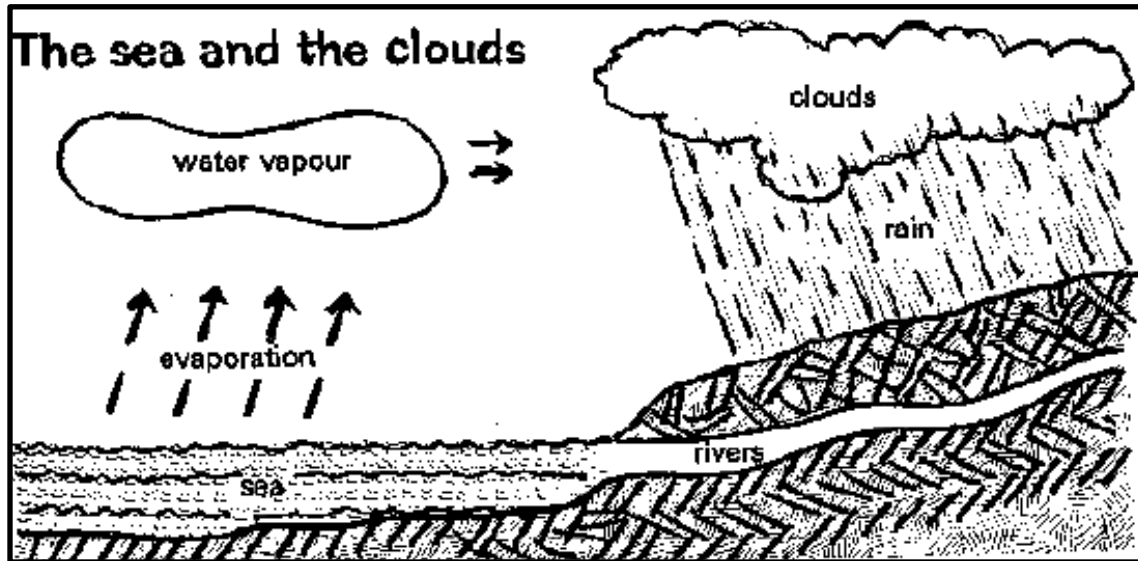
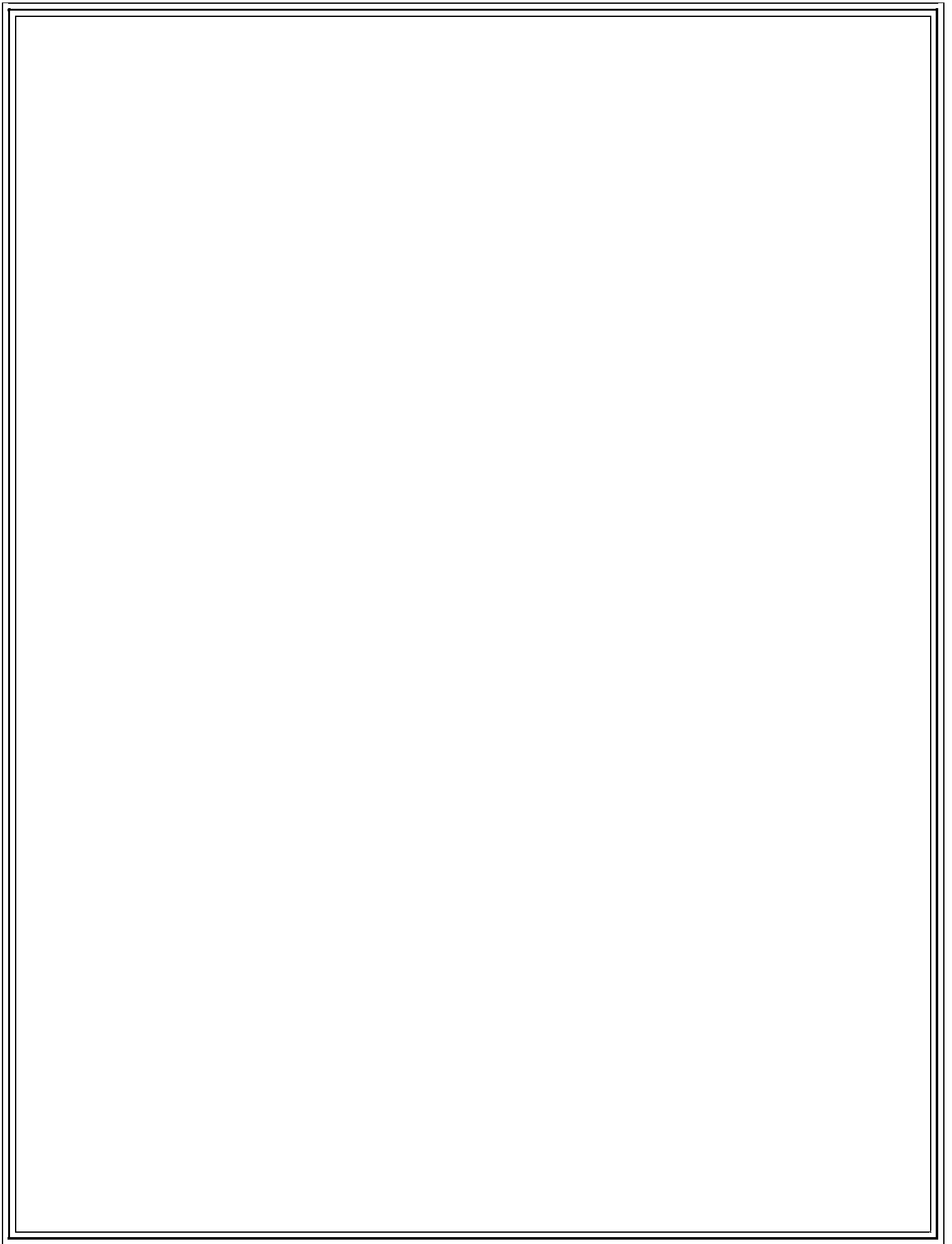


