

Weather or Not, Seasons Change

Grade Level or Special Area: Kindergarten

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Length of Unit: 10 Lessons to be taught within the appropriate seasons

I. ABSTRACT

- A. Weather or Not, Seasons Change is primarily a science unit, that also incorporates language arts and art disciplines from the kindergarten sequence. This unit introduces students to a wide variety of weather concepts and relates those concepts to the four seasons. Lessons are to be taught during the appropriate season throughout the year. Therefore, this unit can easily become a part of the teacher's everyday calendar routine. The on-going aspect of this unit will really help the students to understand the cyclical nature of weather.

II. OVERVIEW

- A. Concept Objectives
1. Understand that weather changes throughout the year.
 2. Understand that fall has its own weather patterns and characteristics.
 3. Understand that winter has its own weather patterns and characteristics.
 4. Understand that spring has its own weather patterns and characteristics.
 5. Understand that summer has its own weather patterns and characteristics.
- B. Content from the *Core Knowledge Sequence*
1. Seasons and Weather (page 20)
 - a. The four seasons
 - b. Characteristics of local weather patterns during the different seasons
 - c. The sun: source of light and warmth
 - d. Daily weather changes: temperature, rainfall, thunderstorms, lightning, hail, snow, blizzards
 2. Mother Goose and other traditional poems (page 8-9)
 - a. "I Do Not Mind You Winter Wind"
 - b. "Three Little Kittens"
 - c. "My Nose"
 - d. "The More it Snows"
 - e. "April Rain Song"
 - f. "Tommy"
 3. Looking at and talking about works of art (page 14)
 - a. *Hunters in the Snow* by Pieter Bruegel
 4. Sayings and Phrases (page 10)
 - a. "April Showers Bring May Flowers"
 - b. "It's Raining Cats and Dogs"
 - c. "Great Oaks From Little Acorns Grow"
- C. Skill Objectives
1. Students will learn the function of a rain gauge, a thermometer, and a windsock.
 2. Students will be introduced to the concept of yesterday, today, and tomorrow. This concept will be reinforced daily throughout the year.

3. Students will be able to explain and demonstrate the uses of a weather calendar to track the weather on a daily basis.
4. Students will develop an understanding of the weather changes that occur in fall and the effects on the environment.
5. Students will demonstrate their knowledge of the effect of fall weather on trees.
6. Students will demonstrate knowledge of snow, snowflakes, blizzard, and ice.
7. Students will be able to identify clothing for winter weather.
8. The students will gain knowledge of winter weather represented in a variety of poetry and art forms.
9. The student will be able to identify and choose the appropriate clothing to be worn for winter weather.
10. The students will learn the weather changes that occur in spring and the effects on their environment. NOTE: The teacher will focus on the concept thunderstorms, lightning, thunder, hail, clouds, and rainbows.
11. The students will demonstrate their knowledge of how a rainbow is formed.
12. The students will identify and sort the colors of a rainbow.
13. Students will gain knowledge of spring weather represented in a variety of forms.
14. The students will be able to identify some of the effects of the spring weather on trees.
15. Students will demonstrate their knowledge of the sun as a source of warmth and light for the earth.
16. Students will develop an understanding of the weather changes that occur in summer and the effects on their environment.
17. The students will understand how summer weather effects trees.
18. The students will be exposed to the cyclical nature of weather patterns.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Hirsch, Jr. E.D. What Your Kindergartner Needs To Know. New York: Dell Publishing, 1996, ISBN 0-385-31841-3.
2. Wallace, Karen. Whatever the Weather. New York: DK Publishing, 1999, ISBN 0-7894-4750-9.

B. For Students

1. Students will bring in their personal experiences with weather and seasons.

IV. RESOURCES

1. Core Knowledge Foundation. Core Knowledge Sequence. Canada, 1999, ISBN 1-890517-20-8.
2. Hirsch, Jr. E.D. What Your Kindergartner Needs To Know. New York: Dell Publishing, 1996, ISBN 0-385-31841-3.
3. Wallace, Karen. Whatever the Weather. New York: DK Publishing, 1999, ISBN 0-7894-4750-9.

V. LESSONS

Lesson One: Seasons and Weather

A. Daily Objectives

1. Concept Objective(s)
 - a. Understand that weather changes throughout the year.
2. Lesson Content
 - a. Weather instruments
3. Skill Objective(s)
 - a. Students will discover the function of a rain gauge, thermometer, and windsock.

B. Materials

1. Plastic rain gauge
2. Rulers
3. Appendix A (rain gauge worksheet)
4. Watering Can
5. Outdoor thermometer
6. Crayons
7. Appendix B (thermometer worksheet)
8. Windsock
9. Various colors of construction paper
10. Scissors
11. Crepe paper
12. Glue
13. Hole punch
14. Yarn

C. Key Vocabulary

1. Weather-The way the air outside feels around us.
2. Rain gauge-A tool used to measure amounts of rainfall.
3. Thermometer-A tool to tell how hot or cold it is outside.

D. Procedures/Activities

1. Introduce the unit by displaying the rain gauge, thermometer, windsock, and ruler.
2. Assess the students' prior knowledge by questioning them about these items.
3. Take the class outdoors to discuss and demonstrate the uses of the rain gauge, thermometer, and windsock. Allow students to use a hands-on learning approach. Write down the outside temperature for future use in the following activities. Use the watering can full of water to pour water in the rain gauge to demonstrate rainfall. The teacher will demonstrate this activity several times and assist the students in measuring the rain in the rain gauge.
4. Return to the classroom so students can demonstrate their gained knowledge of the three instruments. Assign each student a partner to work with. Hand them a copy of the rain gauge worksheet (Appendix A) and a ruler. Allow the students to color the water in their rain gauges blue. With the teacher's help have the students measure how much rain is in each gauge. Students will write the number of inches for each gauge in the space provided.

