

Lesson Plan: My Weather Patterns Journal

By: Nichole Hughes

Target Grade: Kindergarten

Teacher Prep Time: 1 hour 30 minutes

Lesson Time: [1 hour 30 minutes (we recommend doing this lesson over 5 days)]

- Day 1 (Every Monday of the month)
 - [30 minutes – Types of Weather Introduction & Monday’s Weather Recording]
- Day 2 (10 minutes- Every Tuesday of the month)
- Day 3 (10 minutes- Every Wednesday of the month)
- Day 4 (10 minutes- Every Thursday of the month)
- Day 5 (10 minutes- Every Friday of the month)
- Day 30 (Last day of the month)

Lesson Overview: In this lesson students will explore the local weather patterns on sunny, cloudy, foggy, rainy, stormy, and windy days. They will also learn how to analyze and interpret a month long calendar and a bar graph to see what the most common and least common local weather patterns are. Through guided discussions, students will also analyze and interpret the local weather of Big Bear, California to find the most and least common weather patterns.

Learning Objective: Students will be able to analyze and interpret data in order to discover what the most and least common local weather patterns are.

NGSS: K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.

Science and Engineering Practice

- #4 Analyzing and Interpreting Data
 - Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.
 - Use and share pictures, drawings, and/or writings of observations.
- **Disciplinary Core Idea**
 - Weather is a combination of sunlight, wind, snow, or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.
 - ESS2.D: Weather and Climate
 - Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region and time. People record weather patterns over time.
- **Cross Cutting Concept**
 - #1 Patterns
 - Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.

Where this lesson fits in: This lesson should be done at the beginning of the month near the beginning of the school year.

Materials Needed: (No Groups Needed)

- Weather Images (1 set for entire class)
- “Rainy” Video Segment (<https://www.youtube.com/watch?v=6-5W2L2oKk8>) 0:00-0:28

- “Stormy” Video Segment (<https://www.youtube.com/watch?v=IuGi5AFma4g>)
- “Windy” Video Segment (<https://www.youtube.com/watch?v=RZSh3nW9IM>) 0:00-0:20
- “My Weather Patterns Monday-Friday” student worksheets (1 copy per student, per week)-Note: These packets can be made into a journal for the entire school year, by making 1 set per student for each week of school.
- “My Weather Patterns End of Month Reflection” student worksheets (1 copy per student, per month)-Note: If making a journal, put “My Weather Patterns End of Month Reflection” at the end of each month’s “My Weather Patterns Monday-Friday” pages.
- Calendar pages (1 set for each month; if you want the calendars that have each month labeled here is a link to the original kinder lesson I adapted this from <https://www.teacherspayteachers.com/Product/A-Weather-Bundle-Kindergarten-NGSS-Unit-K-ESS2-1-K-ESS3-2-K-PS3-1-K-PS3-2-2908946>)
- Weather symbol pages (sunny, cloudy, foggy, rainy, stormy) printed on different colored paper. {For example, sunny on yellow; cloudy on grey; foggy on white; rainy on blue; stormy on orange.}
- Big Bear, California calendar pages (1 set)

Teacher Prep:

- Print out and cut weather images.
- Make copies of student materials (& make “My Weather Patterns Journal- if desired).
- Make copies of calendar pages and mount on classroom wall.
- Make copies and cut weather symbol pages on different colored paper.
- Project or print a color copy of Big Bear, California calendar pages.

Lesson Sequence:

Day 1: 30 minutes	<p>Types of Weather Introduction & Monday’s Weather Recording</p> <ol style="list-style-type: none"> 1. Say, “Today we are going to talk about the different types of weather and what clothes you should wear to school that go with certain types of weather. Why is it important to wear appropriate or correct clothes for certain kinds of weather weather?” <ul style="list-style-type: none"> ○ ESR <ul style="list-style-type: none"> ▪ You can get too hot and not feel good. ▪ You can be too cold and shiver. ▪ You can get wet and get sick. 2. Say, “I am going to show you some pictures and videos that show different types of weather and I want you to raise your hand and tell me something you know about the picture or video.” Show <i>Weather Images</i> and ask, “What do you know about ___ weather.” 3. Show video segments of “rainy” versus “stormy” weather. 4. As you show each image and video segment ask, “What do you know about ___ weather.” <ul style="list-style-type: none"> ○ ESR <ul style="list-style-type: none"> ▪ Sunny- It is hot when it is sunny. ▪ Cloudy- It is cold when it is cloudy. ▪ Foggy- It is wet out when it is foggy. ▪ Rainy- I have to wear a rain jacket/use an umbrella when it rains. ▪ Stormy- That is lightning/thunder.
-------------------------	---