# Weather



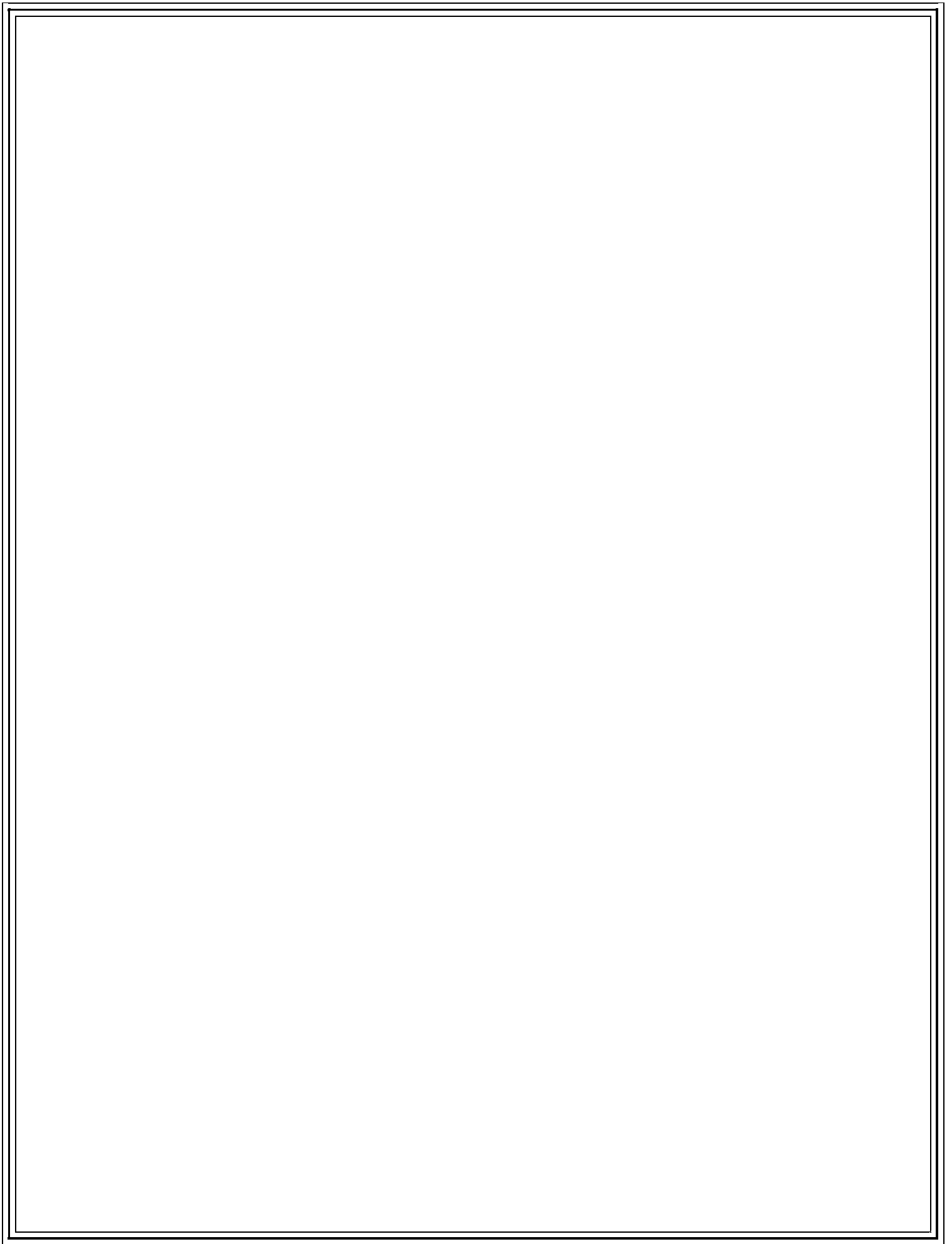
~A Guided Study~

by Lisa Kelly



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## Reading Schedule –One Term

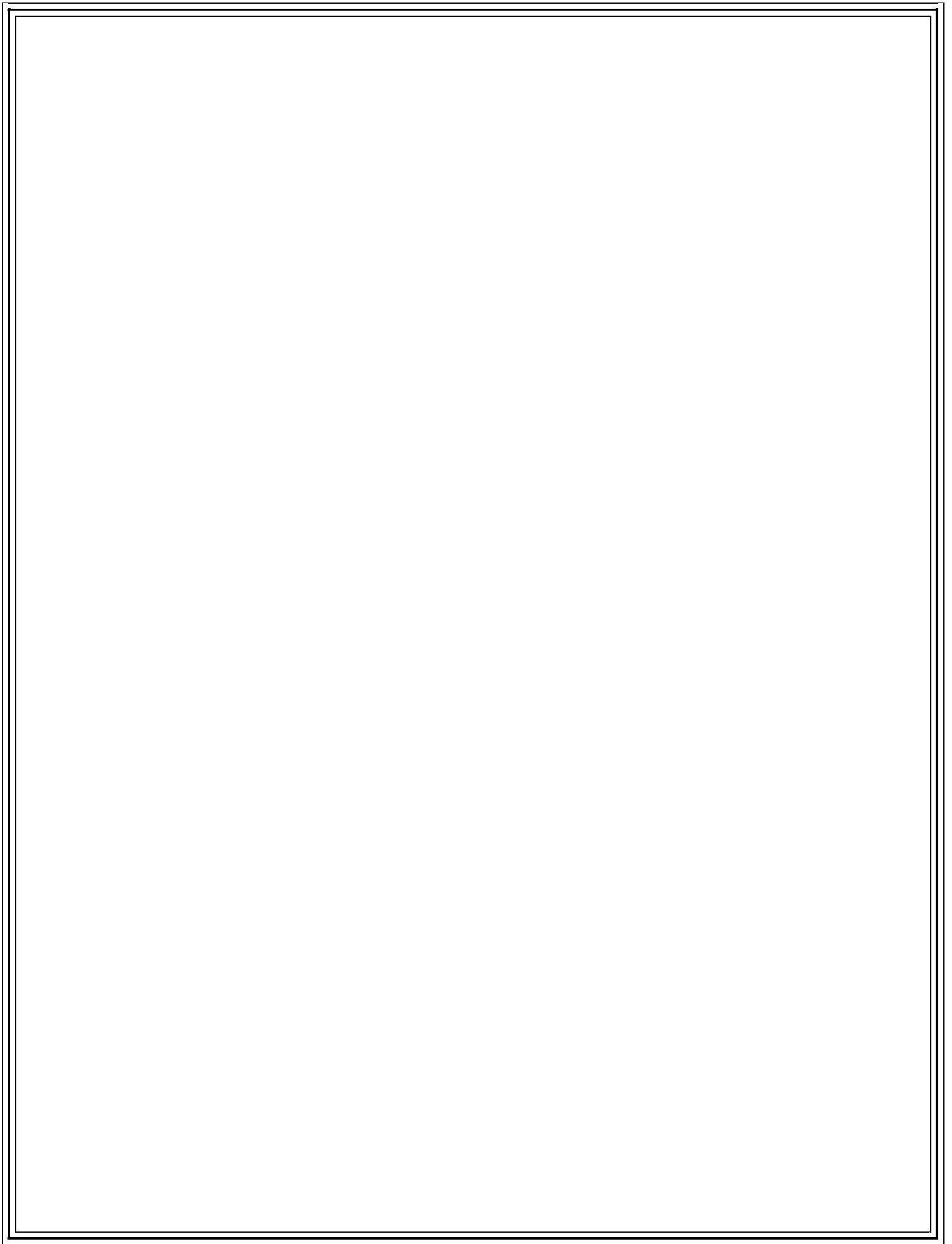
Week #	Day One	Day Two	Day Three
1	Intro. Four Seasons	<i>What Makes Day and Night?</i> by Franklyn M. Branley	Intro. Weather Log & Thermometer
2	<i>Weather Words and What They Mean</i> by Gail Gibbons	Understanding the Seasons	<i>The Reason for Seasons</i> by Gail Gibbons

