

Wacky Weather

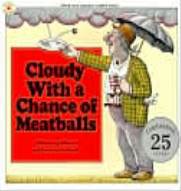
Kindergarten: Language Arts/
Science

VISUALIZATION

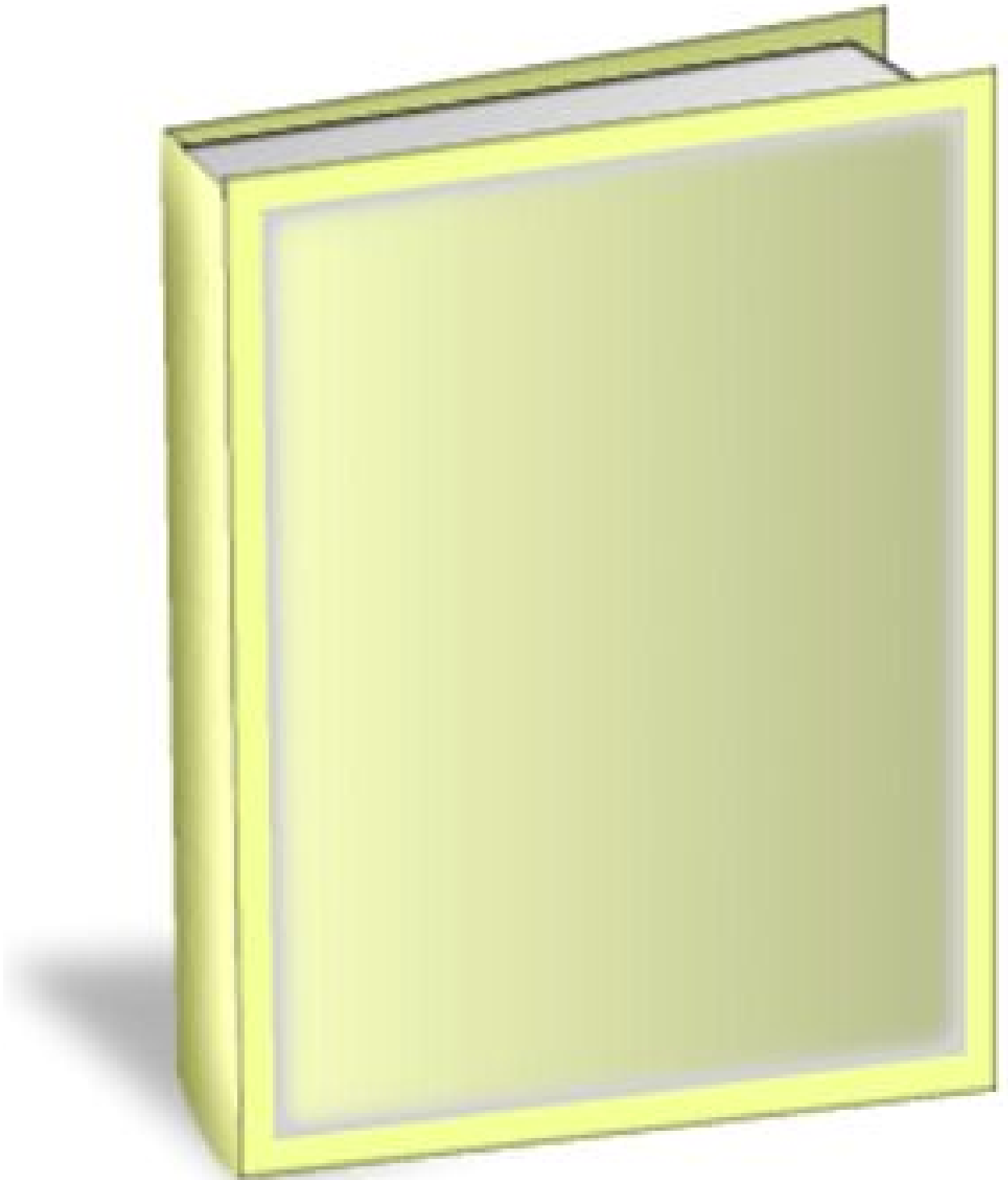


Gifted Behaviors to look for:

