



# 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 select and discuss which clothes are appropriate for him/her to wear during cold or hot weather.

#### Materials needed:

- ◆ Weather cards (Handout 1)—copy and cut out
- ◆ Children's winter clothes (Handout 2)—copy and cut out
- ◆ Children's summer clothes (Handout 3)—copy and cut out



#### Lesson vocabulary:

- ◆ weather—clima
- ◆ clothes—ropa
- ◆ cold—frío
- ◆ hot—caliente
- ◆ warm—cálido

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

##### Language and Communication:

II.B.1. Child is able to use language for different purposes.

##### Science:

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

## Activities:

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



*Remember that we are learning about weather. What types of weather do you know?*  
**(Pause)** Today we are going to do a sorting activity using clothes. Knowing what to wear is very important. Every day, you need to check the weather to know what would be the best thing to wear. Do you know what the word “weather” means?  
**(Pause)** Weather is what the day is like outside. Weather can be hot, warm, cool, or cold.



*Here I have a card that says “cold” and has a picture of a snowman (from Handout 1). When it’s cold, what does that mean? **(Pause)** Yes, it means that it isn’t hot. When you’re cold what do you feel like doing? **(Pause)** Yes, you feel like being all covered up and staying in a warm place. If it’s cold would you swim outside? **(Pause)** No, that’s silly.*

*I have another card with the word “hot.” What does that mean? **(Pause)** Yes, it’s like being outside in the sun. What do you do on a hot day? **(Pause)** Yes, play in the water outside.*

*Here I have some different kinds of clothes (from Handouts 2 and 3). I want you to take your time and look at each item. Here are some shorts. When you wear shorts, are your legs covered? **(Pause)** No, shorts don’t cover your legs. What about this shirt? **(Pause)** Yes, it covers part of your body but not your arms. What about this sweater? **(Pause)** Yes, it covers a lot of your body. It also looks thick.*

Explain that if the clothes cover more of his/her body, it will keep him/her warmer.



*Now, let’s take these items and decide whether we would use them in the hot or cold weather. I’ll put the card with the word “hot” on one side and “cold” on the other side. (Place the cards on a flat surface.)*

*Would you wear shorts in cold weather or hot weather? **(Pause)** Why?*

*What about the \_\_\_\_\_? Would you wear \_\_\_\_\_ in \_\_\_\_\_ (e.g., cold weather)? **(Pause)** Why?*

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



Have the parent continue doing the activity. The parent prompts the child by asking him/her first to examine each article of clothing and think about what it covers and how thick the fabric is. The parent should encourage the child to answer and discuss weather in complete sentences.

 Look at this \_\_\_\_\_. Tell me, do you think it would be best to wear it when it's hot or when it's cold? **(Pause)** Why do you think that? **(Pause)** Where should we put this \_\_\_\_\_?

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



Have the child continue sorting, with the parent prompting as necessary. Encourage the child to express his/her reasoning. For example, the child might say, "This doesn't cover all my legs." or "It's better to wear it when it's hot."

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

The home educator and the parent watch for the following:

- The child accurately sorts clothing.
- The child expresses his/her reasoning for choosing appropriate clothing.

### 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. If you were \_\_\_\_\_ (e.g., at the beach in the summer) what would you wear? **(Pause)** Why?
2. When do you wear these boots? **(Pause)** Why?
3. Why would someone wear a \_\_\_\_\_ (e.g., raincoat)?

## Ways to extend on the lesson concepts:



1. Visit your local public library and check out these books: *Calory Frío/Hot and Cold*, by Alessandro Bartolozzi, and *Caliente y Frío/Hot and Cold*, by Claire Llewellyn. Read them aloud to the child.



2. Visit this web site that includes some wonderful poems and songs to share, CanTeach at <http://www.canteach.ca/elementary/songspoems17.html>.



3. Teach the following weather poem/song:

## What's The Weather?

(Sung to the tune of "Clementine")

What's the weather?

What's the weather?

What's the weather like today?

Tell us (child's name), what's the weather?

What's the weather like today?

Is it sunny?

**(Hold arms above head in a circle)**

Is it cloudy?

**(Cover eyes with hands)**

Is it rainy out today?