5. Keep the students in their same group and hand them a copy of the thermometer worksheet (Appendix B). Students will color up to the line at the given temperature from outside and color the mercury line and circle portion red.
 6. Windsock activity (optional-if time permits), students will cut eight lengths of crepe paper streamer. They will glue the streamers at the bottom of a large piece of construction paper. Roll construction paper in to a cylinder shape and glue the seam together. The teacher will punch two holes in the top of the construction paper. Students will thread a piece of yarn through the two holes. The teacher will tie the yarn in a knot and hang it outside for display. Students will observe which way the wind is blowing.
- E. *Assessment/Evaluation*
1. Teachers will assess the completed rain gauge worksheet for accuracy and individually discuss any problems.
 2. Teachers will assess the completed thermometer worksheet for accuracy and individually discuss any problems.
 3. (Optional) Class discussion about their wind socks and how they worked outside.

Lesson Two: Seasons and Weather

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that weather changes throughout the year.
 2. Lesson Content
 - a. Time orientation of weather.
 3. Skill Objective(s)
 - a. Students will be introduced to the concept of yesterday, today, and tomorrow. This concept will be reinforced daily throughout the year.
 - b. Students will be able to explain and demonstrate the uses of a weather calendar to track the weather on a daily basis.
- B. *Materials*
1. Calendar (Appendix C)
 2. Weather stamps or stickers (optional)
 3. Teacher pocket weather chart with cards (optional)
 4. Bulletin board or area to display a weather chart that the teacher will continually update all year in order to help students make associations between the changing season through the use of weather words.
- C. *Key Vocabulary*
1. Calendar-The way in which the days of the week are organized into the months of the year.
 2. Symbol-A picture that takes the place of something else.
- D. *Procedures/Activities*
- Note: During daily calendar time throughout the year, the teacher will introduce and reinforce the concept of yesterday, today, and tomorrow. Also, the teacher will need to have a chart that should be left up all year to reinforce the weather changes as they occur.

1. Students will be given a copy of the blank calendar (Appendix C). With the teacher's help, the students will write the name of the month and number the days accordingly.
 2. Discuss with the students the symbols that will be used on their weather calendars (example: sun, wind, clouds, rain, and snow).
 3. The teacher will help students locate today's date on the calendar. The class will decide which weather symbol to place on the calendar for today and yesterday. The teacher has the option to use stamps, stickers, or have the students draw (as fine motor skills improve over the year), and color the symbols. This will become part of the daily routine in order for students to grasp the concept of changing weather patterns.
 4. The teacher will fill in the fall weather words on their weather chart. Students will tell the teacher what words to write.
- E. *Assessment/Evaluation*
1. The calendar will be an ongoing activity throughout the year and teachers will assess the students' weather observations and time orientation skills on a daily basis.

Lesson Three: Fall Weather

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand that fall has its own weather patterns and characteristics.
2. Lesson Content
 - a. Seasonal weather patterns (fall)
3. Skill Objective(s)
 - a. Students will develop an understanding of the weather changes that occur in fall and the effects on the environment.
 - b. Students will demonstrate their knowledge of the effect of fall weather on trees.

B. *Materials*

1. Crayons
2. Fallen leaves from outside
3. White copy paper for leaf rubbings
4. Tree activity worksheet (Appendix D)
5. Scraps of red, orange, yellow, brown, and green construction paper
6. Tree checklist (Appendix E)
7. Windsock
8. Paper or plastic bag

C. *Key Vocabulary*

1. Wind-The blowing air outside that we can not see.

D. *Procedures/Activities*

1. Use the windsock the students created in lesson one. If time did not permit, students should do that activity now.
2. The class will go outside to discuss and experience the effects of wind. The class will use their windsocks to observe and discuss the wind movement.
3. Students will collect a variety of leaves and place them in a bag.

4. The class will come back inside and place three leaves between two pieces of white paper and discuss the changes that occur to leaves in the fall.
 5. The students will rub a crayon of their choice on the top piece of paper. This will leave the impression of the leaves on the paper. Put this aside.
 6. Hand each student a copy of the tree worksheet (Appendix D). Each student will color the trunk and the branches.
 7. The students will cut and glue scraps of colored construction paper on the tree and the area around the tree. They will draw in the background different details that show the weather element of the season.
- E. *Assessment/Evaluation*
1. The teacher will evaluate student participation in the class discussion about the changes that occur to leaves in the fall.
 2. The teacher will evaluate the completed trees by using the checklist (Appendix E).

Lesson Four: Fall Weather

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that fall has its own weather patterns and characteristics.
 2. Lesson Content
 - a. Seasonal weather patterns (fall)
 3. Skill Objective(s)
 - a. Students will be able to identify, match, and sort the colors commonly associated with fall (red, brown, orange, and yellow).
- B. *Materials*
1. Collected leaves from lesson three
 2. Fall colors worksheet (Appendix F)
 3. Fall leaves worksheet (Appendix G)—2 copies per students
 4. Red, brown, orange, and yellow crayons
 5. Tag board strips (one per student) to make fall crowns
- C. *Key Vocabulary*
1. Red-color word associated with fall leaves
 2. Brown-Color word associated with trees and fall leaves
 3. Orange-Color word associated with fall leaves
 4. Yellow-Color word associated with fall leaves
- D. *Procedures/Activities*
1. The students will participate in a class discussion about the various colors of the collected leaves from lesson three and why the leaves change colors due to the fall seasonal weather changes.
 2. The students will get out their crayons, locate the words written on the crayons, and choose their red, brown, orange, and yellow colors.
 3. The students will be handed fall colors worksheet (Appendix F) and place the appropriate crayon in each box (teacher may assist if necessary).
 4. Each student will be given a copy of the fall leaves worksheet (Appendix G). The students will color one leaf for each color.

