What's the Weather Outside?

Grade Level: Second grade English Language Learners
Content Areas: Science, Language Arts, Geography, and Music
Time Frame: 45 minutes

MATERIALS

- *What's the Weather Outside?* book and accompanying CD
- Map of the world or globe
- Thermometer
- Individual maps of the world without equator
- Markers

OBJECTIVES

Content

- describe daily and seasonal weather differences and changes

Language

- Entering Level—label a map of the world with appropriate weather concepts
- Developing Level—identify appropriate vocabulary words and phrases to complete concepts in sentence frames
- Bridging Level—write sentences using new vocabulary to show the differences in weather around the world

(Adapted from https://www.wida.us/standards/CAN_DOs/)

Strategies:

- use models/maps as representations of real things

VOCABULARY:

Key vocabulary

equator—an imaginary line that divides the earth in two halves

precipitation—water that falls to the earth in the forms of hail, mist, rain, sleet, and snow

predict—to guess or say in advance

temperature—how warm or cold it is as shown on a thermometer; a thermometer measures temperature.

weather—the precipitation, temperature, and windiness

Additional words
North and South Poles
weatherman
blows over
bummer
slumber

PROCEDURES/ACTIVITIES

Pre-Reading and Engagement:

Building Background/Linking to Previous Learning and Experience/Introducing Key Vocabulary in Context

Ask students to identify their birthplace on the map or globe (teacher may need to do some research in advance to make sure they can guide students to birthplace if students are not familiar with a map).

ASK Who can tell me where you were born? Who can show me on the map?

As you discuss the concepts/words, put the key words on a word wall or chalk board

equator—an imaginary line that divides the earth in two halves
precipitation—water that falls to the earth in the forms of hail, mist, rain, sleet, and snow
predict—to guess or say in advance
temperature—how warm or cold it is as shown on a thermometer; a thermometer measures temperature.
weather—the precipitation, temperature, and windiness

Additional words
North and South Poles
Weatherman
Blows over
Bummer
slumber

CANTATA LEARNING

After several students have found their homes on the map/globe, ASK *Is it cold or hot where you are from? Is the **weather** different at different times of the year? Does it snow? IS it sunny? Does it rain a lot? etc…*

After discussing the various aspects of weather, ask them if they know the word 'weather.' ASK: *We have been talking about the weather and how it is different in different places. Who can tell me what the word weather means? (IF no one answers, then ask if someone can guess. ASK What have we been talking about? What do you think the word weather might mean? What are some different kinds of weather? What are some different ways that water falls down from the sky? (rain, hail, mist, etc…) Those are specific words for specific kinds of water coming from the sky. Does anyone know a general word that can mean any of those kinds of weather? --a general word that means any kind of water falling from the sky (like hail, mist, rain, sleet, and snow)? Precipitation. What does precipitation mean? Right, water that falls from the sky*

After discussing similarities and differences in the weather in various places, ask if they notice a pattern about where it is cold and where it is hot. See if they can figure out. If they can't guess, ask them if they have ever heard of the **equator** – then define it and show them where it is. Point to several places they have already mentioned and ask them again if it is cold or hot in that place. Then point out that it is hotter and the weather doesn't change in places that are closer to the equator. Show them where the North and South Poles are and ask them what they think the weather would be like there.

Once they see where the equator is, ask them if Minnesota is close to the equator or far away. Ask them if it is sometimes cold here. Then ask them to tell you what the weather is like today… yesterday…. tomorrow. Take out a thermometer and ask someone to tell what the temperature is right now. Take some time to explain what is cold and hot in numbers (e.g., 90 degrees is hot and 20 degrees is cold). Mention the difference between *fahrenheit* and *celsius* and say that in different parts of the world the **temperature** is measured differently. If anyone knows about the different measurements, take a little bit of time to discuss the difference between the US and most other places in the world with regard to measuring temperature.

ASK *Who can **predict** what the **weather** will be like tomorrow? Who knows what the word 'predict' means? Why do we want to **predict** what the weather will be during the day before we leave for school? What are some different ways we predict the weather before it happens? (Weatherman, weatherwoman, meteorologist, look out the window, know the season)*

We are going to read a book now called, "Weather." What is weather? When we read the book, I want you to think about why and how we might want to predict the weather.

Write the two words (Why and How) on a flip chart divided into two columns. Tell the students you work together to fill out the chart after they have listened to the whole book one time. Tell them there are some additional words and phrases that they might need to know in order to understand the book (Blows over – Bummer – slumber). Write them on the board and see if anyone can tell you what they mean. Use them in context and see if anyone can define. If they can't get the words from the context, tell them the definitions of those words and have them see if they make sense in the story.

During (Activity):

Read the story once through while students listen for how and why. Explain that 'how' is a bit tricky to figure out because it doesn't tell them directly so they will have to figure it out like a puzzle.

After reading the story ask the students to first tell you "WHY" they might want to know the weather (e.g., to know what to wear, to know what to do like play outside or inside, to bring an umbrella, snow shoes, etc… implied meaning) and then "HOW" they might know (e.g., watch the weatherperson on TV, know the seasons and guess by what the weather was like yesterday/now, look out the window, look it up on a computer or phone or in a newspaper, etc…)

Ask the students if they noticed the words in the book and if they can remind you what they mean.

Put the story up on the whiteboard or flipchart paper and have individual students underline the words and you read through a second time. Have students define the words for you again.

Leave the story up with the vocabulary words highlighted. Ask students if there are any other words they don't know. Discuss the other new vocabulary (put it up on the word wall if you want). Have students sing along with the CD as you point to the words.

Post-Reading Activity

Give each student a small map of the world. As a whole group talk again about where it is always cold and where it is always hot. Have students draw some pictures of things that represent cold weather by the Poles and hot weather by the equator. (can play the song while working on their pictures)

Low level students – Give students labels for their maps and have them glue the words to the appropriate pictures. (hot weather, cold weather, equator, North Pole, South Pole)

Intermediate level students – Have students use sentence frames to describe the key concepts they learned today.

We have hot _____ near the _____.

We have _____ weather near the North and South _____.

Advanced level students – Have students write sentences using the key vocabulary words.

Closure: Tell a partner about your map and/or sentences. Tell your partner one thing you know about the weather and how it is different in different places or how it changes. Ask for a volunteer to tell the whole class what they learned about the weather (write it on the board). Ask for other volunteers to share what they learned about the weather. If there is time and interest – sing the song again.

Assessment

Teachers: Teacher will know that students have met the objectives in the following ways:

Content

- Teacher will walk around and listen to partners describe daily and seasonal weather differences and changes.
- Additionally, teacher will be able to look at each student's map and see that they have pictures in appropriate places (representations of things associated with heat near the equator and representations of things associated with cold near the poles)

Language

- Teachers will look at the map and see the labels that students used for the various concepts and see that they are in the correct places
- Teachers will be able to see the sentence frames and know that students were able to identify appropriate vocabulary words and phrases to complete concepts.
- Teachers will read the sentences students wrote using new vocabulary and see that they were able to show the differences in weather around the world

Strategies

- Teachers will be able to see the maps that students created and listen to their descriptions in order to know if they understand how to use models/maps as representations of real things

Student Self Assessment:

Using a worksheet, students will use a series of smiley faces to frowny faces assessing their ability to do the following:

- I can tell someone about weather differences.
- I can label a map with weather words/write words to complete sentences about the weather/write sentences using weather words.
- I can use a map to understand the real world.

Home- School Connection:

Students should ask their families how they measure the weather (Fahrenheit or Celsius) and if they know what the measurements know from the other way of measuring mean.