



Weather Research

Standard Connection:
 ELA.RI.PK4.1
 ELA.W.PK4.5
 M.MD.PK4.2
 S.ES.PK4.2
 PD.FM.PK4.5

Enduring Understanding(s):

- Weather affects living things.
- Gathering information helps us make decisions.

Essential Question(s):

- How do living things gather information that will be useful to them and others?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>One Dark Night</i> or <i>Thunder Cake</i> • <i>Gilberto and the Wind</i> • non-fiction weather images (see Resource) • blank books • clipboards • paper • sticky notes • writing utensils 	<p>non-fiction: based on facts</p> <p>researcher: somebody who finds information about something</p> <p>information: something you know</p> <p>meteorologist: a weather expert</p> <p>weather: changes in the atmosphere</p> <p>fact: something that is true</p> <p>shelter: a safe space</p> <p>expert: somebody who knows a lot about something</p>	

Intro to Centers	
Preparation: <i>Set up materials</i>	
"In <i>One Dark Night</i> , the cat and her kittens took shelter from a thunderstorm." (In <i>Thunder Cake</i> , the little girl and her grandmother were sheltered in the kitchen during the storm.)	Show illustrations.
In <i>Gilberto and the Wind</i> , Gilberto took shelter from the wind. How is the weather in these stories similar or different?"	Show illustrations. Children respond.
"Today in Library and Listening, you can research - find information - about different kinds of weather using these non-fiction resources. What do you notice?"	Show non-fiction weather books and resources (bookmarked websites, etc.).
"A weather expert is called a meteorologist . Meteorologists research and record information about the weather to share with other people."	Show weather book(s).
"You can be meteorologists . Use these blank books to record facts that you learn about the weather ."	Show materials.
"How is information about the weather helpful?"	Children respond.

During Centers:

Encourage children to record their research using a variety of modalities (graphs, pictures, diagrams, etc.). Compare and contrast weather in non-fiction texts to depictions of weather in the Read Alouds. Encourage children to act out being a meteorologist in Dramatic Play.

Guiding Questions During Centers:

- How does weather affect people (what they eat, what they wear, etc.)?
- How will you convey your research to other people?
- How is the weather in (*A Letter to Amy*) similar to or different from the weather in (*Gilberto and the Wind*)?
- How is being a meteorologist - an expert in weather - similar to or different from being an expert in _____?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

Provocation:

Encourage children to observe and record daily weather (graphs, charts, etc.). Invite a local meteorologist to visit the classroom. Encourage families to watch the weather report on the news with their children. Compare and contrast real weather with make-believe weather (*Cloudy with a Chance of Meatballs*).

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, provide a variety of writing materials. Picture cards with various weather terms may be helpful for comparing and contrasting.