5. Students will cut out the four colored leaves and glue them in the appropriate box located on fall colors worksheet (Appendix F). Put this aside.
 6. Students will now make a fall crown. Students will be handed a strip of tag board and a second copy of fall leaves worksheet (Appendix G). Each student will color one leaf for each fall color listed above.
 7. The teacher will measure the tag board for the student's crown by wrapping it around their head and cutting it accordingly.
 8. Students will cut the leaves out and glue them to the tag board.
 9. Teacher will staple the two ends of tag board together to form the crown.
- E. *Assessment/Evaluation*
1. The teacher will assess their completed fall colors worksheet to determine that students are able to properly place the correct color of leaf in the appropriate color word box.
 2. If some leafs were placed in the wrong box teacher will need to demonstrate the skill of matching the color word on the crayon to the color word on the box.
 3. The teacher will assess that each crown has all four colors we have been studying for the fall season.

Lesson Five: Winter Weather

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that winter has its own weather patterns and characteristics.
 2. Lesson Content
 - a. Seasonal weather patterns (winter)
 3. Skill Objective(s)
 - a. Students will demonstrate knowledge of snow, snowflakes, blizzard, and ice.
 - b. Students will be able to identify clothing for winter weather.
- B. *Materials*
1. Old magazines with pictures of snow
 2. Coffee filter-one per student
 3. Scissors
 4. Individual popped popcorn pieces (or cotton balls)
 5. White copy paper
 6. Pencil
 7. Snowflake worksheet (Appendix H)
 8. Name tags with children's names
- C. *Key Vocabulary*
1. Snow- White, cold stuff that falls from the sky.
 2. Snowflake- Individual pieces of snow.
 3. Blizzard- Lots and lots of snow.
 4. Ice- Frozen water
- D. *Procedures/Activities*
1. The teacher will introduce the concepts of snowflakes, snow, blizzard, and ice. This discussion will include temperature changes that cause

these weather conditions. NOTE: Remember to fill in winter words on the wall weather chart.

2. The students will be given a magazine in which they are to find one picture that includes winter weather to share with the class.
3. The teacher will discuss with the students the uniqueness of each snowflake. The teacher will relate the concept of uniqueness of snowflakes to the uniqueness of children. Each student will be given a coffee filter. They will create their own unique snowflake.
4. Each student will fold their coffee filter into fourths (fold in half, fold in half again). Then the students will make a variety of cuts out of the coffee filter. Open it up to a beautifully unique snowflake. Share them with the class.
5. Each student will be given a counting snowflakes worksheet (Appendix H) and a handful of snowflakes (popped popcorn or cotton balls-at least 21 pieces per student). Students will count and glue the correct number of popcorn pieces in the appropriate box.
6. Each student will be given a white piece of paper to write (or trace) their name on (depending on the skill level of the student). Students will then wad up their piece of paper and throw it into a pile in the middle of the room to demonstrate a blizzard. Each student will choose one snowball from the pile and match the name on the snowball to the correct student by using their nametag.

E. *Assessment/Evaluation*

1. Teacher will observe the student's participation in the class discussion of their winter pictures from the magazine and correctly identify winter clothing.
2. Teacher will view the completed snowflake to determine if the student followed directions.
3. Teacher will assess the completed snowflakes counting worksheet (Appendix H) for accuracy. The teacher will help students individually correct these.
4. Teacher will observe the accuracy of matching the snowball name to the nametag.
5. The teacher will perform an ongoing assessment on winter activities.

Lesson Six: Winter Weather

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand that winter has its own weather patterns and characteristics.
2. Lesson Content
 - a. Seasonal weather patterns (winter)
3. Skill Objective(s)
 - a. The students will gain knowledge of winter weather represented in a variety of poetry and art forms.
 - b. The student will be able to identify and choose the appropriate clothing to be worn for winter weather.

B. *Materials*

1. *What Your Kindergartener Needs to Know* by E.D. Hirsch, Jr.

2. Copy of the art print *Hunters in the Snow* by Pieter Bruegel
 3. Winter clothes worksheet (Appendix I)-one per student
 4. Crayons
 5. Tree activity worksheet (Appendix D)
- C. *Key Vocabulary*
1. Sweater- Warm shirt that is usually fuzzy.
 2. Jacket/coat- Warm clothes worn over your shirt that buttons or zips.
 3. Mittens/gloves- Warm clothes worn on your hands.
- D. *Procedures/Activities*
1. The teacher will read from *What Your Kindergartener Needs to Know*—“I Do Not Mind You Winter Wind” page 257, “Three Little Kittens” page 34, “My Nose” page 27, and “The More it Snows” page 26. Students will participate in a class discussion about the similarities of the weather patterns in these selections.
 2. The class will observe the art print *Hunters in the Snow* by Pieter Bruegel. The teacher will lead a discussion about the various elements that let the audience know that this print is a winter weather scene. Teacher will list student comments on the board as a reference.
 3. Teacher will discuss with the students the type of clothing that is appropriate for winter weather. Students will observe their own winter clothing in the classroom.
 4. Each student will be handed a copy of the winter clothes worksheet (Appendix I). Students will place an X on what you do not wear in the winter. Students will circle the clothes they would wear in the winter and color them.
 5. Each student will be handed a copy of the winter tree activity (Appendix D). The students will color the background and tree for the winter season. The teacher will remind them that the leaves have fallen off because of the winter weather.
- E. *Assessment/Evaluation*
1. The teacher will observe the student’ participation in the class discussions of the poetry and art selections.
 2. The teacher will assess winter clothes worksheet (Appendix I) for accuracy. The teacher will discuss individually with students why the wrong answers are not appropriate.

Lesson Seven: Spring Weather

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that spring has its own weather patterns and characteristics.
 2. Lesson Content
 - a. Seasonal weather patterns (spring)
 3. Skill Objective(s)
 - a. The students will develop an understanding of the weather changes that occur in spring and the effects on their environment. NOTE: The teacher will focus on the concept thunderstorms, lightning, thunder, hail, clouds, and rainbows.