**(Flutter fingers downward)**

Is it snowy?

**(Wrap arms around body and shiver)**

Is it windy?

**("Blow child over" with a swoop of your arms)**

What's the weather like today?

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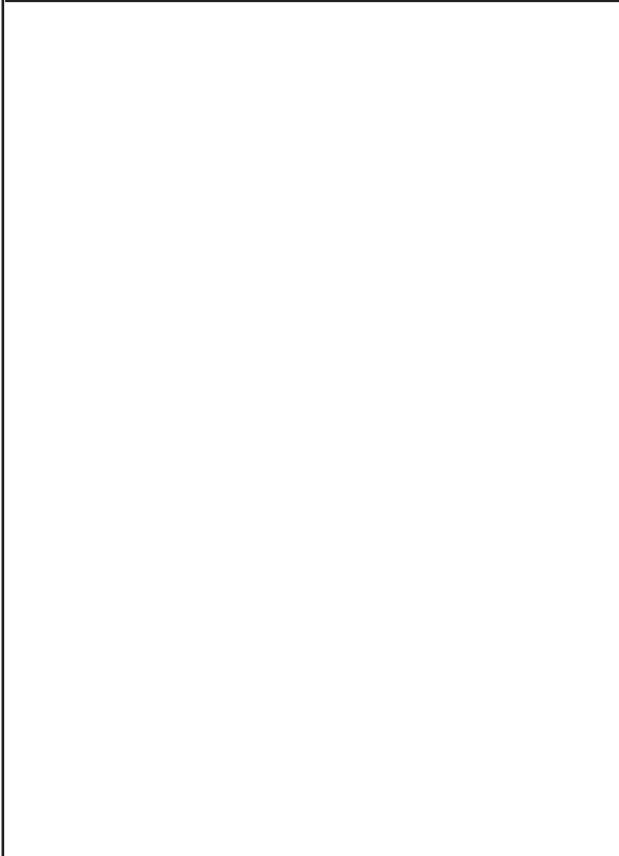
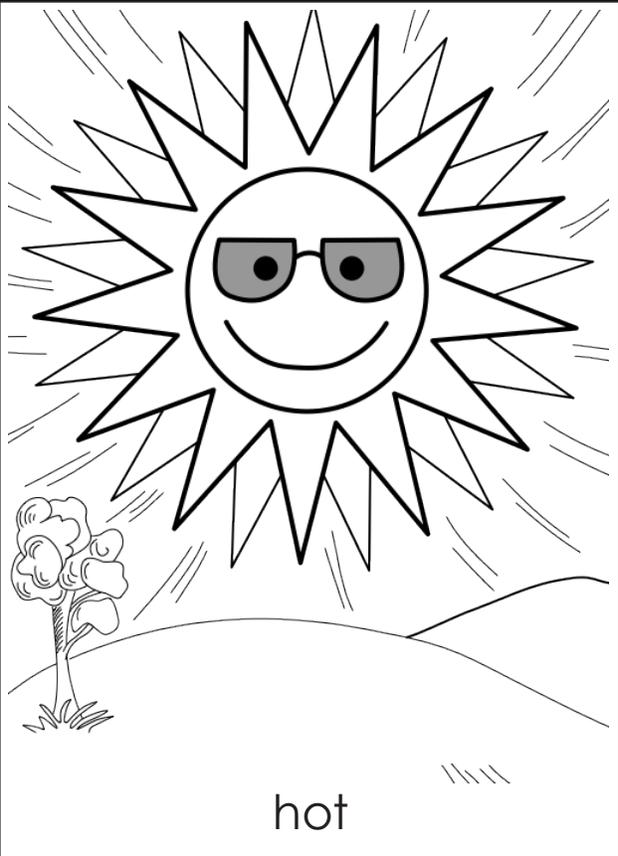
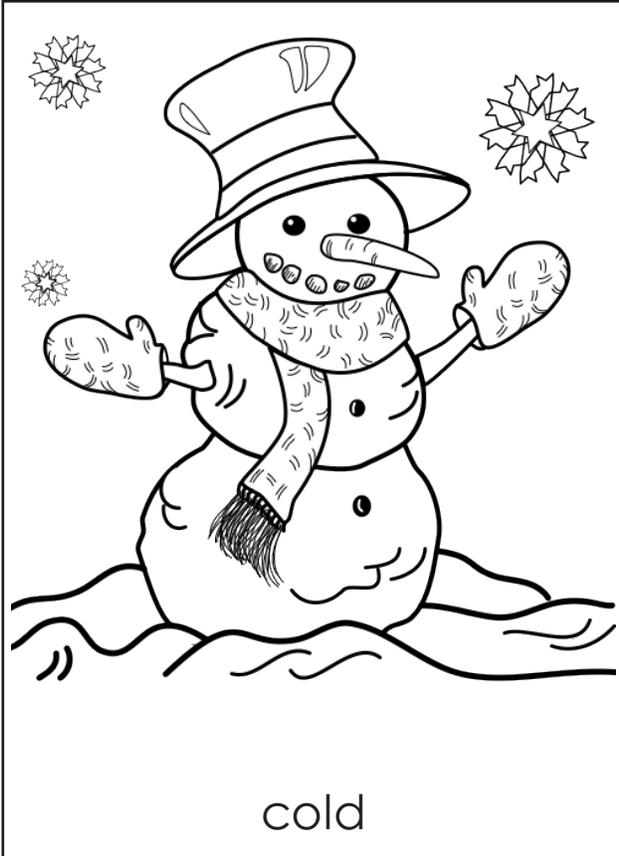
## Modifications:

