



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 role-play being a weather reporter and describe the weather recorded for days of the previous week. The child will accurately describe activities or materials appropriate for specific weather types.

Materials needed:

- ◆ Box with a side cut out (for a pretend TV)
- ◆ Weather and event calendar from Lesson 9

Lesson vocabulary:

- ◆ weather reporter—reportero del clima
- ◆ pretend—pretender
- ◆ predict—predecir

Texas Prekindergarten Guidelines (Revised) domains addressed:

Social and Emotional Development:

I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common goal.

Language and Communication:

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

Science:

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

Social Studies:

VII.A.3. Child organizes their life around events, time, and routines.

Technology:

X.A.5. Child recognizes that information is accessible through the use of technology.

Activities:

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

Remind the parent and child that we've been learning about weather. Ask the child to tell you what he/she knows about weather. Then ask,

 *Do you ever see anyone on TV talking about the weather? **(Pause)** That's a weather reporter. He or she tells everyone what the weather is like today and they predict or guess what the weather will be like for the rest of the week. Why would knowing about tomorrow's weather be important? **(Pause)** Yes, it's important to know the weather so we know what to wear or take along on a trip. Or if it is going to be raining, we might want to change our plans for a picnic tomorrow. We have been predicting, or guessing what the weather is going to be and marking it on our calendar, remember?*

Ask the child to get the calendar to use as he/she reports the weather.

 *Today we will be pretending to be a weather reporter. Would you like to pretend to be on TV reporting what the weather was like in _____ (the child's town) for last week?*

When someone reports that means they tell what they know. Weather reporters usually have a map and they talk about the weather in different places.

Model for the child. Place the box over your head so that it looks like you're on TV.

 *Let me try, and you can tell me how I did. On Monday, it was a sunny day (point to the calendar). It was a perfect day to go to the beach. I hope you didn't forget your sun block! We predict more sun for tomorrow.*

Ask the child for feedback.

 *How did I do?*

2. The parent works with the child.



The parent will model the next day. With the box over his/her head, the parent should say something like this:

 *Tuesday was windy. I hope your hat didn't blow away! It will be windy until tomorrow, with less wind predicted by Thursday.*

The parent should ask the child for feedback.

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



Next the child will report the weather for last week. With the box over his or her head, the child should report on one or two days' weather and make some kind of comment related to the

weather. The child should use the calendar completed for Lesson 9 to report the weather.

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

The child should be able to play a pretend role. The child should be able to report the day and the weather and name an appropriate activity that is related to the 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. *What can you tell me about today's weather? (or tomorrow's)*
2. *How does a weather report help you?*
3. *Would you like to be a weather reporter? (Pause) Why/Why not?*

Ways to extend the lesson concepts:



1. To make the lesson more challenging, find other types of weather reports, such as a newspaper and the Internet.



2. Watch a real television weather report or the weather channel to help the child get a better idea of what a weather report is.

Modifications:

If the lesson activity is too hard—

1. Have child report only the day and the weather, without additional comments.
2. Help the child identify the days of the week.
3. Talk more about what the child did on the day he/she is reporting on and how he/she felt.

If the lesson activity is too easy—

1. Report on two features of the weather (e.g., *Tuesday was cold and windy.*).
2. Report on how to keep safe during extreme weather conditions.
3. Extend the lesson to discuss temperatures and the use of a thermometer.

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WEATHER (LESSON 10)

PARENT PAGE

What we are learning:

Your child will role-play being a weather reporter and describe the weather recorded for days of the previous week. He/she will accurately describe activities or materials appropriate for specific weather types.

Words to know:

- ◆ weather reporter—reportero del clima
- ◆ pretend—pretender
- ◆ predict—predecir

What to ask:

1. *What can you tell me about today's weather? (or tomorrow's)*
2. *How does a weather report help you?*
3. *Would you like to be a weather reporter? (Pause) Why/Why not?*

What else to do:

1. To make the lesson more challenging, find other types of weather reports, such as a newspaper and the Internet.
2. Watch a real television weather report or the weather channel to help your child get a better idea of what a weather report is.

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