- b. The students will demonstrate their knowledge of how a rainbow is formed.
 - c. The students will identify and sort the colors of a rainbow.
- B. *Materials*
 - 1. *Whatever the Weather*_by Karen Wallace
 - 2. Classroom wall word chart to post the words for Spring
 - 3. Pictures of lightning, thunderstorms, rain, rainbows, and clouds
 - 4. Water hose (with water)
 - 5. Rainbow colors worksheet (Appendix J)
 - 6. Crayons (blue, green, orange, red, yellow, and purple)
 - 7. Scissors
- C. *Key Vocabulary*
 - 1. Lightning- Flashes of light in the sky during a storm.
 - 2. Thunder-Loud noise during a storm.
 - 3. Rain- Water that falls from the sky.
 - 4. Rainbow- Pretty colors that appear in the sky after it rains.
- D. *Procedures/Activities*
 - 1. The teacher will read the book *Whatever the Weather*_by Karen Wallace. The students will discuss the various types of weather introduced in the story. The teacher will review words and weather already studied in fall and winter. NOTE: Remember to have the students give words for the winter weather word chart.
 - 2. The students will go outside. The teacher will turn on the water hose and spray the water in an arch. The students will observe the rainbow of colors reflected in the water. The students will hypothesize about how the rainbow is formed. Then the teacher will explain that sunlight makes the water appear to have many colors as it shines through.
 - 3. The students will go back to the classroom and get out their purple, blue, green, yellow, orange, and red crayons. Each student will be handed a rainbow colors worksheet (Appendix J). They will match their crayons to the correct circle. They will color the circles the correct color and cut them out. The teacher will help the students glue the circles largest to smallest, on each other. Then the students will cut the circle in half and glue the two halves back to back. These will be hung from the ceiling for display by the spring weather wall chart.
- E. *Assessment/Evaluation*
 - 1. The teacher will observe and encourage student participation in the classroom discussion about weather from the book *Whatever the Weather* by Karen Wallace.
 - 2. The teacher will check for accuracy of the students completed rainbows.

Lesson Eight: Spring Weather

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understand that spring has its own weather patterns and characteristics.
 - 2. Lesson Content
 - a. Seasonal weather patterns (spring)
 - 3. Skill Objective(s)

- a. Students will gain knowledge of spring weather represented in a variety of forms.
 - b. The students will be able to identify some of the effects of the spring weather on trees.
- B. *Materials*
1. *What Your Kindergartener Needs to Know* by E.D. Hirsch, Jr.
 2. Copy of the tree activity worksheet (Appendix D)
 3. Tree checklist (Appendix E)
 4. Crayons
 5. Scraps of construction paper
 6. Scissors
 7. Glue
- C. *Key Vocabulary*
1. Growth- When something is small and gets bigger over time.
 2. Pouring- It is raining a whole lot.
- D. *Procedures/Activities*
1. The teacher will read from *What Your Kindergartener Needs to Know* “Rain, Rain, Go Away” page 25, “It’s Raining, It’s Pouring” page 25, “April Rain Song” page 26, and “Tommy” page 28. Then the teacher will use the familiar sayings “It’s Raining Cats and Dogs” page 111, “April Showers Bring May Flowers” page 109, and “Great Oaks from Little Acorns” page 111. The class will discuss what these mean and how they relate to spring weather.
 2. Hand each student a copy of the tree activity worksheet (Appendix D). Each student will color the trunk and branches. The students will also draw and color an appropriate spring weather background.
 3. The students will cut and glue scraps of colored construction paper to their tree to make it look like a spring tree(Appendix D).
- E. *Assessment/Evaluation*
1. Teacher will monitor student participation in the classroom discussion about the spring weather represented in the various selections.
 2. The teacher will complete the tree checklist for the spring tree activity (Appendix E).

Lesson Nine: Summer Weather

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that summer has its own weather patterns and characteristics.
 2. Lesson Content
 - a. Seasonal weather patterns (summer)
 3. Skill Objective(s)
 - a. Students will demonstrate their knowledge of the sun as a source of warmth and light for the earth.
 - b. Students will develop an understanding of the weather changes that occur in summer and the effects on their environment.
- B. *Materials*
1. Pictures of summer weather and summer activities

2. Chart paper for summer weather poster
 3. Weather match up activity (Appendix K)
- C. *Key Vocabulary*
1. Sun- Big glowing thing in the sky that makes us hot
 2. Warmth- The way we feel from the heat of the sun.
 3. Light- Bright and shining; opposite of dark
- D. *Procedures/Activities*
1. The students will look through magazines and choose summer weather pictures. The students will share about their pictures with the class. They will discuss how their picture shows summer weather. NOTE: The teacher will lead the discussion towards the sun as a source of warmth and light.
 2. The teacher will fill in the wall chart for summer using words the students use to describe summer weather. The class will compare and contrast the various weather charts.
 3. Each student will be handed a weather match up page (Appendix K). The students will then draw a matching line from the weather symbol to an activity picture for that particular weather. The students will then color the pictures on the page.
- E. *Assessment/Evaluation*
1. Teacher observation of participation in classroom discussion of summer weather. NOTE: The teacher will be looking for logical explanations of why their picture demonstrates summer weather.
 2. Teacher will observe the participation in classroom discussion comparing the various weather charts.
 3. The teacher will assess the weather match up page (Appendix J) for accuracy. Any incorrect answers will be corrected individually.

