

# UNIT 14: Weather at a glance

## WORDS

LEVEL 1	LEVEL 2
Cloud Puddle Wind	Flood Lightning Storm Thermometer Waves

## SUGGESTED BOOKS

Expository	Narrative
<i>When a Storm Comes Up</i> by Allan Fowler	<i>Rain or Shine</i> by Dr. Alvin Granowsky

## DRILL AND PRACTICE

- ❖ Go Fish
- ❖ BINGO

## CONCEPTUAL ACTIVITIES

- ❖ How much rain is in a cloud?
- ❖ Make Windsock

## COMMON CORE STANDARDS FOR SCIENCE

K	<p>Strand 6 Earth and Space Science, Concept 3 Changes in the Earth and Sky:</p> <p>PO 1. Identify the following aspects of weather:</p> <ul style="list-style-type: none"> <li>• temperature</li> <li>• wind</li> <li>• precipitation</li> <li>• storms</li> </ul> <p>PO 2. Describe observable changes in weather</p> <p>PO 3. Give examples of how the weather affects people's daily activities</p>
1	<p>Strand 6 Earth and Space Science, Concept 3 Changes in the Earth and Sky:</p> <p>PO 1. Identify the following characteristics of seasonal weather patterns:</p> <ul style="list-style-type: none"> <li>• temperature</li> <li>• type of precipitation</li> <li>• wind</li> </ul> <p>PO 2. Analyze how the weather affects daily activities</p>
2	<p>Strand 6 Earth and Space Science, Concept 3 Changes in the Earth and Sky:</p> <p>PO 4. Analyze the relationship between clouds, temperature, and weather patterns.</p>

## WEATHER: WORDS AND DEFINITIONS

LEVEL 1 WORDS	DEFINITION
Cloud	A white thing in the sky that is made of many small drops of water
Puddle	A small pool of water
Wind	Fast or slow moving air outside

LEVEL 2 WORDS	DEFINITION
Flood	When there is so much water that the lakes and rivers cannot hold it anymore
Lightning	A flash of light in the sky when it is raining out
Storm	Bad weather with rain, lightning, and wind
Thermometer	Tells how hot or cold something is
Waves	Big moving splashes of water you see in the ocean

cloud



a white thing in the sky that is made of many small drops of water

puddle



a small pool of water

wind



fast or slow moving air outside

flood



when there is so much water that the lakes and rivers cannot hold it

## lightning



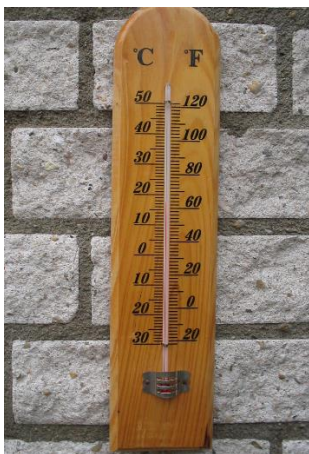
a flash of light in the sky when it is raining out

## storm



bad weather with rain, lightning, and wind

## thermometer



tells how hot or cold something is

## waves



big moving splashes of water you see in the ocean

## WEATHER: ASSESSMENTS

WORD	PRE-INTERVENTION SCREENING	POST-INTERVENTION ASSESSMENT
<b>LEVEL 1</b>		
Cloud		
Puddle		
Wind		
<b>LEVEL 2</b>		
Flood		
Lightning		
Storm		
Thermometer		
Waves		

## WEATHER: INTERACTIVE BOOK READING QUESTIONS

Before reading the book, place each question on a sticky note and place it on the corresponding page.

Book 1: <i>Rain or Shine</i> by Dr. Alvin Granowsky			
Reading	Page #	Question type	Question
1	5	relate	What do you wear on a cold day?
1	11	competence	Why do some people use umbrellas?
1	15	abstract	What could happen if there was a flood in the streets?
2	7	relate	How do you keep cool on a hot day?
2	17	competence	What is that flash of light in the sky called?
2	23	abstract	How did that puddle get there? Why do you think that girl is jumping in it?

Book 2: <i>When a Storm Comes Up</i> by Allan Fowler			
Reading	Page #	Question type	Question
1	6	competence	Why do we need rain?
1	10	abstract	Why do you think lightning is dangerous?
1	29	relate	Tell me about a time you played in a puddle like these kids.
2	8	relate	What do you do when it rains?
2	22	abstract	What will happen to those cars when the flood water goes away?
2	27	competence	What does the weather service warn people about?

# WEATHER: CONVERSATION PROMPTS

Use the space provided to script an anticipated conversation with your student.  
Consider the following:

- What will you do if the student responds with only one word?
- What will you do if the student responds off topic?
- What will you do if the student doesn't respond at all?

**Prompt 1: Tell me about a time you can remember when it rained a lot.**

Materials needed:

Turn	Script	Conversational Strategy
Teacher		
Student		
Teacher		
Student		

**Prompt 2: When a storm comes, sometimes people have to pack up and leave so they don't get hurt. If you had to pack up your things, what would you bring with you?**

Materials needed:

Turn	Script	Conversational Strategy
Teacher		
Student		
Teacher		
Student		

**Prompt 3: I love to play in the rain and jump in puddles!**

Materials needed:

