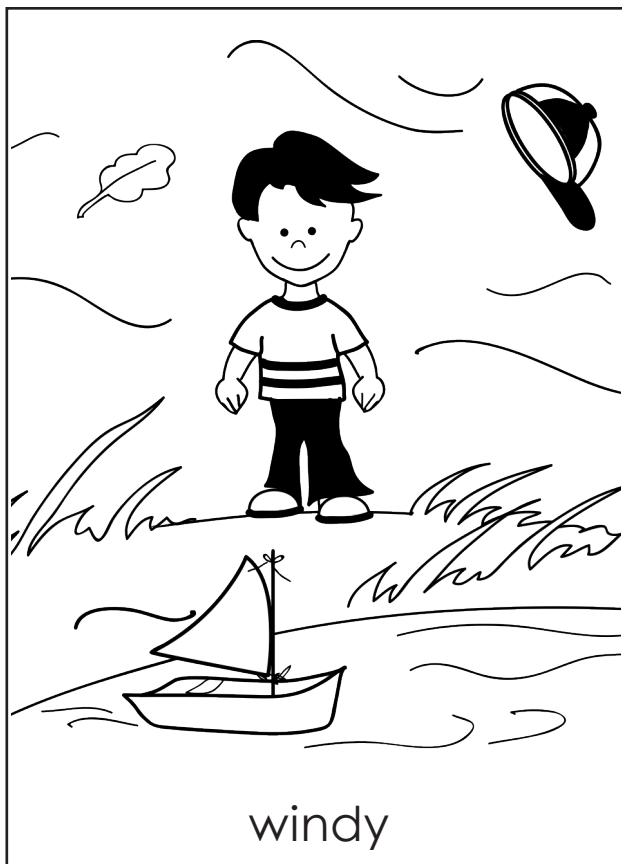
rainy



windy

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# WEATHER (LESSON 1)

## PARENT PAGE

### What we are learning:

Your child will discuss weather and make weather-related observations and drawings.

#### Words to know:

- |                 |                  |
|-----------------|------------------|
| ♦ weather—clima | ♦ rainy—lluvioso |
| ♦ hot—caluloso  | ♦ windy—ventoso  |
| ♦ cold—frío     |                  |



### What to ask:

1. When you know it will be \_\_\_\_\_ (e.g., cold or hot) weather, what can you expect?
2. If someone wears a \_\_\_\_\_ (e.g., coat or raincoat), what kind of weather is it?
3. What sounds do wind, thunder, and rain make?

### What else to do:

1. Ask your child to draw a picture of his/her favorite type of weather. Help him/her write words to describe weather.
2. Discuss beginning sounds:
  - /r/ — rainy, rug, roof
  - /c/ — cold, cat, cake
  - /w/ — windy, warm, weather

Say, “R-r-rainy” starts with /r/. Can you think of a word that starts like r-r-rainy? If no response, model again: “R-r-rug” and “r-r-rainy” start with /r/. Can you think of a word that starts like r-r-rug and r-r-rainy?

3. Visit your local public library and check out the book, *It Looked Like Spilt Milk*, by Charles Shaw. Read the book aloud to your child.

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