## Reading Schedule –One Semester

Week #	Day One	Day Two
1	Intro. Four Seasons	<i>What Makes Day and Night?</i> by Franklyn M. Branley
2	Intro. Weather Log & Thermometer	<i>Weather Words and What They Mean</i> by Gail Gibbons
3	Understanding the Seasons	<i>The Reason for Seasons</i> by Gail Gibbons

## Reading Schedule –One Year

Week #	Lesson
1	Intro. Four Seasons
2	<i>What Makes Day and Night?</i> by Franklyn M. Branley
3	Intro. Weather Log & Thermometer
4	<i>Weather Words and What They Mean</i> by Gail Gibbons
5	Understanding the Seasons
6	<i>The Reason for Seasons</i> by Gail Gibbons



## Lesson 1/Introduction of the Four Seasons

Teacher: You will need access to a board or at least two large sheets of paper and writing instruments. You will be creating a diagram first and then a chart next.

### Diagram

Write the words for all 12 months as you and your student say them in order. Arrange them in a circle, following the idea of a clock, beginning with February at the 12 o'clock position, March at 1, April at 2, etc. This will make the next part of the diagram easier.

Circle the months which correspond to a season and then next to the circle write the name of that season. For example, circle March, April and May together in one large circle and then write "spring" next to it. The circle also demonstrates the cyclical nature of the seasons.

What month is it? Which season is it now? Which season came before it? Which season is next? Which season remains?

### Chart

Write each name for the four seasons at the top of a large sheet of paper or on a board. Under each season's name, write typical characteristics of that season as they are discussed in the following conversation. Feel free to use words and short phrases.

What do you know of each season? What is the weather typically like? What are plants and animals typically doing? What do people do? What type of clothes do they wear?

For example, "winter" might have these words listed under it: cold, snow, the trees are bare, animals are sleeping (hibernating), people build fires, boots, jackets, etc.

## **Lesson 2/ *What Makes Day and Night?***

What is day? What is night?

Word to Discuss: rotation (this is another word for spin)

**Review time on a clock.** How many hours are in a day? Talk about a typical day and at what time these events occur. For example, if your child wakes up in the morning? What time is it usually? Does he eat breakfast next? What time is this? Etc. Which activities and times are considered part of the “day”? Which are considered part of the “night”?

