



## Lesson: What's the Weather?

(To follow Amplify CKLA K, Knowledge 8: Seasons and Weather, Lesson 8: Meteorology)

### At a Glance

In this lesson, students will learn about New Hampshire weather and reinforce their understanding of making predictions and talking about weather events.

### Primary Focus Objectives

- Students will listen to and discuss non-fiction text about New Hampshire weather events.
- Students will examine images of New Hampshire weather events.

### Formative Assessment

- "Weather Connections" activity

### Standards

CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.ELA-LITERACY.L.K.5c

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-LITERACY.W.K.1

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

NGSS K-ESS2-1

Use and share observations of local weather conditions to describe patterns over time.

NGSS.K-ESS3-2.

Ask questions to obtain information about the purpose of weather forecasting to prepare for, and to respond to, severe weather.



## Materials

- "Track the Weather" worksheet
- Focus Text: [Unit 1: New Hampshire's Geography, Learn It! "New Hampshire's Weather," pages 1 to 5.](#)
- "My Favorite Weather" worksheet
- Image Set: Big Weather Events in New Hampshire History
- "Weather Connections" worksheets
- Optional Read Aloud: *Wind Dance* by Debra Schumaker, *Kersplash* by Jessica Kulekjian, illustrated by Zoe Si, *Snowflake Bentley* by Jacqueline Briggs Martin, illustrated by Mary Azarian, and *The Snowy Day* by Ezra Jack Keats

## Time Needed

Three to four 20-40 minute class sessions

## Learning Activity

1. **Weather brainstorm.** Support a whole group discussion of different types of weather. Then, work together to identify examples that could happen in New Hampshire. *(20 minutes)*
2. **Track the weather.** Give students time to observe the day's weather and then draw a picture of it each day of the school week. *(10 minutes)*
3. **Read about New Hampshire weather.** Read aloud the Learn It! selection and discuss with students, connecting new information to the weather brainstorm. *(20 minutes)*
4. **Make weather connections.** Project or display the historic photographs of major weather events from New Hampshire's past. Use the "Notice and Wonder" approach to discuss the images as a whole group. Then, provide students with the worksheet and guide them to draw (or write) responses for each image. *(30 minutes)*
5. **Share about favorite weather.** Distribute worksheets and help students expand on the idea of their favorite weather using details in writing and drawing. *(30 minutes)*



## **Educator Rationale and Answer Guide**

### **Connection to Amplify**

In this lesson, students reinforce and extend their understanding of weather patterns and predictions developed in Amplify CKLA K, Unit 8: Seasons and Weather, Lesson 8: Meteorology. Students continue tracking the weather, notice patterns, and make predictions. An activity using historic photographs of extreme weather events in New Hampshire helps students develop the concept of cause and effect: they must think about what kind of weather builds to this extreme event.

### **Track the weather**

Give students time to observe the day's weather and draw their observations on the tracking sheet. Repeat this each day of the school week. Students may have completed a similar activity for the Amplify lesson. Repetition of this activity reinforces their understanding that there are patterns in our weather. This activity can be done at the beginning of each session for this lesson.

### **Weather brainstorm**

This brainstorm allows students to think about and categorize types of weather. During the brainstorm, some might mention weather that does not typically occur in New Hampshire. This discussion can open up a dialogue about what weather phenomena we typically see here in New Hampshire. Students that have moved from other areas of the country or parts of the world could add a very different perspective. This brainstorm is also an opportunity to assess the weather vocabulary students have learned.

This is a good place to pause if dividing the lesson across multiple sessions.

### **Read about weather in New Hampshire**

Each page in this selection from Learn It! describes an extreme weather event that results from various forms of precipitation. Connect the reading back to the weather brainstorm at the beginning of the lesson. Were any of these weather events on the list of New Hampshire weather generated during the brainstorm? Depending on student interest or the current season, choose one of the recommended picture books to supplement this non-fiction selection.

This is a good place to pause if dividing the lesson across multiple sessions.

### **Make weather connections**

Tell students that each image shows the weather in New Hampshire long ago. Use a "Notice and Wonder" format to discuss each of the four images in the set. Students can begin by saying "I notice . . ." and then identifying a specific detail. Students can follow up that statement with "I wonder . . ." and share a connecting question. For example: "I notice the tree is against the house. I wonder if it broke the windows."

The "Weather Connections" worksheet continues this practice of making connections between observations and prior knowledge. After thinking about cause and effect with the historic photographs on the worksheet, students have the opportunity to make their own cause and effect connection based on the day's weather.

This is a good place to pause if dividing the lesson across multiple sessions.



**Share about  
favorite weather**

Encourage students to synthesize their understanding of weather and apply new weather vocabulary by responding to the prompt with writing and drawing. The worksheet may be printed double-sided or as two pages if you wish to create a display of student work.



# Track the Weather

Draw the weather each day of the school week.

Day One

Day Two

Day Three

Day Four

Day Five



## Big Weather Events in New Hampshire History

### Flooded Car



Source: New Hampshire Historical Society



## Downed Trees in Nashua



Source: New Hampshire Historical Society





## Milk Truck in Ice Tunnel



Source: New Hampshire Historical Society





## Blizzard of 1978



[Source: Salem, NH Patch](#)



## Weather Connections

This picture was taken during the flood of 1936.



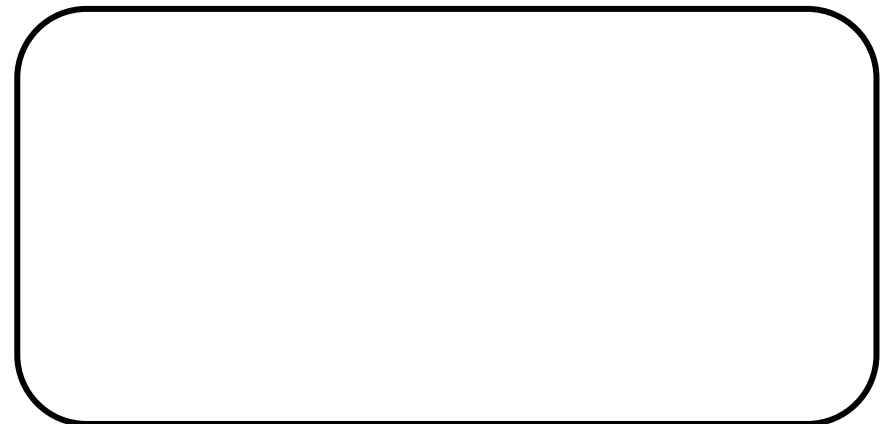
**Draw the weather that caused the flood.**



This picture shows how people in 1900 flattened snow so horses could pull sleighs on roads.



**Draw how people clear snow from roads today.**

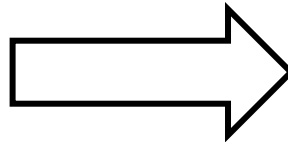




**Draw another weather connection!**

**What is today's weather?**

**How did the weather change your day?**





## My Favorite Weather Is...

Write about your favorite weather. Remember to explain why!

Handwriting practice lines for writing the response. Each set of lines consists of a solid red top line, a solid blue bottom line, and a dashed blue middle line. There are 10 such sets of lines provided for writing.

A large, empty rectangular box with a dashed border and rounded corners, intended for a drawing.

**Draw a picture of your favorite weather**