### If the lesson activity is too hard—

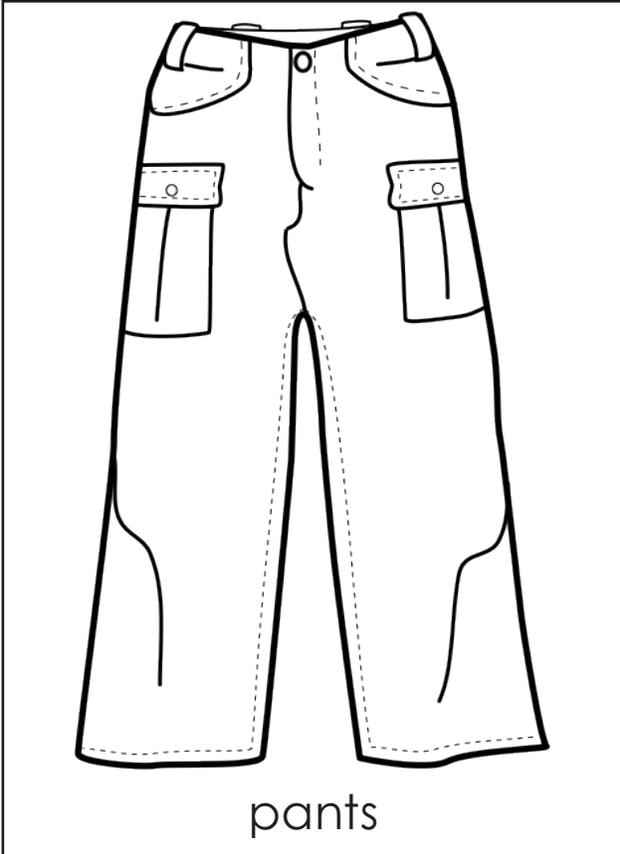
1. Discuss only one clothing type at a time. For example, if it's winter, discuss only clothing for cold weather.

