



Seasons and Weather

K-1

Science/Drama

by Linda Gold

Science

Standard K.1.2 Obtain, evaluate, and communicate information on the effect of forecasted weather patterns on human behavior.

Standard 1.1.2 Obtain, evaluate, and communicate information about the patterns observed at different times of the year to relate the amount of daylight to the time of year.

Drama; K-2.T.CR3

Create a scene or play with a beginning, middle, and end.

K-2.T.P9

Share dramatic play and guided drama experiences within the classroom...

K-2.T.R2

Share personal responses about classroom dramatizations and performances.

K-2.T.CO1

Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.

Objective: In this lesson, the students will learn about the need for different types of weather and associate the types of weather that occur in each season.

Materials:

Drum; Pictures of the four seasons; White board and markers (optional)

Warm-up: Weather Walk (10 min.)

Who can tell me a type of weather? Take several responses. Try to use as many of them as you can in the activity. We are going to do a weather walk. I will tell you a type of weather. As I hit the drum, you will pretend to walk through that type of weather. You may not use your voice. You must show me how you walk through that weather by using body movements and facial expressions. I should be able to tell how you feel about the weather by the look on your face. When the drum starts, you start. When the drum stops, you stop. Call out a type of weather and start to hit the drum for about 1 minute. When you stop, make note of the students who realistically portrayed their reactions to the type of weather. Point out what they did that you liked. Point out different choices that some of the students made. Continue with the activity, calling out different types of weather.

Discussion/Instruction: Seasons and Weather (5 min.)

Show the pictures of the four seasons, one at a time. *What season do you think this is? How can you tell? What types of weather do we have in this season?* If you like, you may list the seasons and the related weather types on the white board. For first graders, emphasize the amount of daylight the earth receives in each season.

Improvisational Activity: A Change in Plans (12 min.)

Have you ever been outside when the weather has changed? Did you have to change your plans? Soon I will put you into groups. In your group, you are going to: 1. Choose a season; 2. Choose an activity that people like doing in that season; 3. Decide on the weather; 4. Decide on a change in the weather. You will then act out the activity for us and we will guess the season, the weather, and the activity. We want you to talk during the activity but don't tell us what you are doing. Give us some good clues though. If you do a really good job, we should be able to guess everything right away. I will show you an example. Choose an example to model for the students. You may choose to go on a picnic in the spring. The weather could start off warm and change to rain during the picnic. You would then grab your things and head for cover. Be sure to use words so they know exactly what you are doing without telling them what you are doing. When you are done modeling, ask the students what you were doing, what the season was and what type of weather you were experiencing. Put them into groups and allow them a few minutes to plan. Give each group a chance to share their play with the class. Encourage them to use words to give the class clues. Let the class make their guesses.

Evaluation: (3 min.)

Does the weather have an impact on what we decide to do? I think most of us like to have the sun shining. What would happen if the sun shone all the time? Is it important for us to have different types of weather? Why?

Lesson Extension: Choral Reading

If you like, you may use the attached choral reading to go along with this lesson. Assign each student a number, 1-17. You may have one or two people on each number. The poem should start soft and build in volume until everyone has joined in. It should then start to fade out toward the end. The idea is for the poem to sound like a rainstorm coming in and then going away. Make sure the students colorize each descriptive word by making it sound like what it is (onomatopoeia). You may extend the lesson further by having the students go through each of the sounds in the poem and assign a type of weather to that sound.

WEATHER IS FULL OF THE NICEST SOUNDS

by: Aileen Fisher

All: Weather is full of the nicest sounds:
1: its sings
1-2: and rustles
1-3: and pings
1-4: and pounds
1-5: and hums
1-6: and tinkles
1-7: and strums
1-8: and twangs
1-9: and wishes
1-10: and sprinkles
1-11: and splishes
1-12: and bangs
1-13: and mumbles
1-14: and grumbles
1-15: and rumbles
1-16: and flashes
1-17: and CRASHES.
1-17: I wonder
1-15: if thunder
1-13: frightens a bee,
1-11: a mouse in her house,
1-9: a bird in a tree,
1-7: a bear
1-5: or a hare
1-3: or a fish in the sea?
1: Not me!