

Grade: TK		Subject: Science	Theme: Weather
<p>Essential Question:</p> <p>How does weather effect everyday life?</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none">• <u>Harry’s Stormy Night</u> (Una Leavy)• <u>Thunder Cake</u> (Patricia Placco)• <u>Rain</u> (Rozanne Lanczak Williams)• <u>Rain</u> (Robert Kalan)• Visual prompts (photos, drawings, or icons) of weather: sunny, cloudy, windy, rainy• Songs about weather (i.e., “Mr. Sun” by Raffi) [Online video: http://youtu.be/JbxbHUKDcQU]• Songs about the water cycle (i.e., “Water Cycle” by Dr. Jean) [Online resource: http://www.drjean.org/html/monthly_act/act_2007/04_Apr/pg03.html]• Weather crafts and materials [Online resource: See http://www.dltk-kids.com/crafts/weather/]• Copies of a booklet for each student, entitled “The Weather and Me.” Sentence frames may include the following statements, each set of sentences printed on individual pages. Leave an empty space above the sentences for students to draw pictures of themselves to correspond with their responses.<ul style="list-style-type: none">○ Today is sunny. I wear (fill in the blank) on a sunny day. I play (fill in the blank) on a sunny day.○ Today is cloudy. I wear (fill in the blank) on a cloudy day. I play (fill in the blank) on a cloudy day.○ Today is windy. I wear (fill in the blank) on a windy day. I play (fill in the blank) on a windy day.○ Today is rainy. I wear (fill in the blank) on a rainy day. I play (fill in the blank) on a rainy day.• Recommended: Introduce a daily weather graph. You may include it as part of your opening routine. Materials needed for weather graph: picture cards of each type of weather (sunny, cloudy, partly cloudy, rainy); display board or pocket chart, Velcro or paper clips to attach weather cards to display	<p>Integration of Catholic Values:</p> <p>Weather has a purpose designed by God. (Rain and sun help plants grow.)</p>	
<p>Enduring Understanding:</p> <p>Weather can change each day.</p> <p>Weather can change throughout the day.</p> <p>Knowing the type of weather for the day affects how I live (i.e., how to dress, games I can play).</p>		<p>SLE(s):</p> <p>* Please refer to your school SLE’s.</p>	

	<ul style="list-style-type: none"> Option: Introduce a weather character to dress according to the daily weather. You may include it as part of your opening routine. Materials needed for weather character: picture card of character (animal, child, etc.), different types of clothing/accessories for it (shorts, T-shirt, long-sleeved shirt, jacket, hat, umbrella) 	
Standards: SC-3b Identify and describe types of weather.		
Concepts: SC-3b <ul style="list-style-type: none"> weather sunny cloudy cirrus cumulus stratus windy rainy water cycle evaporation condensation precipitation accumulation 	Skills: SC-3b <ul style="list-style-type: none"> Identify types of weather Describe types of weather 	Social-Emotional Development Connection: SE-3b Follow social and classroom rules SE-3c Respond positively to redirection from adults SE-3g Complete a task SE-3h Keep personal space and classroom areas orderly SE-4a Communicate preferences SE-4b Make choices SE-5a Ask for help when needed SE-5b Use verbal and nonverbal communication effectively SE-5c Develop age-appropriate attention span SE-5d Follow one and two-step directions SE-6a Participate positively and cooperatively in group activities SE-6b Share and take turns SE-6c Use polite words SE-6d Help others
Summative Assessment: One-on-one oral assessment <ul style="list-style-type: none"> Students will orally identify (name) visual prompts of weather placed in front of them. The visual prompts include: sunny, cloudy, windy, rainy. (SC-3b) Students will orally describe each type of weather, using their individual booklet “The Weather and Me.” The teacher begins by reading the sentence prompt on the first page: “Today is sunny.” The teacher asks, “What do you wear on a sunny day? What do you play on a sunny day?” The teacher provides the student’s response in the sentence frames to prompt for further clarification, as needed: <i>I wear (student’s response) on a sunny day. I play (student’s response) on a sunny day.</i> Teacher repeats the assessment for the remaining pages. The weather pages include: sunny, cloudy, windy, rainy. (SC-3b) 		

Instructional Sequence				
<p>Day 1:</p> <p>O Students will identify types of weather using visual prompts.</p> <p>M <i>(Recommend activity to include in methodology)</i> With prompting and support, students collect and interpret data in a pictograph about the daily weather.</p>	<p>Day 2:</p> <p>O Students will identify sunny weather using visual prompts.</p> <p>Students will describe sunny weather using visual prompts. (Descriptions include how to dress for sunny weather and what activities can be done in sunny weather.)</p>	<p>Day 3:</p> <p>O Students will identify cloudy weather using visual prompts.</p> <p>Students will describe cloudy weather using visual prompts. (Descriptions include how to dress for cloudy weather and what activities can be done in cloudy weather.)</p>	<p>Day 4:</p> <p>O Students will identify windy weather using visual prompts.</p> <p>Students will describe windy weather using visual prompts. (Descriptions include how to dress for windy weather and what activities can be done in windy weather.)</p>	<p>Day 5:</p> <p>O Students will identify rainy weather using visual prompts.</p> <p>Describe rainy weather using visual prompts. (Descriptions include how to dress for rainy weather and what activities can be done in rainy weather.)</p>