*Perceptive –
Resourceful –
Creative – Curious*

Materials	 <p>Drawing Paper</p>
ESOL Accommodations	Some ESOL students from warm climates may not have experience with snow. Provide Visual Aids.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	RELATIONSHIPS

Link	Review the reading strategies learned thus far this year. Say , “This week we have been focusing on making predictions. We have used pictures in stories to help us form our predictions. Today we will learn about how patterns in the weather can help us form predictions.”
	Assessment: Listen for students who understand how to make predictions and who make connections beyond the obvious.
Engage and Educate	<p>Ask:</p> <ul style="list-style-type: none"> • “What things do we need to think about when it rains? When it snows?” <p>Show students the cover of <i>Cloudy With a Chance of Meatballs</i> by Judi and Ron Barrett. Encourage students to make predictions about what the story will be about using the illustrations on the cover. Read the story.</p> <p>Ask questions such as:</p> <ul style="list-style-type: none"> • “What would happen if food fell from the sky?” • “What if too much fell?” • “What if it was a food you didn’t like?” • “How can you protect yourself from falling objects?” • “What are some things that could help you?”
	Assessment: An example of a “perceptive” response would be a student who understands too much (of anything) falling from the sky might destroy the environment and make people sick.
Active Learning	Ask students to brainstorm what they would hope to come falling from the sky. Discuss possible objects and how those objects might affect people and the environment. Students will make a title for a new book filling in the blank <i>Cloudy with a Chance of _____</i> . Students will illustrate a cover for their new book.
	Extension(s): (1) Students can practice making predictions using other books. (2) Students can use Think Blocks to make cause and affect relationships about various objects falling from the sky.
	Assessment: An example of a “Creative” response would be one where the student uses an object other than food such as <i>Cloudy With a Chance of Lightbulbs</i> . A “Perceptive” response might be <i>Cloudy With a Chance of Sunshine</i> – making connections about weather patterns.
Reflect	Have students share their work. Ask why students picked the object and what affect it will have on others and the environment. Ask students to make predictions about the future of our planet if their object started to fall from the sky.
Now and Then	Say , “Predicting is an important part of the reading. We will use this strategy again with other books we read. We will continue to learn and use reading strategies throughout the year.”