### If the lesson activity is too easy—

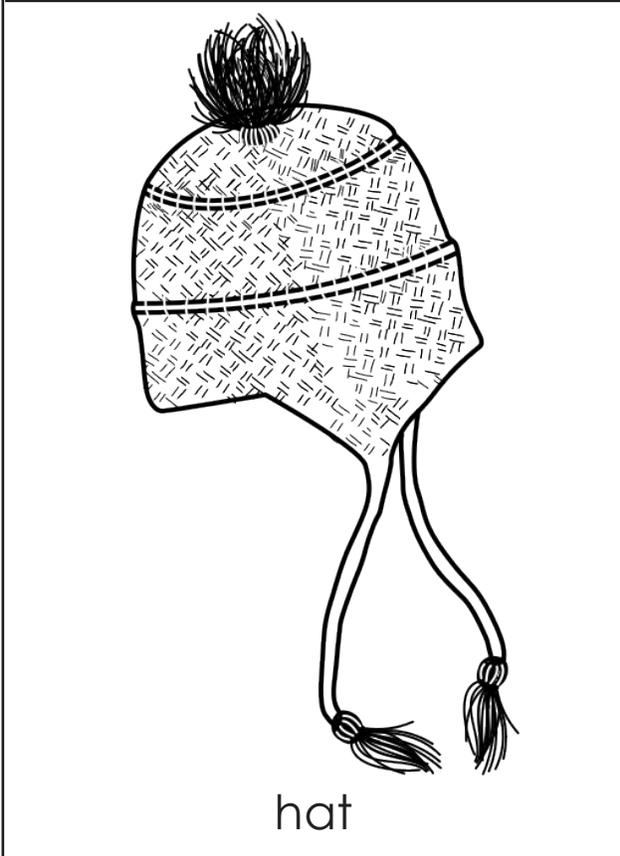
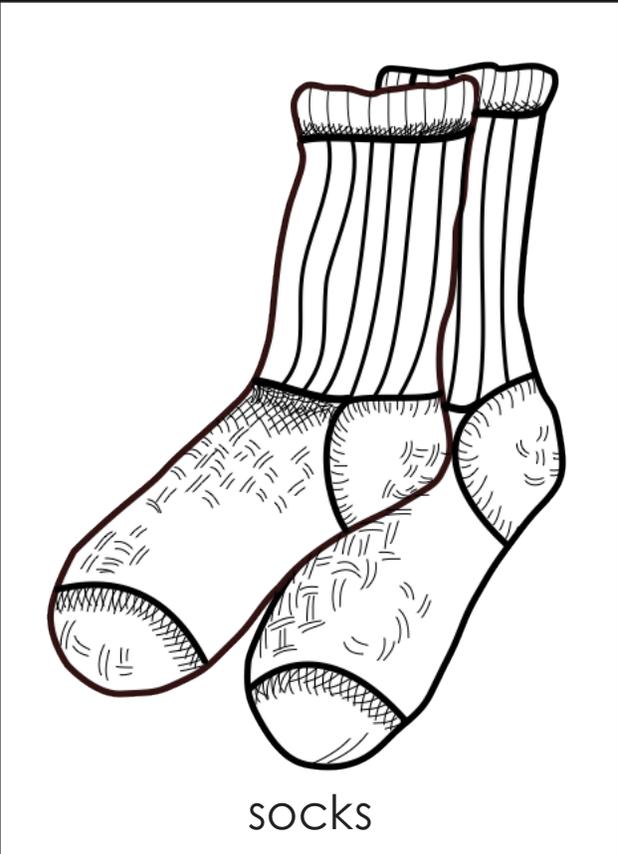
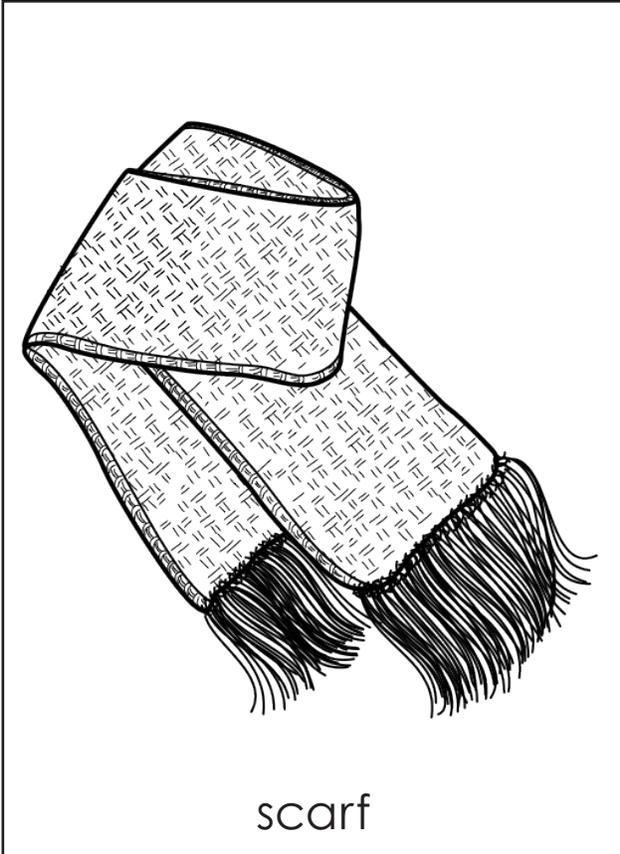
1. Help the child make a list of what clothes he/she would take on a pretend trip, and have him/her explain why each item was selected. For example, he/she could list clothing that would be appropriate for the beach, a camping trip, etc.