Create a list with your teacher of a typical 24 hour day/night in your life. Start with typical things that you usually do as soon as you wake up and continue until the next day when you’re awake. Use phrases and short sentences to create your list. For example, you might write “Wake up”, “Eat Breakfast”, “Brush Teeth”, etc.

➤ **Read *What Makes Day and Night?* by Franklyn M. Branley.**

Note: There are additional activities in the back of the book.

### **After the Reading**

**Review the concept of the earth rotating to create day and night.**

Follow the model demonstration as was described in the book. You will need your child and a lamp or flashlight. It will be much easier to see shadow vs. light if the room is dark.

A globe and flashlight will also work to demonstrate this concept. Place a small sticker in the general location of where you live on the globe, giving your child a focal point on which to better see where he is in relation to the earth.



## Narration Suggestions

	Tell how the rotation (or spin) of the Earth causes day and night.
	Compare day to night. Create a chart by dividing a sheet of paper into two halves. On one side label the section “Day” and on the other side label the section “Night”. Draw a picture, one for each side, of what your world looks like during that time. What colors might you see? Which animals are you more likely to see? What are people usually doing?
	<p>Divide a sheet of paper into quarters. Label each <math>\frac{1}{4}</math> section with one of the following: dawn, noon, dusk and midnight. Draw a picture of what your world looks like to represent this time of day.</p> <p>Note: Be sure to match the time period with an approximate range of real time. For example, explain that dawn might lie between 5 and 6 am, noon is at 12 pm, etc. Dawn and dusk are roughly <math>\frac{1}{2}</math> hour or so before sunrise/sunset. Many weather sites will have the time of sunrise and sunset for your area. The objective is to allow your child to connect the more abstract description of time with a more specific time. Use a clock to reinforce this discussion and to give your child a visual during it.</p>
	Choose your favorite time of day and tell all about it. What is happening during this time of day? What are you doing at this time of day? Why is it your favorite?
	<p>What would life be like if our world had only day? Only night?</p> <p>Are there places on the Earth that experience something close to this for certain time periods? Learn more about these places and why this happens.</p>

## Lesson 3/Introduction to a Weather Log; Reading a Thermometer

Note: Complete a weather log today, or, if you feel that the work with the thermometer will be enough for today, complete a weather log on another day.

### Weather Log

Be sure to maintain your weather log for at least one straight school week per month. This will allow your child to see patterns in nature. If you are able to maintain this every day, then that would be great!

Initially, some aspects of your weather log may not be as fully completed as is possible, considering that your student may not yet have learned enough about that aspect of the weather. Be as flexible as needed. The details will develop as the term progresses.

**Name**-The logs can be printed in advance and bound together to create a notebook. If you decide to do this, then your child will not need to write her name each and every time.

**Date**-Each entry should include the date. If you are keeping a calendar together, then this would be a natural extension from it. Sometimes discuss with your child the time of day in which he made his record. For example, is it morning, noon, afternoon or evening? Could it have been at dawn or dusk? Help your student distinguish between these words. Depending on how much writing your child can handle at this level, you might even have her write the time (on the same line as the date) and follow the time with the general word for that time of day (morning, noon, night, etc.).

Note: Always move towards quality over quantity with regard to writing amounts. Please adapt as needed. What you child cannot write can always be discussed or written by the teacher.

**Day**-On the following line, have your child write the day of the week (Monday, Tuesday, etc.). This reinforces the lessons of the calendar. You might even like to vary it by saying the day of the week in French, or your own target language, too.

**Season**-Review the months typically associated with that season. For example, if it is December, then it is winter. What other months are considered winter months? What signs in nature tell us that this is winter?

**Wind**-Now consider the wind. Later in this term your child will create a wind vane, allowing your child to note the general direction and strength of the wind.

Please feel free to round these measurements. For example, it is more than fine, at this level, to allow your child to note that the wind is a breeze coming from the North, even though technically it could be coming from the Northeast.

If you have not yet completed the wind vane, then use a weather source for your information. Ask your student, can she hear the wind? What does this tell her about the strength of it? Can she feel it? Can she see it? How can she tell if the wind is strong or weak? (A flag would wave vigorously if the wind is strong. The leaves of the trees would barely be moving if the wind was weak.)