Lesson Ten: Summer Weather

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that summer has its own weather patterns and characteristics.
 2. Lesson Content
 - a. Seasonal weather patterns (summer)
 3. Skill Objective(s)
 - a. The students will understand how summer weather effects trees.
 - b. The students will be exposed to the cyclical nature of weather patterns.
- B. *Materials*
1. Copy of tree activity (Appendix D)-one per student
 2. Crayons
 3. Scraps of paper
 4. Scissors
 5. Glue
 6. Previous tree activity pages (completed) for fall, winter, and spring
 7. Hole punch
 8. Yarn

- C. *Key Vocabulary*
 - 1. Cyclical- In a circular pattern repeating itself.
- D. *Procedures/Activities*
 - 1. Each student will be handed a tree activity page (Appendix D). The students will draw and color the background and trunk to make it look like a tree would in the summer time.
 - 2. The students will cut and glue scraps of colored construction paper to their trees to make them look like summer trees.
 - 3. Students will review their tree activities for fall, winter, and spring completed in previous lessons. They will observe the similarities and differences on these pages.
 - 4. Teacher will lead a class discussion about the cyclical nature of weather students will observe the four weather charts and discuss the many things they have learned about the weather this year.
- E. *Assessment/Evaluation*
 - 1. The teacher will complete the checklist (Appendix E) for each of the trees as students complete the activity.
 - 2. Student participation in class discussion on the similarities and differences of the various seasonal trees.
 - 3. Student participation in discussion of the four weather charts.

CULMINATING ACTIVITY

The students will be divided into four seasonal groups. Each group of students will be responsible for decorating a seasonal tree display. (Note: the teacher will have four tree trunks and branches made from brown paper). The students will gather appropriate leaves and assorted seasonal weather decorations. Parents will be invited to come and view the seasonal trees. The students will serve as tour guides. They must discuss which season and weather each tree represents.

VI. HANDOUTS/WORKSHEETS

- Appendix A: Rain Gauge Activity
- Appendix B: Thermometer Activity
- Appendix C: Weather Calendar
- Appendix D: Tree Activity Page
- Appendix E: Tree Activity Checklist
- Appendix F: Fall Colors
- Appendix G: Fall Leaves
- Appendix H: Counting Snowflakes
- Appendix I: Winter Clothes
- Appendix J: Rainbow Colors
- Appendix K: Weather Match-up

VII. BIBLIOGRAPHY

- 1. Bond, Carol. *Marmalade Days: Fall*. Michigan, Partner Press, 1998, ISBN 0-933212-35-6.
- 2. Bond, Carol. *Marmalade Days: Spring*. Michigan, Partner Press, 1998, ISBN 0-933212-37-2. Core Knowledge Foundation. *Core Knowledge Sequence*. Canada, 1999, ISBN 1-890517-20-8.

3. Hirsch, Jr. E.D. *What Your Kindergartner Needs To Know*. New York: Dell Publishing, 1996, ISBN 0-385-31841-3.
4. Payne, Susan. "Making Rainbows" from *The New Good Apple Newspaper*, Vol. 24, No. 5, Issue # 120.
5. Teacher Created Materials, www.teachercreated.com/
6. Wallace, Karen. *Whatever the Weather*. New York: DK Publishing, 1999, ISBN 0-7894-4750-9.

Appendix A
Rain Gauge Activity

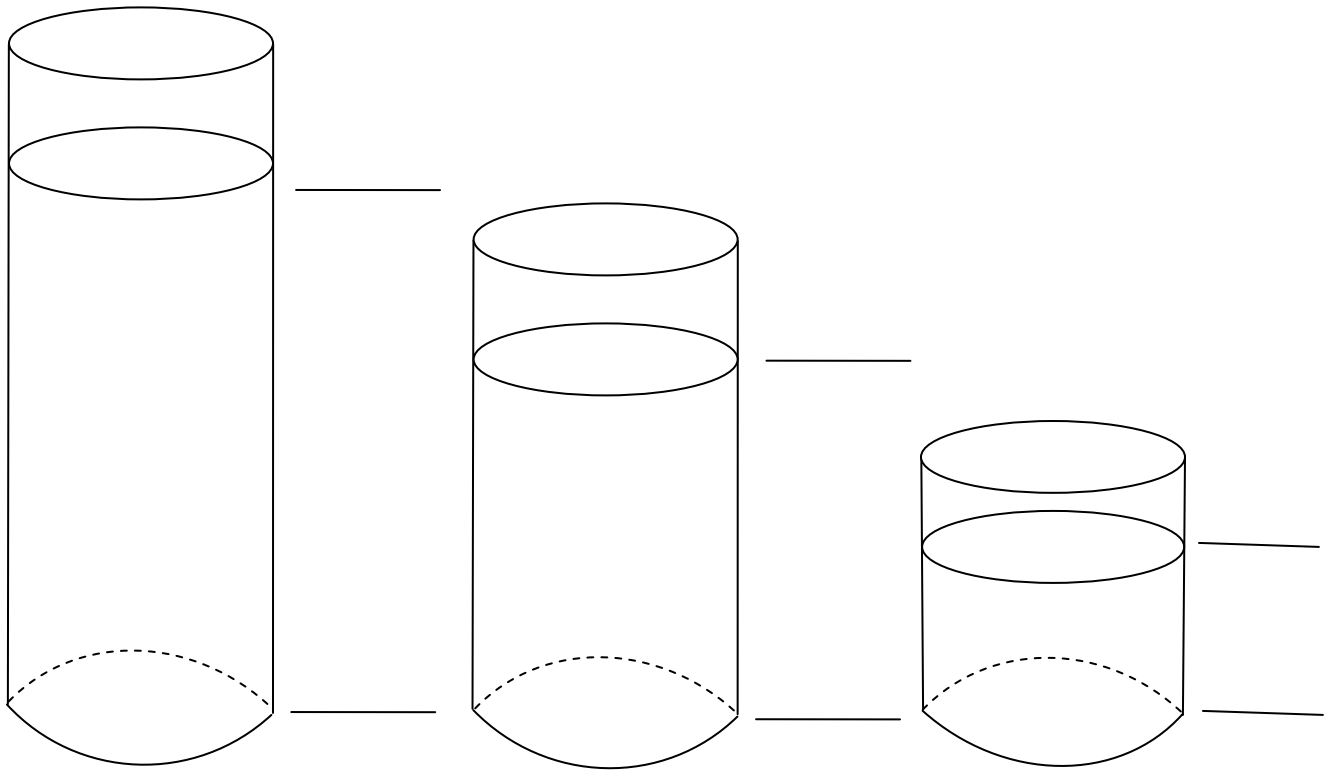
Name: _____

Materials: blue crayon, ruler, pencil

Directions: Color rain blue.

