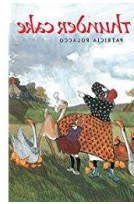
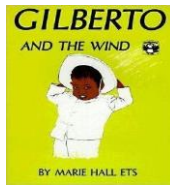




Weather Research


Standards:

ELA.SL.CC.PS.1 - 3
 ELA.SL.PKI.PS.1 - 3
 ELA.RF.PC.PS.1 - 1c


Materials:

- *One Dark Night*
- *Thunder Cake*
- non-fiction weather book see resource
- blank books
- clipboards
- paper
- post-it notes
- writing utensils

Vocabulary:

- non-fiction
- research (-er): somebody who finds information about something
- information: something you know
- meteorologist: a weather expert
- weather
- fact: something that is true
- shelter: a safe space
- expert: somebody who knows a lot about something
- shelter: protection

Preparation: Set up materials.

Intro to Centers:

“In *Thunder Cake*, Patricia and her grandma took shelter on a farm. In *Gilberto And The Wind*, Gilberto took **shelter** from the wind. How is the **weather** in these stories similar or different?”

“Today in Library and Listening, you can **research**--find **information**--about different kinds of **weather** using these **non-fiction** resources. What do you notice?”

“A **weather expert** is called a **meteorologist**. **Meteorologists research** and record **information** about the **weather** to share with other people.”

“You can be **meteorologists**. Use these blank books to record **facts** that you learn about the **weather**.”

“How is **information** about the **weather** helpful?”

Show illustrations.

Children respond.

Show non-fiction weather books and resources, i.e., bookmarked websites, etc.

Show materials.

Children respond.

During Centers:

Encourage children to record their research using a variety of modalities, i.e. 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 Dramatization.

Guiding Questions during Centers:

- How does weather affect people, i.e., 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 & 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 process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to observe and record daily weather, i.e., 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, i.e., *Cloudy With A Chance Of Meatballs*.

