

# What's the Weather Like?

# 1

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year
- ✓ Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- ✓ Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons
- ✓ Draw pictures that show an understanding of each season
- ✓ Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and most of the United States as having four seasons
- ✓ Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow, sleet)

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart in the Introduction for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, recall facts from “What’s the Weather Like?” and accurately answer questions such as *who*, *what*, *where*, and *when* (RI.K.1)

- ✓ With prompting and support, interpret information to answer questions and express opinions about “What’s the Weather Like?” (RI.K.1)
- ✓ With prompting and support, define and use new words, such as *characteristics*, from the read-aloud and the discussion about “What’s the Weather Like?” (RI.K.4)
- ✓ With prompting and support, describe an image of Annie writing a letter in “What’s the Weather Like?,” using the image to check and support comprehension of the read-aloud (RI.K.7)
- ✓ Actively engage in the nonfiction/informational read-aloud “What’s the Weather Like?” (RI.K.10)
- ✓ Draw a picture of the weather outside (W.K.2)
- ✓ Participate in a class research project by creating a daily weather diary (W.K.7)
- ✓ Create a drawing with sufficient detail of today’s weather (SL.K.5)
- ✓ Identify multiple meanings of *seasons* and use them in appropriate contexts (L.K.4a)
- ✓ Listen to a variety of texts, including informational narratives such as “What’s the Weather Like?”

## Core Vocabulary

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**characteristics, n.** Ways we can describe and group people or things

*Example:* Two of Yesenia’s characteristics are her curly hair and her kindness.

*Variation(s):* characteristic

**cycle, n.** A series of events that occur again and again in the same order

*Example:* The cycle of the seasons happens every year and includes winter, spring, summer, and autumn.

*Variation(s):* cycles

**patterns, n.** The regular and repeated ways in which something happens

*Example:* The patterns on her shirt were made up of repeating heart shapes.

*Variation(s):* pattern

**seasons, n.** The different times of the year—winter, spring, summer, and autumn


*Example:* My favorite seasons are spring and summer because the weather is warmer and there is more time to play outside.

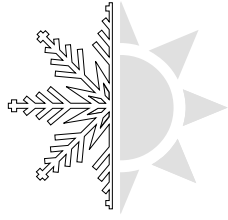
*Variation(s):* season

**weather, n.** The temperature and other outside conditions at a particular time and place

*Example:* Tomorrow the weather will be cold and rainy.

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Domain Introduction</b>	large monthly calendar	10
	<b>Where Are We?</b>	U.S. map	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>What's the Weather Like?</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Characteristics</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Seasons</b>	Poster 1M: Seasons	15
	<b>Weather Diary</b>	Instructional Master 1B-1; drawing paper, drawing tools	
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 1B-2, 1B-3	*



# What's the Weather Like?

1A

## ***Introducing the Read-Aloud***

**10** minutes

### **Domain Introduction**

Note: This introduction assumes that students already have some experience using a monthly calendar. The discussion below constitutes a review of the basic units of time, such as day, week, month, and year. If students have had little or no prior experience with the use of a monthly calendar, it is strongly recommended that such a calendar be introduced and used on a daily basis as this domain is taught, in order to solidify students' knowledge of the basic units of time.

Briefly review different units of time as they relate to one another. Using a large monthly calendar, point to the current date and explain that today is one day. Then point to the entire week, Sunday through Saturday, explaining that this time period is called one week. Ask students to count the number of days in a week. Next, explain that all of the weeks shown on this single page of the calendar represent a time period called a month. Ask students to count the number of weeks in a month, pointing to the calendar. Explain that about four weeks make up a month, and twelve months make up a year.

Now explain that within the twelve months, there are four different seasons. Tell students that the seasons—winter, spring, summer, and autumn (or fall)—occur at different times of year. Tell them that over the next couple of weeks, they are going to learn about the different seasons in a year.

### **Where Are We?**

Prepare students for the stylistic use of a pen pal as a narrator in this domain by asking, “Do you ever get letters from a friend or relative who lives somewhere else? If you do get letters written by a friend or relative, we might call that person your pen pal.”

Explain that a pen pal is a friend with whom you exchange written letters but who you may only see occasionally, if at all. Ask students to guess why someone who writes and exchanges letters might be called a “pen pal.”



◀ **Show image 1A-1: Annie in Washington, D.C.**

Tell students that in the next several read-alouds they will be hearing from a pretend pen pal named Annie. Explain that Annie, who lives in Washington, D.C., will be sending them letters about the weather and seasons where she lives.

Show students a map of the United States. Point to Washington, D.C. Explain that this city is the capital of our country, the United States of America. Tell students that Washington, D.C., is where the president of our country lives and works.

