

# Our Weather Pals

## A Teaching and Learning Bulletin Board

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### LANGUAGE ARTS

#### What's the Weather Today?

Ask students this question each day. Then have them check the weather. They might make a visual check by looking out the window, or refer to the weather forecast from a newspaper, local television station, or the Internet. Afterward, have them find the bulletin board piece that best depicts the weather for that day and then choose one or more word cards that describe the weather (for example, the weather might be cool and breezy). Display the pieces apart from the rest of the display to set them off. If desired, you might create a special section on the display to highlight the daily weather. During group time, discuss the day's weather, including appropriate dress and activities for the weather.

#### Weather Word Sort

Create a two-column chart labeled with "Nouns" and "Adjectives." Review these two parts of speech with children, giving examples of each to check their understanding and ability to differentiate between the two. Then hold up one word card at a time for children to view. (You might exclude *drizzling*, *freezing*, and *sizzling* from this activity.) Ask a volunteer to read the word, tell whether it's a noun or an adjective, and place it in the corresponding column. After sorting the words in this manner, review the groupings with children and correct any misplaced words.

### MATH

#### Words, Weather, and Math

Use the word cards to reinforce addition facts. First, sort out all of the words that have between three and nine letters. Place half of those cards in a paper bag and display the rest on the bulletin board. To use, point out a word on the display. Ask a volunteer to name the word. Next, have the child draw a card from the bag and read the word on it. Finally, have the child count the number of letters in each word, then add the two numbers together.

#### Weather Data

Reinforce math skills using weather data that children have collected from the beginning to end of a month-long period. On each day of the month, invite a child to color and cut out the pattern (pages 3 and 4) that best matches that day's weather condition. Record the date

### Displaying and Using Your Bulletin Board Set

Choose an eye-level bulletin board on which to display your "Our Weather Pals" bulletin board set. Attach the word cards around the border of the display, or use them to create a weather word wall nearby. Use the display, word cards, and reproducible patterns in this resource guide to do the suggested activities.

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and day of the week on the cutout and then place it in a basket. At the end of the collection period, invite children to use the weather cutouts in the following activities:

- Create a chart with enough columns to represent each weather condition. Attach a label and corresponding cutout to each column. (You might display the word card for that weather condition.) Then place each cutout from the basket in the appropriate column on the graph. When finished, count the cutouts in each column and compare the results to see which weather condition was the most (or least) frequent during the month. If desired, use the data to create a graph.
- Chart the weather cutouts according to the day of the week. Use the results to answer questions, such as “How many cloudy days occurred on Mondays?” or “What was the most common weather condition on Thursdays?”
- Sequence the cutouts along a timeline. Use the timeline to discuss weather changes from day to day and to look for any patterns.

## SCIENCE

### Our Wonderful Water Cycle

Display the following word cards for children to see: “cloudy,” “foggy,” “humid,” “misty,” “rainy,” “snowy,” and “sunny.” Tell children that these weather conditions contribute to the water cycle. Explain the water cycle. Define *evaporation* and *condensation*, and help children understand the roles these processes play in the water cycle. Then divide your class into small groups. Have each group design, illustrate, and label a diagram of the water cycle on poster board. If desired, children can color and cut out the weather patterns of their choice (pages 3 and 4) to use on their diagrams. When finished, invite each group to share its diagram with the class.

## ART

### Weather Wear

Invite children to design appropriate weather wear for a weather pal of their own. To prepare, stock your art center with paper in a variety of colors, designs, and textures. Add assorted craft materials such as yarn, buttons, sequins, pompoms, and glitter paint pens. When children visit the center, have them draw an animal of their choice on a sheet of light colored construction paper. Ask them to write the name of a weather condition at the top of their page. (If desired, they can use a cutout from pages 3 and 4 to depict the weather.) Then instruct children to use colored paper and craft items to create a weather-appropriate outfit for their weather pal—including accessories, such as an umbrella, earmuffs, or sunglasses. Invite children to share their completed creations with the class.

## Using the Reproducible Patterns

To extend learning opportunities, use the reproducible patterns on pages 3 and 4 with these additional activities.

- ◆ **Place Value:** Write one of the following on each of three cloud patterns: *ones*, *tens*, and *hundreds*. Then label a supply of raindrops with numbers from 0 to 9, using each number two or three times. To use, call out a two- or three-digit number (or write it on the board). Have children identify the place value of each digit in the number. Finally, invite a volunteer to place a raindrop labeled with each digit under the corresponding cloud.
- ◆ **Fact Families:** Challenge children to create fact families with this idea. Write numbers from 0 to 9 on several sets of the patterns of your choice. Place the cutouts in a bag. Then invite children to draw two cutouts from the bag and find the sum of the numbers on the cutouts. Have them write the problem two ways (using the commutative property of addition). Finally, ask them to complete the fact family by writing two subtraction problems with the same numbers used in the addition problems.
- ◆ **Mood Journals:** Explain that moods, such as sadness, happiness, or anger, can often be represented by weather conditions (for instance, *sunny* can stand for happiness, *cloudy* for sadness, and *stormy* for anger). After sharing about different moods that might be described in weather terms, tell children that they will keep a mood journal over a specific period of time (such as two weeks). Each day, ask children to write about their feelings, encouraging them to compare their moods to weather conditions or to use weather terms in their descriptions. Have them cut out and glue any patterns that match their moods to each page. At the end of the given period, invite children to share entries from their mood journals with the class.