Turn	Script	Conversational Strategy
Teacher		
Student		
Teacher		
Student		

## WEATHER: DRILL AND PRACTICE

### ACTIVITY: Go Fish

Purpose	To provide practice on the target vocabulary words and definitions multiple times.
Objective	The child will express target words and definitions in response to the teacher prompts.
Materials	<ul style="list-style-type: none"><li>• 2 sets of target word cards</li></ul>
Procedure	<ol style="list-style-type: none"><li>1. Explain the directions for Go Fish.</li><li>2. Each player gets four cards. The remaining cards are placed in the Go Fish pile.</li><li>3. Look for a match. If there is a match, then the player with the match has to say the vocabulary word for the match and give the quick definition for the word. The teacher can help with the word and the definition if the student doesn't know it.</li><li>4. Player 1 tries to make a match by asking the other person "Do you have _____?"</li><li>5. Then, the Player 2 asks "What does that mean?" and the first player has to give a definition for the word.</li><li>6. If Player 2 has the card, it is given to Player 1. If Player 1 doesn't have the card, Player 2 says "Go Fish" and Player 1 player picks a card from the deck.</li><li>7. Then Player 2 gets a turn to ask.</li><li>8. Continue this procedure taking turns asking for a card until all the cards are chosen.</li></ol>



## ACTIVITY: BINGO

Purpose	To provide practice on the target vocabulary words and definitions multiple times.
Objective	The child will express target words and definitions in response to the teacher prompts.
Materials	<ul style="list-style-type: none"><li>• BINGO cards</li><li>• Markers</li><li>• Vocabulary Cards</li></ul>
Procedure	<ol style="list-style-type: none"><li>1. Print out BINGO cards or make BINGO cards by gluing pictures of the vocabulary words on the BINGO template. If you are working in a group, each card should have the pictures and free spaces in a different order.</li><li>2. Review the words and definitions for target words.</li><li>3. Each player takes a turn picking a vocabulary card from the pile. The player says the word and the definition for that word. Each player marks that word on his card with a marker.</li><li>4. Continue taking turns until one player gets a BINGO with all the words in a row, diagonally or a blackout.</li></ol>

	<b>FREE</b>	

## WEATHER: CONCEPTUAL ACTIVITIES

### ACTIVITY: How much rain is in a cloud?

Purpose	To engage the student in a conversation about the topic while engaging in an activity.
Objective	Child will express target words and definitions in response to teacher prompts.
Materials	<ul style="list-style-type: none"> <li>• Eyedropper</li> <li>• Cotton balls</li> <li>• Tray</li> <li>• Paper cup</li> <li>• Aluminum foil</li> <li>• Soil or dirt</li> </ul>
Procedure	<ol style="list-style-type: none"> <li>1. Fill paper cup with water, place eyedropper in cup, set aside.</li> <li>2. Place tray on desk with “lake” made of aluminum foil, and some soil or dirt around it.</li> <li>3. Hold up a stretched out cotton ball and ask student what it looks like (clouds). <b>Say</b>, “REMEMBER, WE READ THAT WHITE PLUFFY CLOUDS USUALLY MEAN THAT THE DAY WILL BE SUNNY AND NICE, BUT DARK CLOUDS MEAN A STORM MIGHT HAPPEN AND IT MIGHT RAIN. CLOUDS ARE MADE OF MANY SMALL DROPS OF WATER AND WHEN THERE’S TOO MUCH WATER IN THE CLOUDS IT WILL RAIN BECAUSE THE CLOUDS CAN’T HOLD THE WATER ANYMORE.”</li> <li>4. <b>Say</b>, “WE ARE GOING TO DO AN EXPERIMENT AND SEE HOW MUCH WATER OUR ‘CLOUD’ CAN HOLD (hold up eyedropper). WE ARE GOING TO PUT SOME DROPS OF WATER IN OUR CLOUDS AND SEE WHAT HAPPENS.”</li> <li>5. Have student hold cotton ball above tray. Ask student to estimate how many drops of water from the eyedropper the cloud can hold.</li> <li>6. Fill eyedropper with water from the cup. Drop water into cotton balls, counting each drop. Stop occasionally and ask student how the cloud feels (e.g., wet, heavy) and looks (e.g., darker).</li> <li>7. Once the cotton ball cloud can’t hold any more water, it will “rain,” and you should stop counting drops. <b>Ask</b>, “HOW MANY DROPS OF WATER DID OUR CLOUDS HOLD UNTIL IT STARTED RAINING?”</li> <li>8. As the “lake” starts filling with water, it will overflow and flood. <b>Ask</b>, “WHAT HAPPENED TO OUR MOUNTAINS WHEN IT STARTED RAINING? WHAT IS HAPPENING TO THE LAKE?”</li> </ol>

ACTIVITY: Make Windsock	
Purpose	To engage the student in a conversation about the topic while engaging in an activity.
Objective	Child will express target words and definitions in response to teacher prompts.
Materials	<ul style="list-style-type: none"> <li>• Weather related pictures (umbrella, clouds, rain drops, sun, etc.).</li> <li>• Crayons and markers</li> <li>• Construction paper</li> <li>• Tissue paper</li> <li>• Cotton balls</li> <li>• Glue</li> <li>• Tape</li> <li>• String, ribbon, or yarn</li> </ul>
Procedure	<ol style="list-style-type: none"> <li>1. Decorate a piece of construction paper with weather related pictures.</li> <li>2. Cut long strips of tissue paper, and glue or tape to bottom back of weather pictures so that most of the tissue paper hangs down.</li> <li>3. Tape or glue paper into a cylinder with weather drawings facing out.</li> <li>4. Poke two holes on top and string, ribbon, or yarn through.</li> <li>5. Hang where wind will catch it.</li> <li>6. Conversation: <ol style="list-style-type: none"> <li>a. What kind of weather did you draw on your windsock?</li> <li>b. I put <u>(example)</u> on mine because _____. Why did you put that on yours?</li> <li>c. What do you think will happen to the windsock in the wind?</li> </ol> </li> </ol>