	<p>5. Discuss the rainy versus stormy video (revise student ideas if necessary) and make sure students understand that stormy weather has lightning, but it can also be rainy and be stormy at the same time.</p> <p>6. Watch the windy video, “What did you see and what did you hear? If you were in this place what would you feel?”</p> <p>7. Go outside and ask, “What does it feel like outside today?” and “What type of clothing should we wear today?”</p> <p>Continue Steps #6-8 every Monday of the month.</p> <p>8. Pass out “My Weather Patterns Journal” (page 1) and fill it out together.</p> <p>9. Paste the weather symbol for today on the calendar.</p> <p>10. Color in a square for today on the bar graph.</p>
Day 2: 10 minutes	<p>Tuesday’s Weather Recording- Continue Steps #1-4 every Tuesday of the month.</p> <p>1. Go outside and ask, “What does it feel like outside today?” and “What type of clothing should we wear today?”</p> <p>2. Pass out <i>My Weather Patterns Journal</i> (page 2) and fill it out together, and ask, “What kind of clothes should you wear tomorrow?”</p> <p>3. Paste the weather symbol for today on the calendar.</p> <p>4. Color in a square for today on the bar graph.</p>
Day 3: 10 minutes	<p>Wednesday’s Weather Recording- Continue Steps #1-4 every Wednesday of the month.</p> <p>1. Go outside and ask, “What does it feel like outside today?” and “What type of clothing should we wear today?”</p> <p>2. Pass out <i>My Weather Patterns Journal</i> (page 3) and fill it out together, and ask, “What kind of clothes should you wear tomorrow?”</p> <p>3. Paste the weather symbol for today on the calendar.</p> <p>4. Color in a square for today on the bar graph.</p>
Day 4: 10 minutes	<p>Thursday’s Weather Recording- Continue Steps #1-4 every Thursday of the month.</p> <p>1. Go outside and ask, “What does it feel like outside today?” and “What type of clothing should we wear today?”</p> <p>2. Pass out <i>My Weather Patterns Journal</i> (page 4) and fill it out together, and ask, “What kind of clothes should you wear tomorrow?”</p> <p>3. Paste the weather symbol for today on the calendar.</p> <p>4. Color in a square for today on the bar graph.</p>
Day 5: 20 minutes	<p>Friday’s Weather Recording & End of Week Reflection- Continue Steps #1-7 every Friday of the month.</p> <p>1. Go outside and ask, “What does it feel like outside today?” and “What type of clothing should we wear today?”</p> <p>2. Pass out <i>My Weather Patterns Journal</i> (page 5-7) and fill it out together (at the end of page 6 ask, “What kind of clothes should you wear next week?”</p> <p>3. Paste the weather symbol for today on the calendar.</p> <p>4. Color in a square for today on the bar graph.</p> <p>5. Fill-out “My Weather Patterns Journal Weekly Reflection” pages together as a class by counting the amount of each type of weather on the calendar.</p> <p>6. Have student complete the “PARTNER TALK” sentence frames with a partner.</p> <p>7. Have a few students share off what they said to their partner.</p> <p>NOTE: *** You can make “weather reporter” a classroom job, so only 1-2 students go outside to share what the weather type is for today. All students need to fill-out their <i>My Weather Patterns Journal</i> for each day.</p>

<p>Day __ (Last Day of the month) 20 minutes</p>	<p>My Weather Patterns Journal End of the Month Reflection</p> <ol style="list-style-type: none"> 1. Fill-out the bar graph data to fill out page 8 together as a class. 2. Glue-in the correct weather symbols to make the comparative statements on the bar graph correct. 3. Have a discussion using the “Discussion Questions”(page 9) <p>Extension: (recommended in the month of December)</p> <ol style="list-style-type: none"> 4. Tell the students that you have a friend who teaches kindergarten in Big Bear, California, and this was their data for this month (show calendar and bar graph for Big Bear). 5. Fill-out <i>My Weather Patterns Journal Big Bear, California’s Reflection</i> (page 10). 6. Have a discussion using the “Discussion Questions” (page 11). 7. Continue this journal for everyday of school and discuss and/or outline/label on calendar the first and last day of each season. 8. Have a discussion about the patterns students notice for each season.
--	---