



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 keep a weather and event calendar. The child will use weather words and icons to help describe conditions and how to prepare for different types of weather.

Materials needed:

- ◆ Home educator's personal calendar, with events written on it
- ◆ Calendar for one week, with days of the week labeled (Handout 1)—tape pieces together to make a single page
- ◆ Weather icons (Handout 2)—copy and cut out
- ◆ Glue or tape



Lesson vocabulary:

- ◆ calendar—calendario
- ◆ Sunday—Domingo
- ◆ Monday—Lunes
- ◆ Tuesday—Martes
- ◆ Wednesday—Miércoles
- ◆ Thursday—Jueves
- ◆ Friday—Viernes
- ◆ Saturday—Sábado
- ◆ today—hoy
- ◆ tomorrow—mañana
- ◆ yesterday—ayer

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

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

II.E.4. Child combines more than one idea using complex sentences.

Mathematics:

V.E.2. Child collects data and organizes it in a graphic representation.

Science:

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

Social Studies:

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

Activities:

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

Remind the parent and child that we've been learning about the weather. Ask what the child remembers about snow from the last visit. Prompt the child with additional questions about where it comes from, how it feels, etc., if necessary.



Today we are going to work with a calendar and weather. I have a calendar here. This is my calendar. Have you seen or used one? (Pause) A calendar is used to keep up with things that happen throughout the year. Let's study it.

Point to the different parts of the calendar and say,

This word is the name of the month. It tells me what part of the year it is. These boxes tell me what day and date (or number) each day is. Each row of boxes is equal to one week.

See how I've written things here. I write down things I need to do. That way I know I have to be ready for something, like an appointment, vacation, or party. Today, I am coming to see you; here is your name on my calendar, so I will remember to visit your house. Before coming to see you, I checked the weather to see whether I needed to wear a coat or carry an umbrella.

Show the child the one-week calendar (Handout 1) and say,



I have a special calendar here just for you. This has just the boxes for the days in one week. (Point to each day.) Here it says Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. In these boxes we will keep track of all the things that you and your mom or dad have planned for the week. We will also track the weather so you will know how to prepare for that day. First, what do you have planned for today?

Ask the parent to provide one or two details about the family's actual plans for the day (e.g., go to the grocery store, go to a baseball game, etc.).

Great! Let's write that you're going to _____ (e.g., a baseball game). Today is Tuesday, so let's write that on the box that says "Tuesday." (NOTE: This comment should reflect the current day of the week and the family's actual plans for the day.)


What is the weather like today?



Invite the child to select a picture (from Handout 2) that matches the weather today. Go outside to observe if necessary. Say,

Right! Today is _____ (e.g., sunny)! Can you find a picture that looks sunny? (NOTE: This comment should reflect the actual weather conditions observed.)

Invite the child to glue or tape the icon to the calendar on the correct day.

 *Great! Now we know that we have a _____ (e.g., baseball game) to go to today and that the weather is _____ (e.g., sunny). (This comment should reflect the family's plans and current weather conditions.)*


Encourage the child to express the weather for today in a complex sentence (e.g., *Today is Tuesday and it is sunny.*).

 *What do we need to take to the (game) on a (sunny) day?*

Prompt the child (with the parent's help if necessary) to come up with appropriate items (e.g., hat, water, sandals, etc.).

2. The parent works with the child.

Next, the parent works with the child to recall and record family events for yesterday. The parent should write one or two activities that they did yesterday. Then he/she should say to the child,

 *Yesterday was _____ (e.g., rainy, sunny, cold), and we went to the _____ (e.g., store, doctor, post office, library). What did we need for a _____ (e.g., rainy, sunny, cold), day?*

The parent should assist the child by asking questions:

 *Did we need a hat?*

Did we need an umbrella?

Did we need mittens?

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

Next the child can talk about what will happen tomorrow. The child should tell (or ask the parent) what activities are planned for tomorrow. The parent can help the child record the activities on the calendar. The child should guess what the weather might be like tomorrow and tell what items they would need for the event. Prompt the child by asking questions,

 *If it's _____ tomorrow, what will we need for our trip to _____?*

The parent and child will keep track of the weather daily for this week.

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

The child should be able to identify weather accurately and name items appropriate for that type of weather. The child should be able to recall and plan for family events.

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. *How many days are in the week?*
2. *What day will we see each other again?*
3. *Why do people wear hats, boots, and mittens when it is cold?*
4. *Why do people wear shorts, sandals, and a hat on a hot day?*
5. The following week, after the calendar has been completed, ask,
 - *What days had the same type of weather?*
 - *Can you count how many days were _____ (e.g., sunny, rainy, cold, windy)?*

Ways to extend the lesson concepts:



1. Have the child show the icons you would use for a cold and windy day and for a hot and rainy day.



2. Encourage the child to check the weather forecast in the newspaper or on the television and compare to his/her predictions.



3. Help the child plan a pretend vacation. Have him/her predict what the weather will be like and make a list of appropriate items to take on the trip.

Modifications:

If the lesson activity is too hard—

1. Introduce the weather icons before asking the child to select one that matches the weather that day.
2. Focus only on the weather and the day, not the family events.