Measure with ruler.

Write number of inches on line.



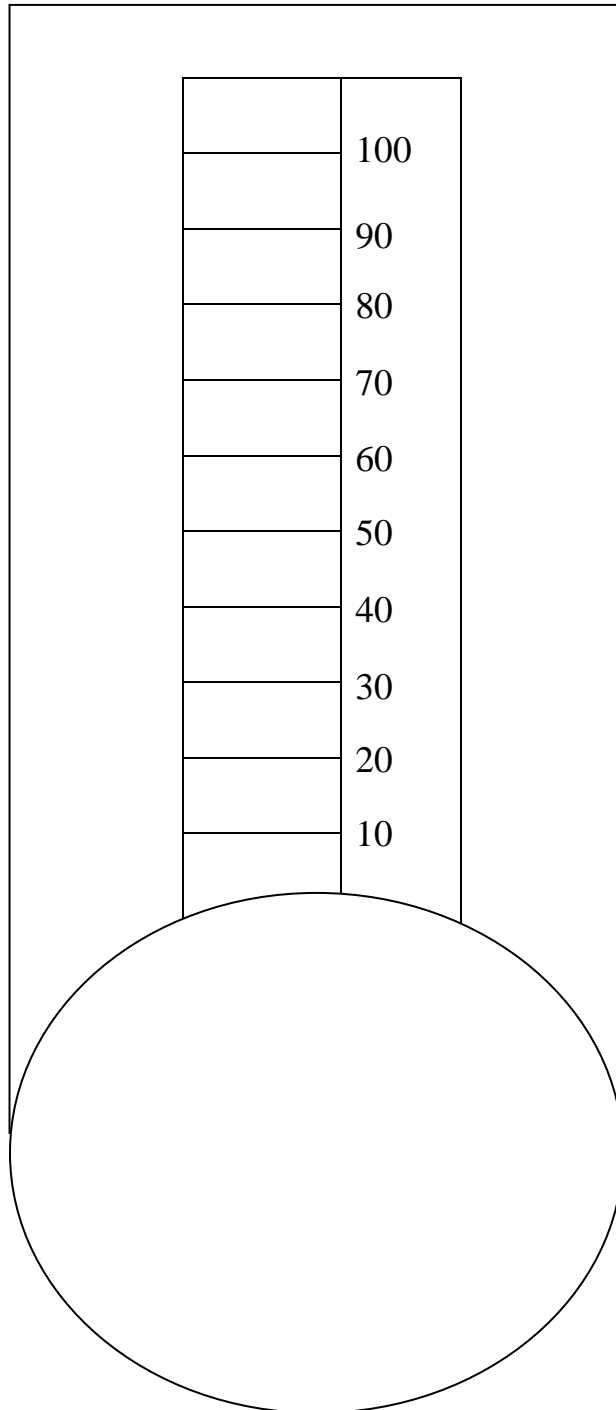
Adapted from *Teacher Created Materials, Inc.*

Appendix B
Thermometer Activity

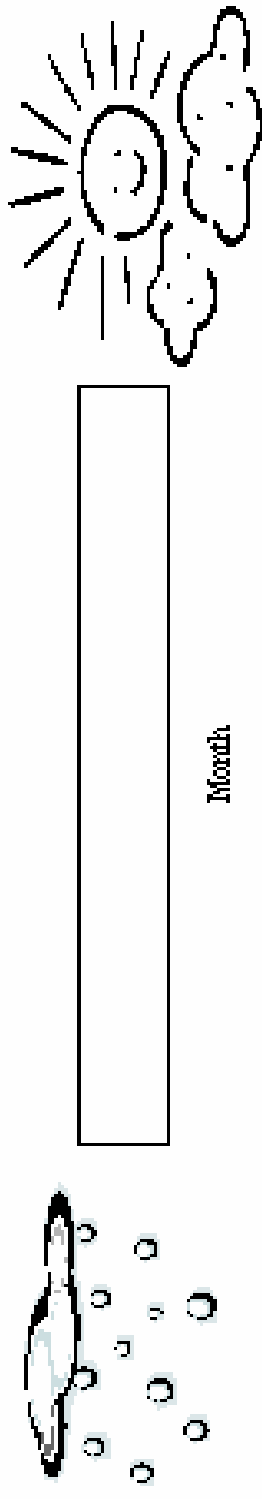
Name: _____

Materials: red crayon

Directions: Color circle and the mercury line up to the temperature.