Have students look out the window and describe the weather. Next, point to the students’ hometown on the map and discuss whether their hometown is near or far from where Annie lives. Explain that not everyone in the United States has the same weather on any given day. Go on to explain that the weather where Annie lives may be very different right now from the weather in their hometown (unless they live in Washington, D.C., of course). Tell students that Annie’s letters will tell them about the seasons and weather in her hometown of Washington, D.C.

### **Purpose for Listening**

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Tell students to listen carefully to learn about different places on Earth that have different types of weather. Tell students to also listen to learn the names of the four seasons of the year.



## What's the Weather Like?

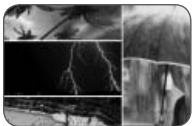
### ◀ Show image 1A-1: Annie in Washington, D.C.

Dear Kindergartners,

Hello! My name is Annie, and I live in a big city called Washington, D.C. I'm in fifth grade, but I remember when I was in kindergarten, just like you. Right now in school, my class is learning about **seasons** and **weather**.<sup>1</sup> For my school project, I'm going to be your weather pen pal.<sup>2</sup> I'm going to teach you what the weather is like where I live. I will also tell you about the weather in different areas, or places, on Earth. You can help me with my project by answering all my questions, so I can learn about what the seasons and weather are like where you live.

1 Seasons are different times of the year, and weather is what it is like outside.

2 That means that I will write letters to you to tell you about the weather.



### ◀ Show image 1A-2: Kinds of weather

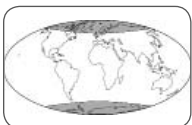
There are many different kinds of weather. There is sunny weather, cloudy weather, windy weather, rainy weather, and stormy weather. What is the weather like outside today where you live?

My teacher says that no matter where you live on Earth, the weather is always changing, hour by hour, and day by day.<sup>3</sup> But even though the weather changes, there are still weather **patterns** during certain times of the year.<sup>4</sup> For example, the weather pattern in the summer is mostly sunny and warm.<sup>5</sup> Weather patterns may change a lot in some places, and very little in other places. It all depends on where you live on Earth.

3 That means the weather never stays the same.

4 A pattern is something that repeats itself.

5 Every summer the weather repeats itself.



### ◀ Show image 1A-3: Earth with northern and southern polar regions colored blue

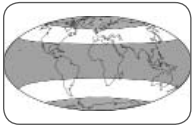
This is a map of the earth. I've colored two areas on the map blue.<sup>6</sup> One is at the North Pole and one is at the South Pole. Even though the North and South Poles are at opposite ends of the earth from each other, they share the same weather patterns. The weather pattern at the North and South Poles is always cold, and the land is usually covered by ice.

6 [Point to the blue areas of the map.] The color blue is often used to stand for things that are cold.



← **Show image 1A-4: Antarctica**

This is the South Pole, which is located on the continent of Antarctica. It is one of the coldest places on Earth. The ground is covered by ice all year long, though it almost never rains or snows here. The wind can be strong, and the temperature can be freezing cold.



← **Show image 1A-5: Middle section of the earth colored red with blue polar regions**

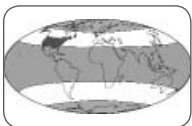
7 [Point to the red area of the map.]  
The color red is often used to stand for things that are hot.

I've colored the middle area of this map red.<sup>7</sup> The weather pattern in this area is usually very warm all year long. The biggest change in the weather during different times of the year is the amount of rain.



← **Show image 1A-6: Rainforest**

During certain months in the rainforest, the day may start off warm and sunny, but by afternoon it may rain very, very hard. This weather pattern may occur almost every day! This area gets lots of rain and sun almost year-round. The rain and sun keep the plants and trees green and healthy.



← **Show image 1A-7: The earth with colored areas and the United States in green**

8 [Point to the United States on the image. You can also point to where Washington, D.C., is roughly located.]

Do you see the part of this map that is colored green? This is most of the United States, the country where we live.<sup>8</sup> Most of the United States is on the continent of North America, although the state of Hawaii is made up of islands located in the Pacific Ocean. In most of the United States, it's not always cold, like at the North and South Poles, and it's not always hot, like at the middle section of the earth. The weather in most of the United States changes with every season, so we get cold weather, hot weather, and everything in between.



← **Show image 1A-8: Seasons**

9 [Point to each image as you read the corresponding season.]

10 Here, the word *seasons* means the different times of the year. The word *seasons* can have other meanings. The word *seasons* also means adds spice to food to give it more flavor.

There are four seasons in a year:<sup>9</sup> winter, spring, summer, and autumn.<sup>10</sup> Each season has different weather, so the weather in the United States changes depending on where you live and which season it is. Plants, trees, grass, and flowers change in different seasons. You will also see different kinds of animals in different seasons.



