



# Weather Puzzles

Standard Connection:

ELA.RL.PK4.4a

ELA.SL.PK4.2

S.ES.PK4.1a

PD.FM.PK4.4

## Enduring Understanding(s):

- Weather can inspire artistic expression and provide opportunities for recreation.

## Essential Question(s):

- How do living things work together to solve problems and accomplish goals?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>One Dark Night or Thunder Cake</i></li> <li><i>Gilberto and the Wind</i></li> <li>poster or tag board</li> <li>Ziploc bags with laminated weather image puzzles – repeated from Week 1</li> <li>trays</li> </ul>	<p><b>weather:</b> changes in the atmosphere</p> <p><b>mild:</b> gentle</p> <p><b>thunder:</b> a loud sound during a storm</p> <p><b>lightning:</b> flash of light in a storm</p> <p><b>severe:</b> very strong</p> <p><b>solve:</b> figure out</p>	

Intro to Centers	
<p><b>Preparation:</b> Have trays available for children to use to define their workspace when working on puzzles of weather images from Week 1, Centers, Weather Puzzles.</p>	
<p>“In <i>One Dark Night</i>, Jonathan <b>sheltered</b> the cats from a thunderstorm - <b>weather</b> with <b>lightning</b>, <b>thunder</b>, strong wind, and rain. What do you notice?”</p>	<p><b>Show</b> illustrations. <b>Children respond.</b></p>
<p>“In <i>Thunder Cake</i>, Patricia was afraid of the <b>lightning</b> and <b>thunder</b>. The <b>weather</b> changed from <b>mild</b> to strong as she and her grandmother collected ingredients for their cake.”</p>	<p><b>Show</b> illustrations.</p>
<p>“In <i>Gilberto and the Wind</i>, sometimes the <b>weather</b> was <b>mild</b>, like when the wind blew Gilberto’s sailboat. Sometimes the <b>weather</b> was <b>severe</b>, like when the wind blew the door shut. What do you notice?”</p>	<p><b>Show</b> illustrations. <b>Children respond.</b></p>
<p>“Today in Puzzles (Manipulatives), you can <b>solve weather</b> puzzles.”</p>	<p><b>Show</b> Ziploc bags with puzzles.</p>
<p>“What <b>weather</b> do you notice in this puzzle? How is this <b>weather</b> similar to or different from the <b>weather</b> in <i>One Dark Night/Thunder Cake</i> or <i>Gilberto and the Wind</i>?”</p>	<p><b>Model</b> assembling puzzle. <b>Children respond.</b></p>

### **During Centers:**

Support children in their puzzle-solving strategies (if they put all the edge pieces together first). Encourage children to count the number of pieces in the puzzles. Scaffold puzzle-solving by providing images of completed puzzles for children to refer to.

### **Guiding Questions During Centers:**

- What do you notice about the weather in the puzzle you solved?
- How is the weather in this puzzle the same as or different from the weather today?
- What things do you like to do on \_\_\_\_\_ days?
- How does the weather affect how you dress?
- What is your favorite kind of weather and why?

### **Thinking and Feedback:**

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

### **Documentation:**

Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

Encourage children to draw their own weather pictures to make into puzzles. Support children in observing and recording weather data daily or weekly.

### **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, have a range of numbers of puzzle pieces (some puzzles with five pieces, some with seven, etc.) to match children's level of challenge.