Appendix C: Weather Calendar

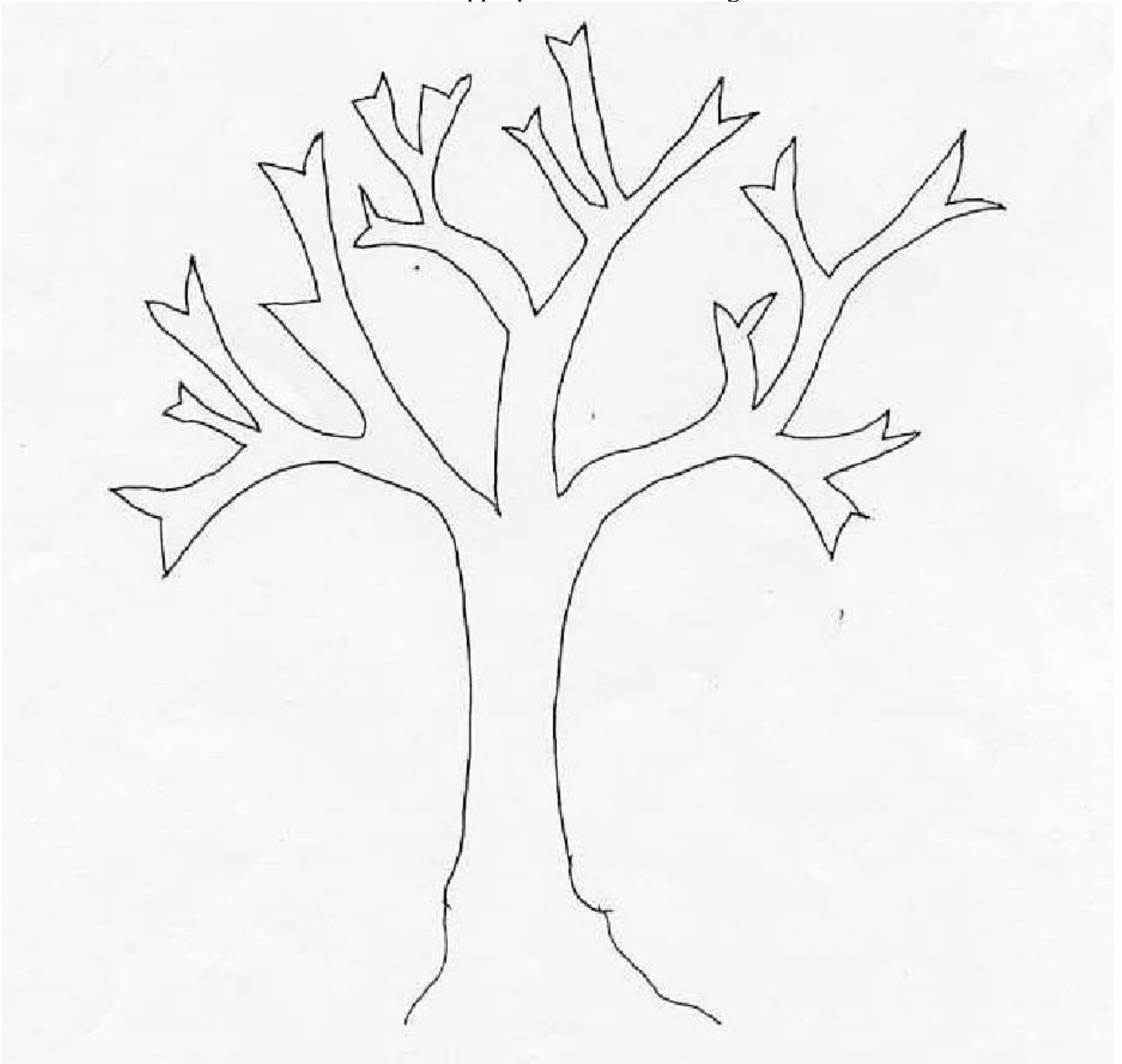


Month




Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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Tree

Directions: The student will write the name of the season they are studying in the blank.
The student will decorate an appropriate weather background and leaves.