← **Show image 1A-9: Winter**

This image shows the season called winter. Winter is the coldest season. In some places, snow and ice cover the ground during wintertime. Other places that do not have snow and ice are still colder in winter than in other seasons. Some animals, like bears, sleep during the winter season.



← **Show image 1A-10: Spring**

11 The word *eventually* means that something happened after some time has passed.

12 The snow and ice turn to water as the sun's warmth gets stronger.

Eventually, winter ends and spring begins.<sup>11</sup> In spring, the sun shines a little longer and warmer each day, which melts the ice and snow.<sup>12</sup> In spring, new leaves appear on the trees, new plants grow up from the warming earth, and flowers bloom again. Many baby animals are born during the spring, too!



← **Show image 1A-11: Summer**

After spring comes summer. Summer is the hottest season of the year in the United States. Summer is the season in which all the plants are at their greenest—full of leaves, flowers, and fruit. Birds, bugs, and other animals are easiest to spot in the summer.



← **Show image 1A-12: Autumn**

Finally, after summer comes autumn. Autumn is also called “fall.” In most places in the United States, the leaves change colors and fall off certain types of trees in autumn. The air outside gets cooler and the sun shines a little less each day. Autumn is when farmers harvest their fruits and vegetables, birds fly south, and everyone gets ready for winter.





◀ **Show image 1A-13: Seasons diagram**

13 [Pause for students to respond.]

14 Characteristics are ways we can describe and group things. Each season has things that make it different from the others.

Let's say the seasons together: winter, spring, summer, and autumn. Do you know what season it is right now where you live? How do you know? <sup>13</sup> Each season has its own special **characteristics**. <sup>14</sup> For example, a characteristic of summer is hot weather, and a characteristic of winter is snow.

The seasons are different depending on where you live. Not all places get snow in the winter, and not all places are steaming hot in the summer. But one thing is for sure: no matter where you live, the seasons always change in the same order, year after year.

When something happens over and over again in the same order, it's called a **cycle**. Every year the cycle of the seasons begins in winter, followed by spring, summer, autumn, and back to winter.

I'll be talking about my hometown, Washington, D.C., a lot in my letters, but the characteristics of the four seasons where you live might be a little different. It will be fun to see if your weather is different from mine!

I'll say good bye for now, but I will write again soon. Until then, I hope you are enjoying beautiful weather where you live!

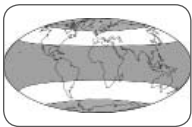
Your friend,  
Annie

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Where does Annie, our pen pal, live? (Annie lives in Washington, D.C.)



◀ **Show image 1A-5: Middle section of the earth colored red with blue polar regions**

2. *Literal* Which area on the map is always cold? (It is always cold in the blue areas, which are called the North and South Poles.) Which area on the map is usually warm? (It is usually warm in the red area in the middle of the earth.)
3. *Literal* When something happens over and over again, it is called a cycle. Name the four seasons, in the order in which they occur in most of the United States. (The cycle of seasons is winter, spring, summer, and autumn.)
4. *Literal* Which season is the coldest? (Winter is the coldest season.) Which season is the hottest? (Summer is the hottest season.)
5. *Inferential* What are some characteristics of, or ways to describe, autumn? (In the fall, the leaves are changing colors and falling off certain types of trees. It also starts to get a little colder outside.)
6. *Inferential* What are some characteristics of, or ways to describe, spring? (In the spring, it starts to get warmer outside. New leaves start to grow on trees, flowers bloom, and new plants grow.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* What were the most interesting facts that you learned from the read-aloud today? Why did you find them interesting? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### **Word Work: Characteristics**

**5 minutes**

1. In the read-aloud you heard, "Each season has its own special *characteristics*."
2. Say the word *characteristics* with me.
3. Characteristics are ways we can describe and group people and things.
4. Characteristics of summer in the United States include hot temperatures and a lot of sunshine.
5. Describe some characteristics of the person sitting next to you. Try to use the word *characteristics* when you describe your neighbor. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "Some characteristics of \_\_\_\_\_ are . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the things I say are examples of the characteristics of a good friend, say, “That is a characteristic of a good friend.” If they aren’t characteristics of a good friend, say, “That is not a characteristic of a good friend.”

1. being a good listener (Being a good listener is a characteristic of a good friend.)
2. sharing (Sharing is a characteristic of a good friend.)
3. always wanting to do things his or her way (Always wanting to do things his or her way is not a characteristic of a good friend.)
4. being fun to play with (Being fun to play with is a characteristic of a good friend.)



**Complete Remainder of the Lesson Later in the Day**