



OBJECTIVE OF THIS INVESTIGATION:

While outside or looking through a window, children will describe the weather.

VOCABULARY:

- temperature
- hot, cold, mild
- clouds/cloud cover
- precipitation
- rain, snow, hail

MATERIALS:

- Access to an outdoor space or window to experience or observe the weather

PROGRESSION STEPS (SCIENCE: WEATHER):

Visit [STEMIE Learning Trajectories](#) for details

- Weather Observer
- Temperature Recognizer
- Precipitation Recognizer
- Cloud Cover Recognizer
- Weather Applier
- Season Recognizer

THIS INVESTIGATION:

- Gather children together outside or at a window.
- As you notice the weather, ask children the following questions:

“What does the weather feel like today?”

“Do you think it feels hot or cold?” (Temperature Recognizer)

“Is there any precipitation/water falling from the sky? “What kind: rain, snow, hail?” (Precipitation Recognizer)

“What about in the sky? Is it cloudy or not cloudy?” (Cloud Cover Recognizer)

“What kind of clothing do we wear in this weather? Why?” (Weather Applier)

- Note children might mix things like raining and rain. If children say it's raining, but in fact the ground is just wet from it having rained earlier, help children notice this distinction. **“Hmm, do you feel rain falling from the sky right now?”**

ADAPTATIONS:

See [A Guide to Adaptations](#) for general ideas and strategies

Materials:

- Use visuals provided below as response cards and to support your narration of the weather
- Consider using windmills, windsocks or other objects impacted by blowing wind with grip supports added to the sticks as needed to help children notice wind blowing





ALL ABOUT WEATHER

SCIENCE: WEATHER

Every child is different. Do what works best for encouraging each child's exploration of this suggested activity.

THIS INVESTIGATION (CONTINUED):

- Children might not be ready to answer these questions, and instead might simply notice the weather around them
 - This might look like children squinting when they look up towards the sun or at the falling snow outside. (**Weather Observer**)
 - Describe the weather for children using exaggerated expressions. (e.g., "**Brr. It's so cold.**" As you hug yourself and sign 'cold'.)

ADAPTATIONS (CONTINUED)

Instruction:

- If children don't answer open-ended questions, try a forced-choice. (e.g., "**Does it feel hot or cold? Do we need an umbrella?**")
- If children make comments about observable characteristics of the environment without naming the weather, help them expand. (e.g., "**You said it was wet. You're right. It's raining.**")
- Model and encourage children to use sign, gesture, AAC, or other modes of communication to respond to the questions and make comments/ask questions about the activity.

HOW TO CONTINUE THIS INVESTIGATION:

- Encourage children to predict what the weather will be like later that day, tomorrow.
- Ask children about the season. What season is it? What is the weather like in different seasons? Note: the answer to these questions will depend on where you live and children's own lived experiences with seasons/weather (**Season Recognizer**)

SUPPORT MATERIALS



Autumn/Fall



Winter



Spring



ALL ABOUT WEATHER

SCIENCE: WEATHER

Every child is different. Do what works best for encouraging each child's exploration of this suggested activity.

SUPPORT MATERIALS:

Use the blank one to make your own!



Summer



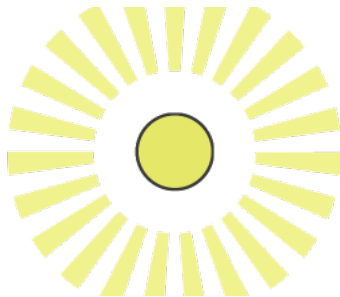
Rainy



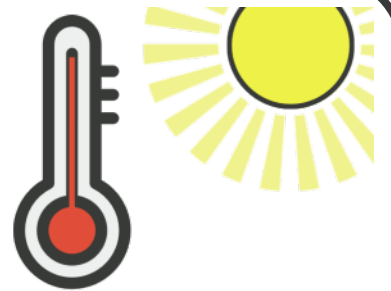
Snowy



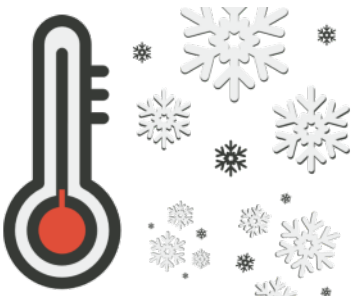
Cloudy



Sunny



Hot



Cold



Precipitation