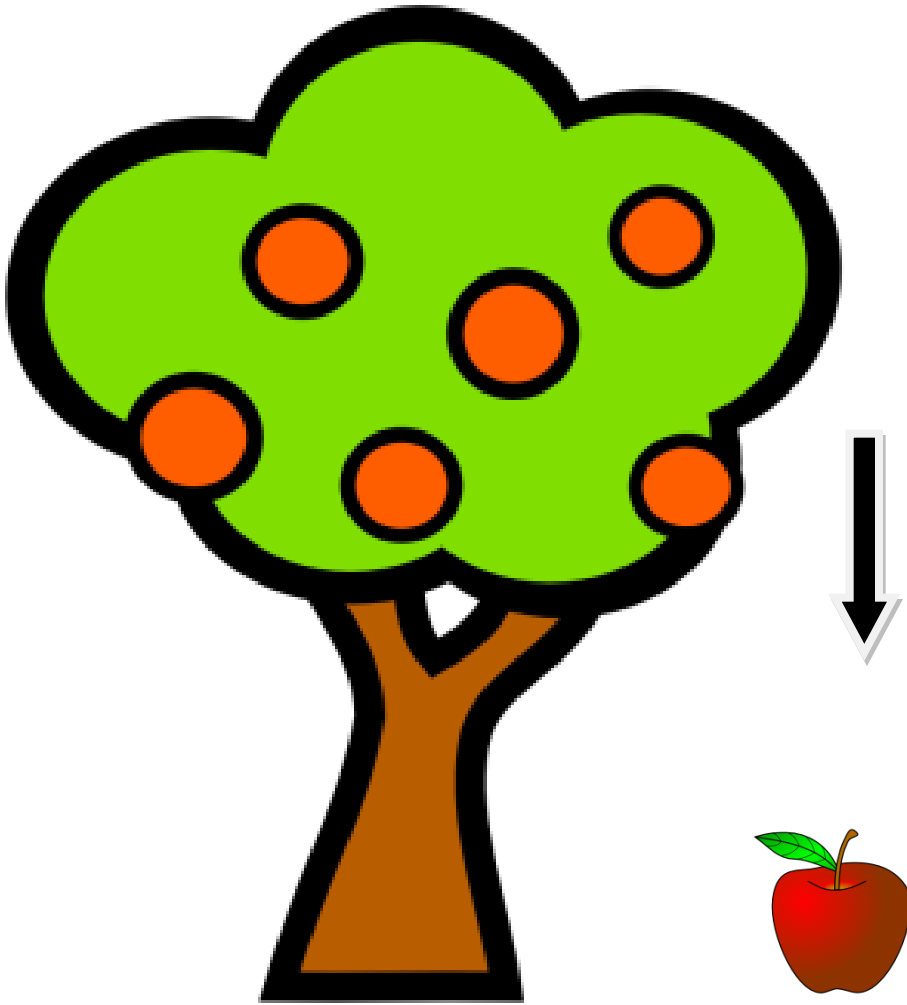


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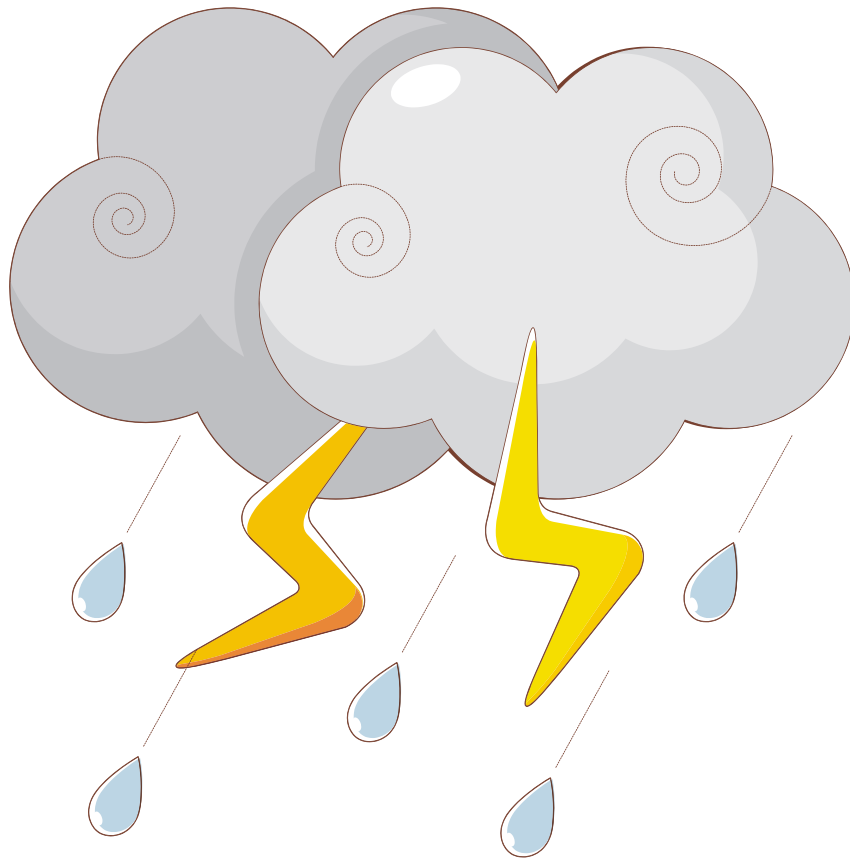
raining