If the lesson activity is too easy—

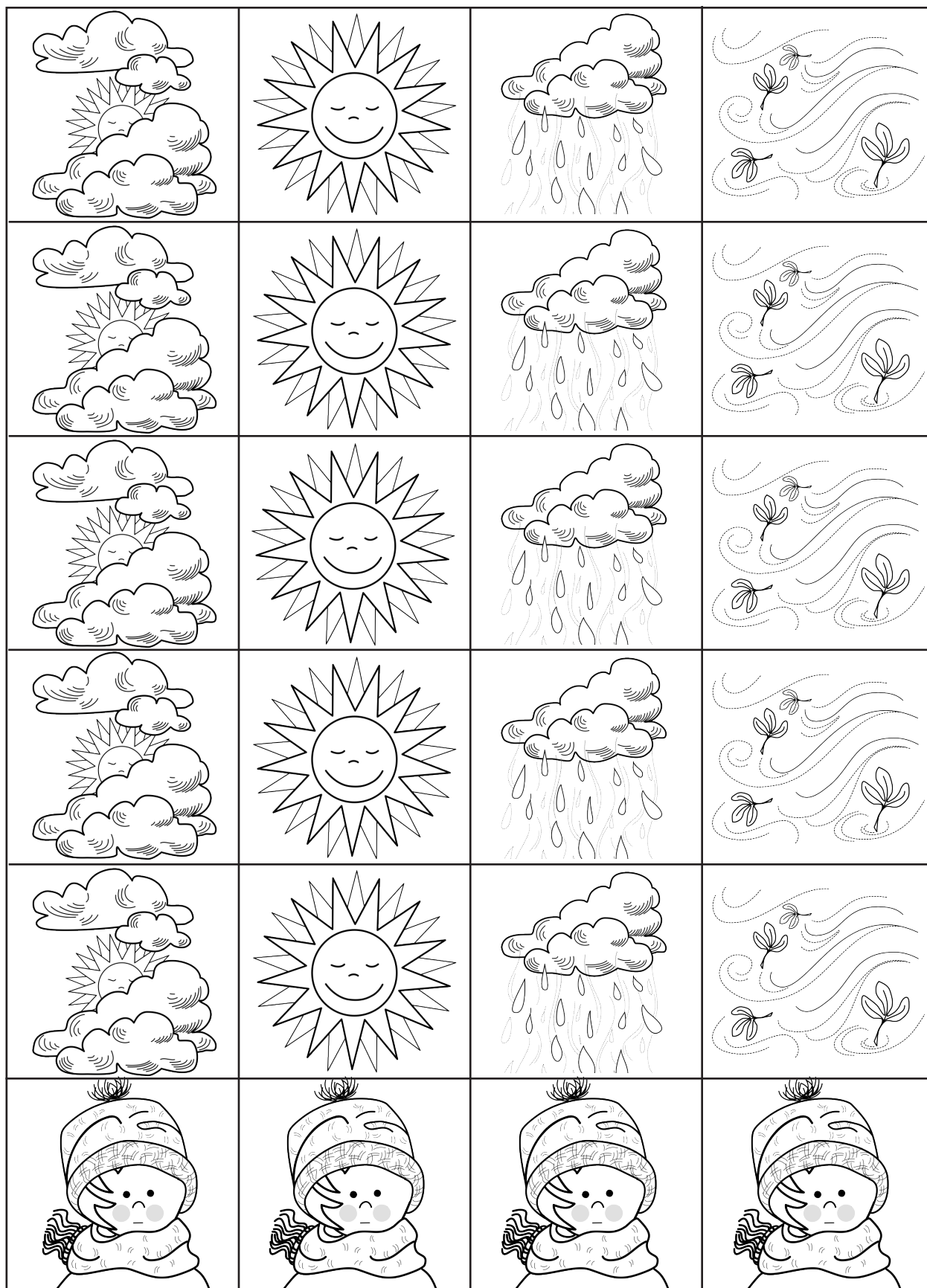
1. Invite the child to write the family event on the calendar independently.
2. Associate weather patterns with the season (e.g., *In the summer, what will the weather be like on most days?*).
3. Look at the weather in other places that are important to the child (e.g., where the grandparents live).

Sunday	Monday	Tuesday	Wednesday

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Thursday	Friday	Saturday

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WEATHER (LESSON 9)

PARENT PAGE

What we are learning:

Your child will keep a weather and event calendar. He/she will use weather words and icons to help describe conditions and how to prepare for different types of weather.

Words to know:

- | | |
|-----------------------|-------------------|
| ♦ calendar—calendario | ♦ Friday—Viernes |
| ♦ Sunday—Domingo | ♦ Saturday—Sábado |
| ♦ Monday—Lunes | ♦ today—hoy |
| ♦ Tuesday—Martes | ♦ tomorrow—mañana |
| ♦ Wednesday—Miércoles | ♦ yesterday—ayer |
| ♦ Thursday—Jueves | |



What to ask:

1. *How many days are in the week?*
2. *What day will we see each other again?*
3. *Why do people wear hats, boots, and mittens when it is cold?*
4. *Why do people wear shorts, sandals, and a hat on a hot day?*
5. The following week, after the calendar has been completed, ask,
 - *What days had the same type of weather?*
 - *Can you count how many days were _____ (e.g., sunny, rainy, cold, windy)?*

What else to do:

1. Have your child show the icons he/she would use for a cold and windy day. Have him/her show the icons to use for a hot and rainy day.
2. Help your child check the weather forecast in the newspaper or on the television and compare to his/her predictions.
3. Encourage your child to plan a pretend vacation. Predict what the weather will be like and make a list of appropriate items to take on the trip.

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