

Weather



Ontario Language Expectations Addressed

**A1.1; A1.2; A3.1; B1.1; B1.2; B1.4; B2.2; B2.4; B2.7; B2.8; B3.3;
C1.1; C1.4; C2.1; C2.2; C2.7; D1.1; D1.3; D2.2; D2.5; D3.1; D3.2;
D3.3**

Some High Frequency Words: today, there, it, is, look
Some Interest Words: foggy, windy, cloudy, stormy,

rainbow

Theme: Weather

Building Anticipation: Invite the children to look out the window to see what the weather is like. Have a child be the weather man and predict the weather for the day. Make a list of the different kinds of weather.

Book Introduction: Introduce the book *Weather* and discuss the cover. Guide the children through a book walk having them locate the high frequency words. Focus on the strategies they can use when they come to an unknown word. Encourage students to try and decode unknown words in text.

Discussion: Share and reinforce the reading strategies the children used. Talk about the different kinds of weather . Discuss what is their favourite weather and why.

Responding Creatively:

Art: Discuss the last page in the book and have children use different media to make rainbows for the classroom.

Illustrate themselves in their favourite weather .

Make a poster on the different types of weather

Science: Review and list all the different kinds of weather and tell in what season it occurs.

Discuss the reasons for changes in the weather.

Identify ways of predicting weather.

Talk about the importance of the sun, wind, rain, snow, and ice

Math: Teach the use of a thermometer.

Graph their favourite weather.

Record daily weather and compare weather for each week and do a graph at the end of the month.

Health/Safety: Discuss ways to be safe and healthy in different types of weather. Play a matching game of clothing to weather

Social Studies: Discuss the weather in different parts of the world.

Writing: Write and illustrate a class book on the different types of weather. Have children write their own books stating what they like to do in each kind of weather. Example: I like to swim when it is hot.

Drama: Take turns dramatizing different kinds of weather while others guess what it is.

Language Foundations: Focused Teaching

<p>Phonemic Awareness</p> <p>Hearing sounds in sequence</p>	<p>foggy, today, sunny, cloudy, stormy, snowing, raining, rainbow</p>	<p>Encourage the children to say the word slowly to hear all the sounds from first to last. Have children listen to a “mystery word” and they try to figure out the word and say it orally.</p>
<p>Alphabetic Knowledge</p> <p>Printing letters of alphabet</p>	<p>Alphabet chart and alphabet cards</p> <p>Materials to trace and practice letter formation</p>	<p>Present the children with tactile letters, both upper and lower case. Children trace the letters and say the sound. It is a good idea to use green and red dots to indicate where to start and stop. Children can then practice the letter formations in salt or sand before progressing to printing the letters on erasable boards and with different materials (paint brushes, chalk, markers)</p>
<p>Phonics</p> <p>Decodable words</p> <p>Word-level reading and spelling</p>	<p>foggy, it, is, sunny, today, windy, look</p>	<p>Use their phonetic skills to decode, read and spell these words. Have children use magnetic letters to make the words. Use dice with letters to practice making the words.</p>
<p>Language Conventions</p> <p>Endings</p> <p>Compound Words</p>	<p>‘ing’ endings: snow-ing, rain-ing</p> <p>today, rainbow</p>	<p>Introduce the children to the ending ‘ing’ Have them find and read ‘ing’ words in the text. Use magnetic letters or cards to add ing to other words. Play different word games like concentration, bingo, word puzzles.</p> <p>Use picture and word cards which children put together to form compound words. Extend to other compound words.</p>
<p>Reading Fluency</p> <p>Accuracy, rate and prosody</p>	<p><i>Weather</i></p>	<p>Encourage students to pay attention to fluency, accuracy and rate while reading aloud. Have students notice the last page where the exclamation mark occurs. Discuss how this should be read. Record the children so they can hear themselves and discuss how they sound.</p>