falling



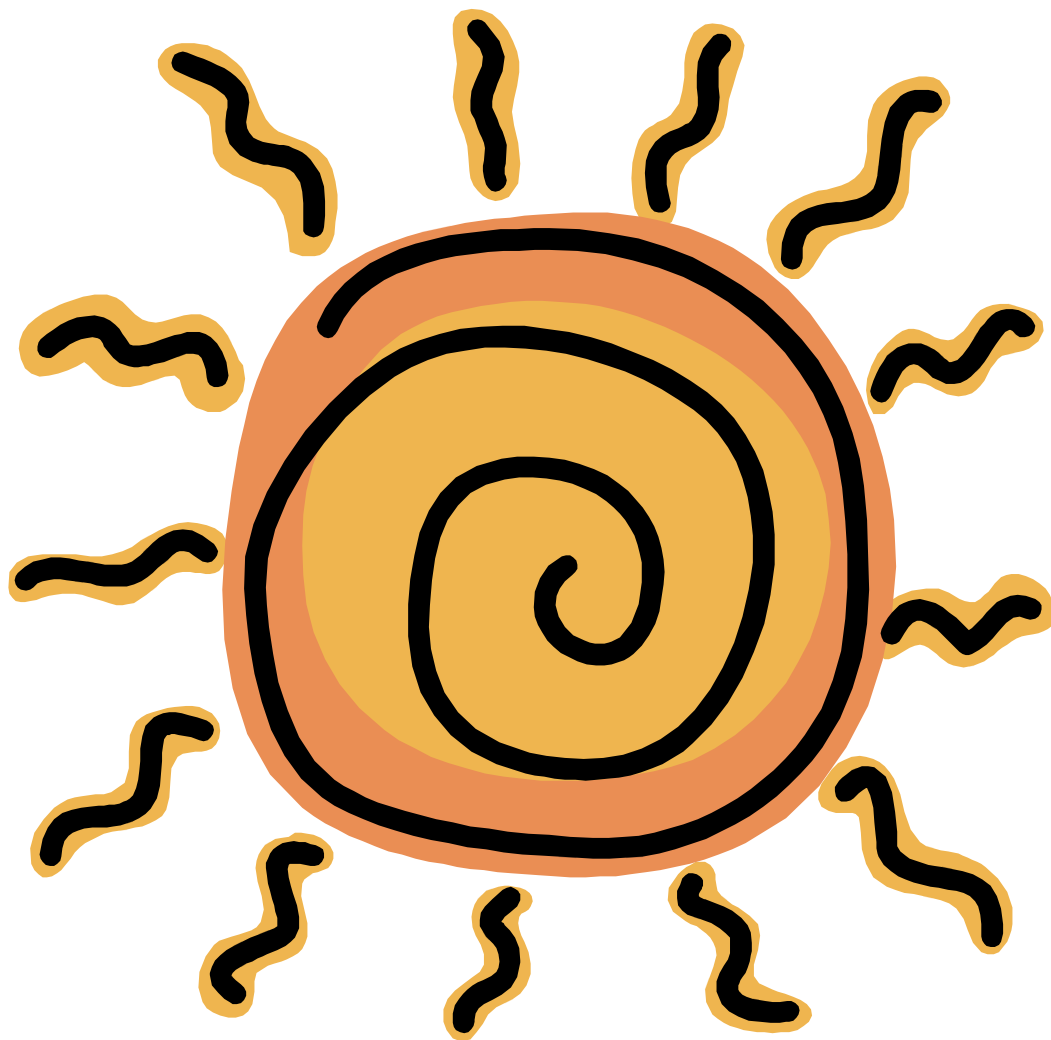
windy



stormy



snowing



sunny