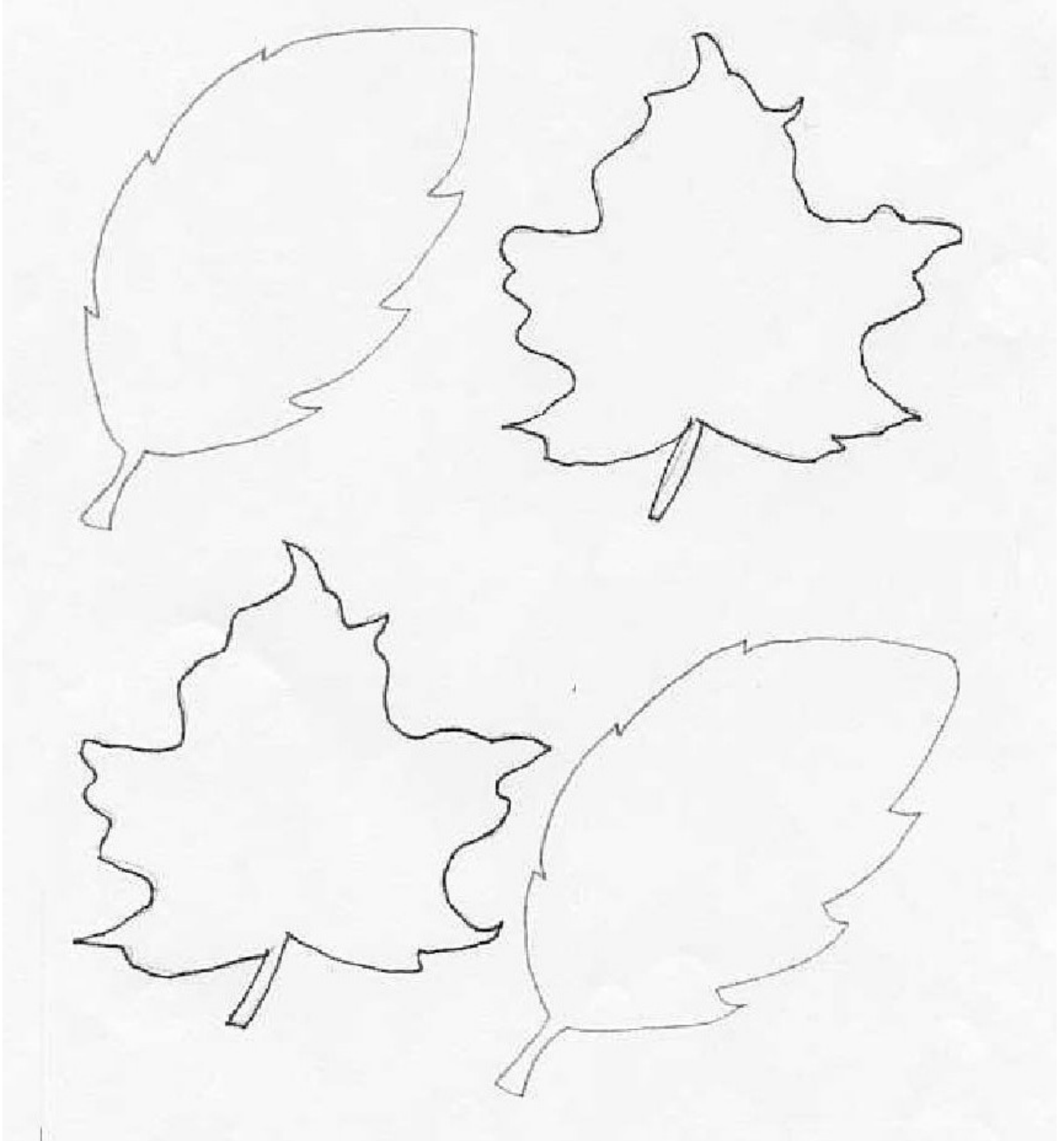
Tree Activity Checklist

Criteria			
1. Correct weather in background.			
2. Correct leaf placement on tree.			
3. Correct coloring for tree and leaves.			

Fall Colors

<p>Red</p>	<p>Orange</p>
<p>Yellow</p>	<p>Brown</p>

Fall Leaves



Appendix H: Counting Snowflakes

Counting Snowflakes

Name: _____

Directions: Give the correct number of snowflakes (popcorn pieces or cotton balls) in the boxes provided.

1

2

3

4

5

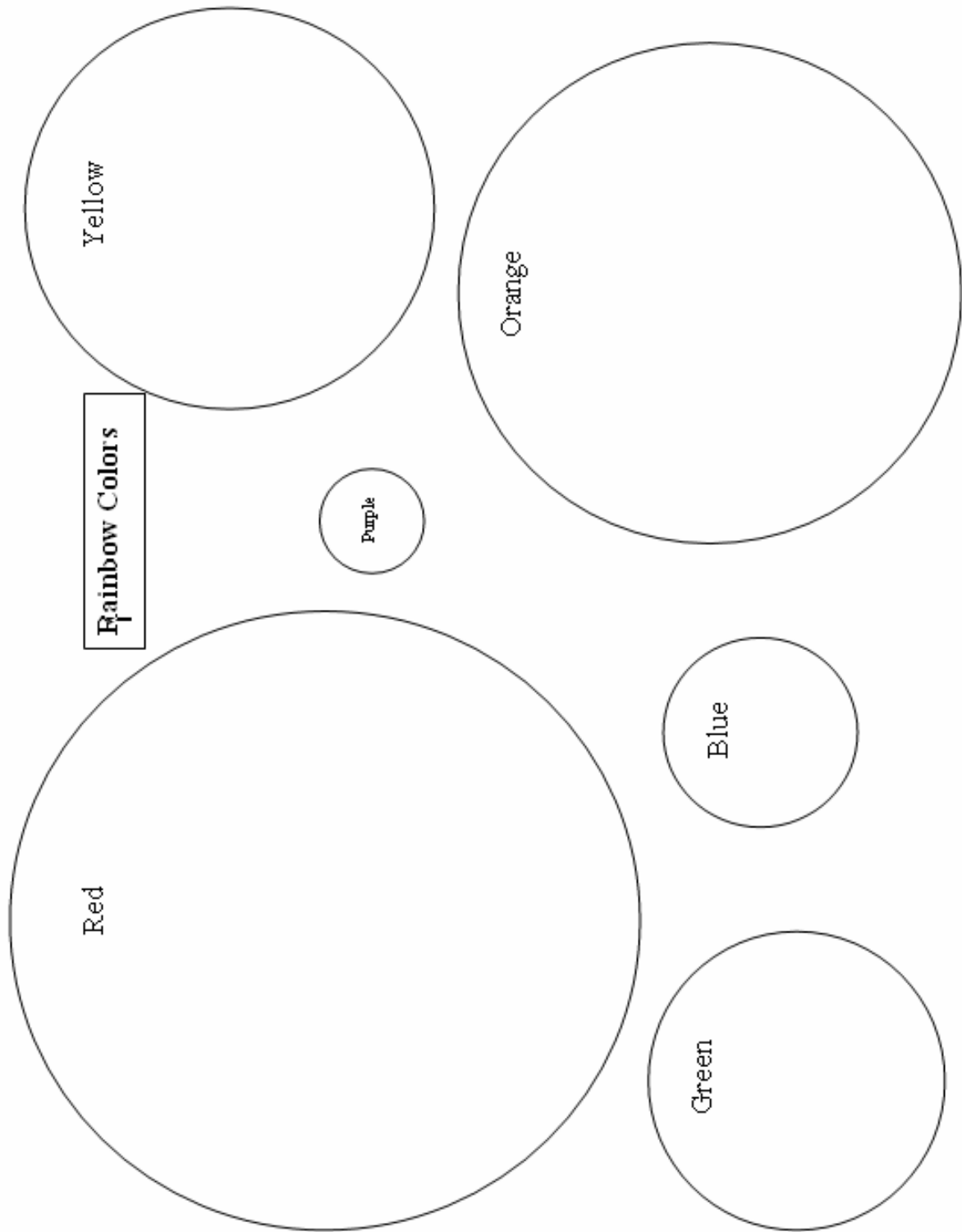
6

Winter Clothes

Directions: Place an X on any clothing you do NOT wear in winter.
Circle and color any clothing you DO wear in winter.



Appendix J: Rainbow Colors



Weather Match-Up