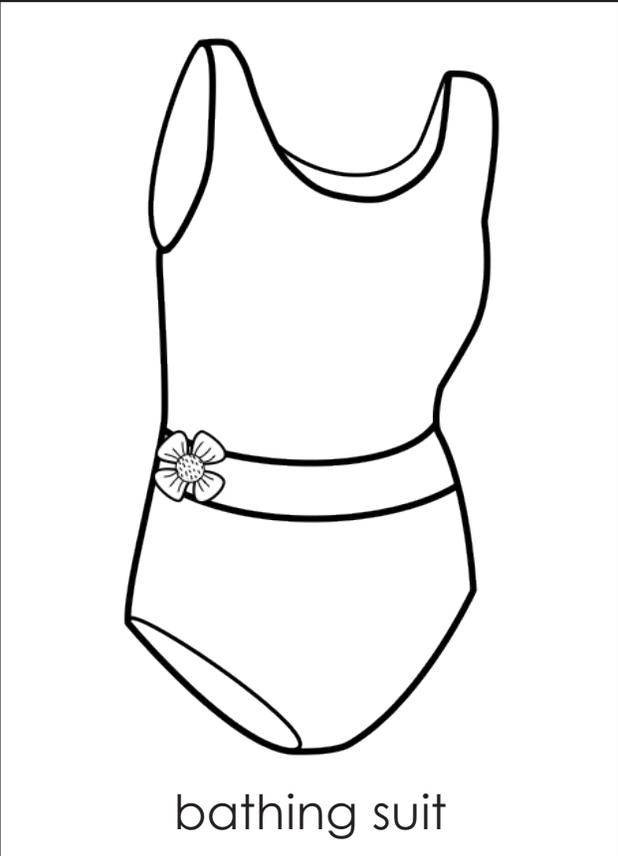
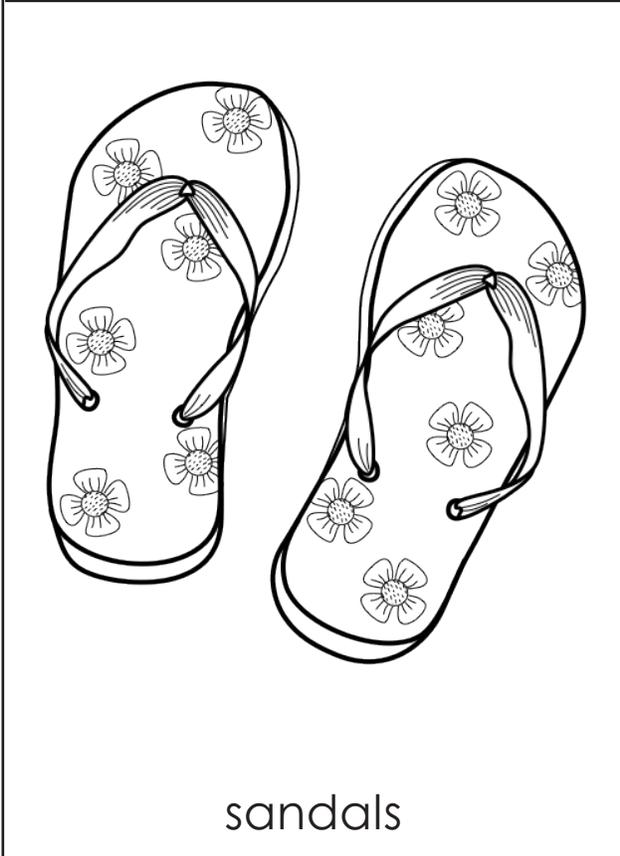
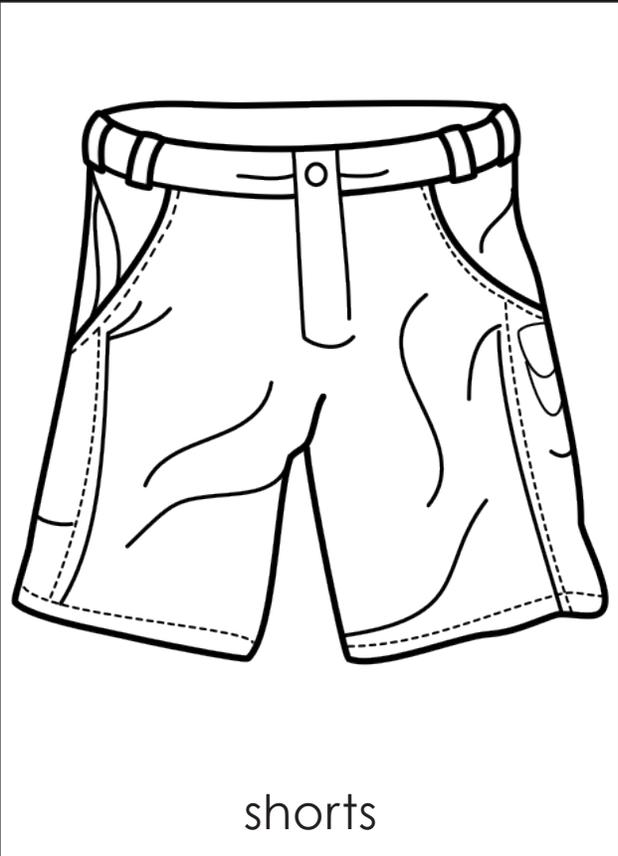
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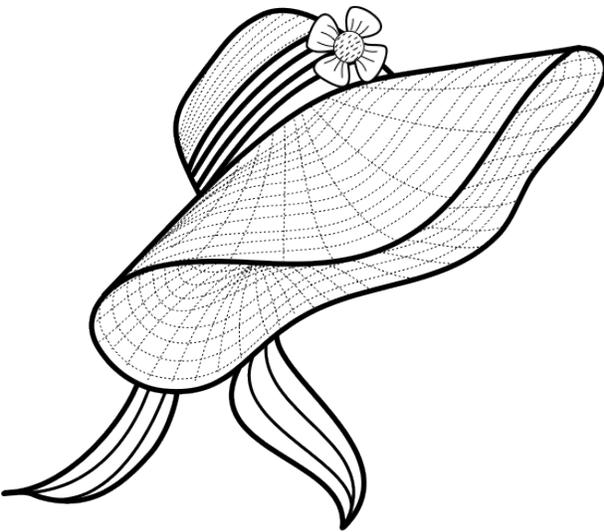
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# WEATHER (LESSON 2)

## PARENT PAGE

### What we are learning:

The child will select and discuss which clothes are appropriate for him/her to wear during cold or hot weather.

#### Words to know:

- ◆ weather—clima
- ◆ clothes—ropa
- ◆ cold—frío
- ◆ hot—caliente
- ◆ warm—cálido



### What to ask:

1. If you were \_\_\_\_\_ (for example, at the beach in the summer) *what would you wear?*  
**(Pause)** *Why?*
2. *When do you wear these boots?* **(Pause)** *Why?*
3. *Why would someone wear a \_\_\_\_\_* (for example, raincoat)?

### What else to do:

1. Visit your local public library and check out these books: *Calor y Frío/Hot and Cold*, by Alessandro Bartolozzi, and *Caliente y Frío/Hot and Cold*, by Claire Llewellyn. Read the books aloud to your child.
2. Visit this web site and share poems and songs, CanTeach at <http://www.canteach.ca/elementary/songspoems17.html>.
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**("Blow child over" with a swoop of your arms)**

What's the weather like today?