How would you know if a tornado or hurricane was near?

**Moisture**-Do you observe dew, frost, rain, snow, hail or a storm? Describe what you see. If there is rain or snow, describe it in general terms. Is the rain light, heavy, or a drizzle? If there is snow, then is the snow coming in flurries, in a blizzard, etc.? Be able to distinguish between these terms. Write your observation and one descriptor word on the line. For example, you might write “rain drizzle” or “snow flurries”.

**Temperature**-Find out what the temperature is for the day from a weather source and then record it by marking the thermometer on your weather log page. You may also have your own outdoor thermometer. If so, then please feel free to read this and record it. Describe the temperature in general terms. How do you feel? Is it hot, warm, cold, etc.? Write this word on the line.

**Clouds**-Draw a picture of the clouds you see in your sky. Don't feel the need to overwhelm your child with writing the specific name of the clouds, as these are long words. Your child can simply draw an example of some of the clouds, noting their color and amount, and write “many dark clouds” or “no clouds” instead of the name of the cloud.

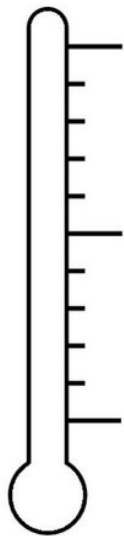
However, if you have a very interested or slightly older student who would like to name the cloud type, then try to identify it. If you can identify it, then you can write this down on the line.

**More Drawings**-What else do you notice? What animals do you see or hear as you are completing your weather log? How are the plants-trees and flowers too-responding to this weather? How does the weather feel? What do you see? What do you hear? What do you smell? Can you taste the weather-a rain drop or snowflake?

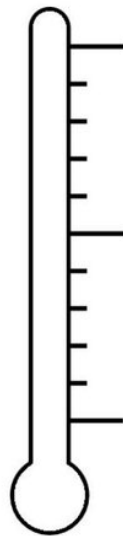
What does it taste like? Add small drawings of anything else that you notice as it relates to the weather of the day. For example, your child might like to make a small sketch of a particular flower which has just opened after a gentle rain, or a squirrel collecting acorns on a cold day in the autumn, etc.

# Reading a Thermometer

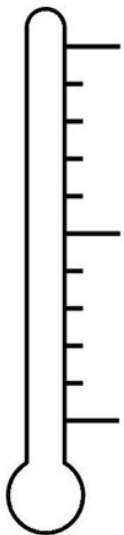
A.



B.



C.



D.



## Reading a Thermometer: Teaching Notes

First, number the thermometers. The lowest notch on the thermometer is meant to measure  $0^{\circ}$ , with each subsequent notch measuring  $10^{\circ}$  more each time. The last notch measures  $100^{\circ}$ . Feel free to write these numbers for your child, counting by 10s with them. If you'd like your student to practice writing numbers in multiples of 10, then have your child write them.

Set One includes numbers in multiples of 10 for this level. Set Two consists of numbers in multiples of 5 and 10 to offer a slight challenge for slightly older students. Have your student complete either Set One or Two, listed below, by marking the thermometer with the degree indicated and coloring up to that mark. The colored portion visually demonstrates the temperature.

### Set One

- A= $20^{\circ}$
- B= $80^{\circ}$
- C= $50^{\circ}$
- D= $100^{\circ}$

### Set Two

- A= $30^{\circ}$
- B= $65^{\circ}$
- C= $100^{\circ}$
- D= $45^{\circ}$

## Additional Practice

If you have a small thermometer at home, then you could give your child additional practice in reading one by placing it in various types of water and reading its temperature. For example, you could have one mug of room temperature water, one mug of water filled with ice and one mug of heated water. Be careful around the latter mug of water.

# Weather Log



Name

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Date

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Day

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Season

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Wind

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Moisture

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Temperature

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Clouds

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Draw the clouds.

Mark the Temperature.



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More Drawings

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Teaching Notes: Please have your child dictate to you what he/she cannot write, since writing skills vary at this level. You may need to number the thermometer and then mark the line of the temperature, letting your child color up to the mark.