

Grade 1	Lesson: Types of Weather – Part 1	Reference to English Interconnections Lesson Types of Weather pg. 51
Science Standard(s): Standard 2.3 Earth and Space Science		
Content Objective(s):		Language Objective(s):
Students will identify the types of weather during the matching game with a partner. <i>I can identify each type of weather during the game with my friend.</i>		Students will say each type of weather during the matching activity to their partner. <i>I can say each type of weather during the game with my friend.</i>
Essential Questions: How do we investigate the natural world at school?		Required Academic Vocabulary for Word Wall: Listen: weather, sunny, cloudy, rainy, snowy, windy, same, different, “What is the weather?” Speak: sunny, cloudy, rainy, snowy, windy, same different Read: Write: Sentence Frames: The weather is _____. It is _____.
Materials: <ul style="list-style-type: none">• Clothing props (e.g., sunglasses, hats, gloves, shorts, swim suit, sandals, umbrella, raincoat)• Optional: “Weather” PowerPoint (See immersion website)• Optional: Book on weather• Big pictures of weather for vocabulary instruction and TPR• Small picture cards of weather (one set per student)		Additional Lesson Vocabulary: hot, cold, day, storm, lightning, thunder, rainbow, hurricane
Lesson: Types of Weather		Instructional Time: 35 minutes
Opening (Warm Up/Review): (7 minutes) <ul style="list-style-type: none"> • The teacher walks over to the window, looks outside, and says: T: “What is the weather?” T: “The weather is___.” (Fill in the blank with what the weather is outside.) • Show a picture of snowy. Put on gloves and hat. T: “What is the weather? The weather is snowy. Say it with me.” <i>S: Choral response. “The weather is snowy.”</i> • Show a picture of sunny. Put on sunglasses, sunscreen, etc. T: “What is the weather? The weather is sunny. Say it with me.” <i>S: Choral response. “The weather is sunny.”</i> • Show a picture of cloudy. Take off the sunglasses and hold an unopened umbrella. Look at the sky pretending to see the shapes. T: “What is the weather? The weather is cloudy. Say it with me.” <i>S: Choral response. “The weather is cloudy.”</i> • Show a picture of rainy. Open the umbrella and hold out your hand like it’s raining. Maybe put on a raincoat, etc. T: “What is the weather? The weather is rainy. Say it with me.” <i>S: Choral response. “The weather is rainy.”</i> • Show a picture of windy. Act like your hat blew off or blow a piece of paper. Make sounds like wind. T: “What is the weather? The weather is windy. Say it with me.” <i>S: Choral response. “The weather is windy.”</i> • Students may know much of the oral vocabulary for this lesson from the daily calendar time. • Review the pictures and give two choices of vocabulary from which the students can choose the word to say. 		

- Point to sunny.

T: "What is the weather? Is it sunny or cloudy?"

S: "Sunny"

- Point to rainy.

T: "What is the weather? Is it snowy or rainy?"

S: "Rainy"

- Review all types of weather at least 2 times continuing to give them choices between two words for them to respond.

Introduction to New Material: (10 minutes)

- Use actions to teach unknown weather vocabulary (e.g., sunny [day], cloudy [day], rainy [day], snowy [day], windy [day], hot, cold). For each type of weather have a different action.

T: "Look at me. It is rainy. Copy my movements and say it with me. It is rainy." (bring hands down while moving fingers)

S: will copy the movement that represents rainy and say "It is rainy."

T: "Look at me. It is cloudy. Copy my movements and say it with me. It is cloudy." (Place your hands in a circle above your head, moving as clouds do across the sky.)

S: will copy the movement that represents cloudy and say "It is cloudy."

- Go through all the types of weather.

T: "Now, I am going to make the movement of a type of weather and I want you to say what the weather is. Let's try it. Look at me. What is the weather?"

- Teacher will make the movements that represent each type of weather (sunny, cloudy, rainy, snowy, windy)

S: will say the name of each type of weather that the teacher demonstrates.

Guided Practice: (10 minutes)

- Memory Game

Use the modeling cycle:

Teacher Does:

- Memory game: Turn over two sets of weather cards (5 each/10 total) on the floor/table/board. Demonstrate how to turn a card over and say the weather it represents and then turn another card over to try to get a match. Model the terms, "your turn, turn over the card, same, not the same"

T: "We are going to play a memory game. We will play in groups of 2. Each person will be given 1 set of 5 cards. Let me show you what they look like."

- Show the cards 1 at a time and review the weather on each card.

T: "What is the weather?"

S: will respond, "It is _____ (rainy, windy, cloudy, sunny, snowy)"

T: "Good, it is _____."

- Repeat with the rest of the cards.

T: "Now I am going to mix up the cards and put them face down on the board"

- It would be best of you have a magnetic copy to use in front of the students.

T: "I need to have two decks of cards, 5 on each side. Now that they are all in place, I am going to choose 2 cards."

- Teacher will choose two cards.

T: "Are the two cards the SAME or DIFFERENT?"

S: will respond "same" or "different"

T: "They are _____ (same or different). What is the weather?"

S: "It is _____." (rainy)

T: "Yes, the weather is _____." Show the second card.

T: "What is the weather?"

S: "It is _____." (windy)

T: "Yes, the weather is _____. So they are (the) _____ (same or different)."

Teacher Does with Student:

- Mix up the cards and turn them face over again.
- Call a student up to the front and ask them to turn over two cards. The student should name the picture that they turn over (e.g. sunny, rainy etc.). Next the student should say, "same" or "not the same."

T: "I need a helper. Raise your hand if you want to come up and help me pick two cards."

S: *will raise their hands if they want to come up and help.*

- Teacher will pick one student to come up.

T: "Please pick 2 cards."

S: *will pick two cards.*

T: "Are they the same or different?"

S: *will answer, "same" or "different"*

T: "You are right! They are _____ (same or different). What is the weather?"

S: *will answer with the type of weather on each card.*

T: "You are right again! Thank you for your help."

Two Students Do:

- Have two new students come up and take turns turning the cards over and using the appropriate phrases.

T: "Now I need two students to come up. You will each get a turn. The first person will pick the card and the second student will ask, 'What is the weather? Are they the same or different?'"

S: *Two students will come up and demonstrate how to pick cards and ask questions.*

T: "Don't forget to ask, 'What is the weather?'"

All Students Practice:

- Give each child a set of weather picture cards (5 each for sunny, rainy, snowy, cloudy, and windy) and have them pair up with a partner. They should combine their cards (so there are 10), mix them up, and place them face down.

T: "Each of you will be given 1 set of 5 cards. You will need to work with 1 friend and play the matching game. You will have 4 minutes. When I clap you will need to clean up."

- Separate the class into groups of 2.
- Walk around as the students are playing the game. This will help them stay on task and you can check if they are doing the activity correctly.

Closing: (3 minutes)

- Bring the students back together.

T: "Let's review! What is the weather?"

S: *will respond.*

- Review each type of weather through props, pictures and movements.

T: "What is the weather today?"

- Mark it on your daily calendar. If appropriate, ask what the weather was in the morning, or afternoon, or yesterday. Tell the students that every day they will talk about the weather and mark it on the calendar.

Assessment:

- Observe if the students can accurately say the weather terms when shown the picture cards during the independent/interactive activity.

Extra Ideas:

- Show a Weather PowerPoint Presentation
- Read a book about weather
- Sing a song about weather