

Grade 2	<b>Lesson:</b> <b>Weather</b> <b>(come after temperature)</b>	Reference to English Interconnections Lesson Weather pg. 94
<b>Science Standard(s): Standard 2.3 Earth and Space Science</b>		
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Students will match weather to its appropriate season in groups of 4. <i>I can match each season with the types of weather in my group of 4.</i>		Students will write a season and its corresponding weather on a sheet of paper individually. <i>I can write a season and its weather on my paper by myself.</i>
<b>Essential Questions:</b> How does the natural world change?		<b>Academic Vocabulary for Word Wall:</b> <b>Listen:</b> weather, temperature, season <b>Speak:</b> summer, winter, spring, fall, rain(y), wind(y), sun(ny), cloud(y), snow(y) <b>Read:</b> summer, winter, spring, fall, rain(y), wind(y), sun(ny), cloud(y), snow(y) <b>Write:</b> summer, winter, spring, fall, rain(y), wind(y), sun(ny), cloud(y), snow(y) <b>Sentence Frames:</b> _____(season) is _____(weather). <i>Summer is sunny.</i> _____ is a type of weather.
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Labeled season cards (spring, summer, winter, fall)</li> <li>• Season pictures (spring, summer, winter, fall)</li> <li>• Labeled weather cards (wind, sun, clouds, rain, snow)</li> <li>• weather pictures (wind, sun, clouds, rain, snow)</li> <li>• weather calendar (copied for each student)</li> <li>• weather page (copied for each student)</li> </ul>		<b>Additional Lesson Vocabulary:</b> snow, sun, wind, rain, cloud, summer, spring, winter, fall, hot, cold
<b>Lesson: Weather</b>		<b>Instructional Time: 40 minutes</b>
<b>Opening: (7 minutes)</b> <ul style="list-style-type: none"> <li>• Before the lesson begins have the pictures of weather already on the board.</li> </ul> <b>T: “Weather, weather, weather, what is weather? What types of weather are there?”</b> <b>T: “Look at these pictures. Turn to your neighbor and tell them one type of weather.”</b> <b>S: students will turn to their neighbor “rain is a type of weather” or “snow is a type of weather”...</b> <b>T: “I am going to put these same pictures up around the room and we are going to play a game.”</b> <ul style="list-style-type: none"> <li>• As the teacher puts the labeled pictures up around the room say “here is wind” or “here is rain” ...</li> </ul> <b>T: “Now that all the pictures are up, let me tell you how to play the game.</b> <ol style="list-style-type: none"> <li>1. First, all of you will stand up.</li> <li>2. Second, I will say one of the types of weather.</li> <li>3. Third, you will go over to that type of weather”</li> </ol> <b>T: “Let’s play!”</b> <ul style="list-style-type: none"> <li>• The teacher will continue this exercise several times or until all the types of weather have been stated.</li> <li>• When the activity is over, have the students come back to the carpet for whole group instruction.</li> </ul> <b>Introduction to New Material (Direct Instruction): (7 minutes)</b> <b>T: “You just found rain, snow, wind, sun and clouds. Each type of weather happens during different seasons according to the temperature.”</b> <b>T: “What season is it right now?”</b> <b>S: “it is fall” or “it is winter”...</b>		

**T: "You are right, the season is \_\_\_\_\_. And what is the weather today? Please turn to your neighbor and tell them what the weather is like today."**

*S: will turn to their neighbor and say "it is cloudy", "it is windy", "it is sunny", (depending on the weather)*

**T: "The season is \_\_\_\_\_(winter), the weather is \_\_\_\_\_(snowy). We can also say that winter is snowy."**

**T: "Let's do it with the other season. I am going to say the season and show you a picture of the season. I need you to help me say what the weather usually is like during that season."**

**T: "Fall is \_\_\_\_\_" or "Spring is \_\_\_\_\_" or "Summer is \_\_\_\_\_" or "Winter is \_\_\_\_\_",**

*S: students will fill in the blank. "windy" or "rainy" or "sunny" or "snowy"*

- The student answers will vary but help them choose answers that do occur during each season.

**T: "Let's play the game again, but instead of saying the season and showing a picture of the season, I will only say the type of weather and you have to find the season that it goes with and stand by it."**

- Play the game again. The teacher will say the weather and the students will find the corresponding season that goes with it. Play until all the students get the hang of the activity and get them all right.

### **Guided Practice: (10 minutes)**

- This is a matching activity.
- The students will be separated into groups of 4.
- Each student will be given a deck of 5 weather cards.
- One student in each group will be given a set of season cards.
- The student with the season cards is the designated teacher.
- The student teacher will hold up one of the seasons and say ("fall is \_\_\_\_\_" or "winter is \_\_\_\_\_") and the other 3 students will hold up the corresponding weather and say ("fall is windy" or "winter is snowy").
- The students in the group will take turns being the teacher.

Use the modeling cycle:

Teacher Does:

**T: "We are going to play a matching game."**

**T: "I am going to give each of you one deck of 5 weather cards. Look, wind, rain, snow, sun and cloudy."**

**T: "One of you will get the season cards, fall, winter, spring, summer."**

**T: "The student with the season cards is the teacher. When you hold up a season card and say the season for example 'summer is \_\_\_\_\_', the rest of the group will hold up the type of weather that happens during that season and say for example 'summer is sunny'. For example when I hold up summer, you can hold up the picture of the sun like this and say 'summer is sunny'."**

- While demonstrating the teacher will hold up the picture of summer and the picture of the sun.

**T: "You will each get 2 turns to be the teacher and hold up the season cards."**

**T: "I need one helper."**

Teacher Does with One Student

**T: "I am holding up the season....winter! Winter is \_\_\_\_\_."**

*S: will hold up the type of weather that happens in winter (maybe snowy or sunny) and say "winter is snowy".*

**T: "Awesome, let's do it again."**

- The teacher repeats this exercise 1 more time and then gives the student the opportunity to be the teacher.

Students Do (four students come up to demonstrate activity)

**T: "I need 4 students to come up and help me."**

- Teacher will choose 4 students and will choose one student to be the teacher.

**T: "You are the teacher, here are the season cards. The rest of you will get the weather cards, here you go."**

**T: "Teacher, hold up one of the season cards and say \_\_\_\_\_ is..."**

*S: one student will hold up one season card and the other students will hold up a weather that matches that type of season and says "\_\_\_\_\_ is \_\_\_\_\_."*

**T: "Great! You are the next teacher. Hold up one of the season cards."**

S: will hold up a season card and say "Fall is \_\_\_\_\_" the other students will hold up a weather card that matches.

T: "We are ready to begin. Go with your groups and match the weather to the seasons."

- The students will separate into their groups and play the game.

**Independent Practice: (7 minutes)**

- The teacher will get the students back together.

T: "Now that you know what type of weather happens in each season, I want you to draw a picture of your favorite season with its weather and write a sentence about the weather. So you will write, summer is sunny."

**Closing: (5 minutes)**

T: "I am going to select students one at a time to share your favorite type of weather. You will read them from your desk.

- Teacher will pick 2-3 students to read to the class. Then will collect all the weather pages and put them in a book for the class library.

T: "Thank you for presenting your seasons, let's do a bicycle chain and present the rest of them to each other."

- Do a bicycle chain.

**Assessment:**

Weather books.

**Extra Ideas:**