



WEATHER WORDS AND WHAT THEY MEAN

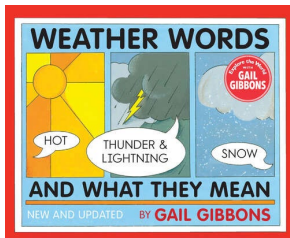
BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

DID YOU KNOW READING BOOKS IS A GREAT OPPORTUNITY TO SUPPORT STEM LEARNING?

Reading with older toddlers and preschoolers uses **PEER**:

- Use additional Prompts if needed,
- Evaluate and
- Expand your child's answers, and
- Repeat the prompts.

ABOUT THIS BOOK



Weather Words and What They Mean is a book by Gail Gibbons. This book explains **weather** terms and processes. **Predict** with your child what the weather might be like each day.

WHERE CAN I FIND THIS BOOK?

Search [YouTube](#), [BookShare](#), [Archive.org](#), and your local library.

ADAPTATIONS

STEMIE's tips for making adaptations to the storybook reading process

<https://stemie.fpg.unc.edu/resource/a-guide-to-book-adaptations/>

Scan the QR code to download or view online.



Expanding | Science

Weather Words and What They Mean

By Gail Gibbons

C

Complete a sentence

"When the sun sets, the air becomes cooler and the temperature goes ____ (down)."

R

Recall

"What are clouds made of?" (moisture)

O

Open-ended questions

"How does rain happen?"

W

WH questions

"What is weather?" (temperature, air pressure, humidity, and wind movement)

D

Distancing questions

"What is your favorite weather?"

STEM Words & Ideas to Explore

- Weather
- Temperature
- Clouds
- Storm
- Wind
- Rain
- Rainbow





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ADAPTATIONS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration during this suggested literacy activity. These are only suggested activity adaptations. Consider consulting your child's care team first.



Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



Answer your child's questions. If you do not know the answer, work together with your child to discover the answer.



Encourage your child to participate in the activity as much as possible. Praise your child's efforts and successes.

SUPPORT CHILDREN WITH VISUAL IMPAIRMENT, DEAF-BLINDNESS, OR MULTIPLE DISABILITIES:



Storybox:

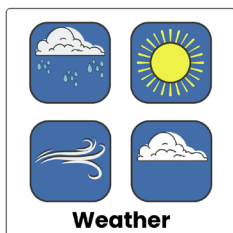
Select corresponding items and place them in a container or a box. Items may include:

- Clothing items
- Shoes
- Umbrella

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children with sensory challenges

SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:



Pictures, Symbols, Signs, or Icons:

- Select pictures that correspond to items, objects, or animals in the book
- Add signs and icons to the story
- Use pictures along with a communication board to support STEM learning

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children's learning
- Support children who are deaf or have a hearing impairment



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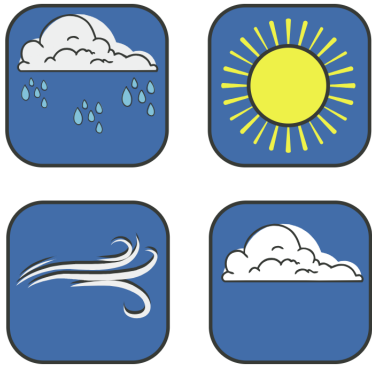
VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

How To Use VISUAL CUES:

1. Print and cut out the images.
2. As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.

Check out STEMIE's tips for creating and using visual supports with

[A Guide to Visual Supports.](#)



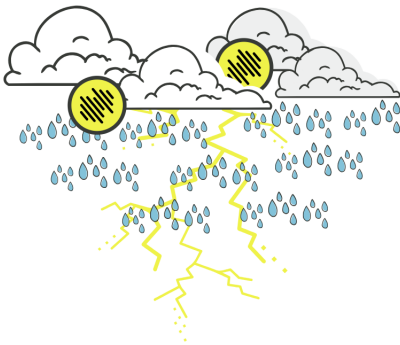
Weather



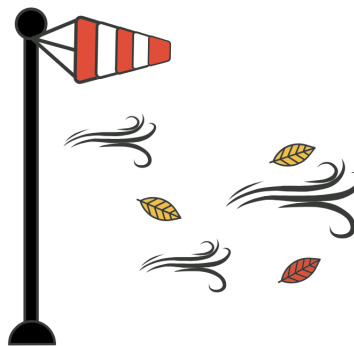
Thermometer



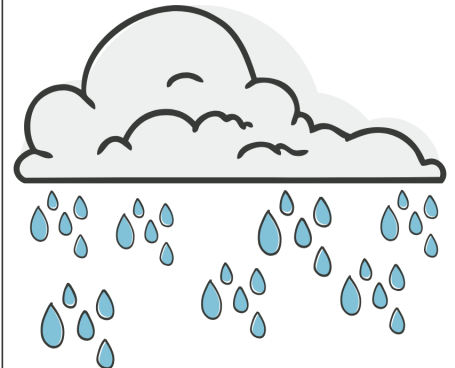
Clouds



Storm



Wind



Rain



Rainbow



Need more visual cues?

Use the empty square to create your own or visit [STEMIE's Visual Cue Library.](#)



WEATHER WORDS AND WHAT THEY MEAN

ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

NOTICING THE WEATHER

Description: Help your child **observe and investigate the weather**, with their **senses**. Talk about **what to wear for the weather**.

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to make connections between words and real-life experiences. This helps children develop fundamental critical thinking and problem-solving skills.

Go to the window together and point out what the **weather** is like. Talk about what **clothing items to wear** when going outside for a stroller ride. Spend some time exploring why a particular clothing item may (or may not) be needed for the day's weather.

Go on a stroller ride in nature and point out things you and your child are seeing, hearing, and/or smelling, such as the **sun shining**, **water dripping after a rain**, **trees swaying in the wind**, and **fragrant flowers**. Say, **"I feel the wind blowing across my skin."** **"The sunshine feels so warm."**

MAKING RAIN

Description: Help your child **experiment, observe, and recognize how rain occurs**. Talk about how rain is made of water that falls from clouds.

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to make connections between words and real-life experiences. This helps children develop fundamental critical thinking and problem-solving skills.

There are a couple different ways you can show how rain occurs, some more interactive than others.

- Encourage your child to use a pipette to drop water. Consider tinting the water with a blue dye or runny blue paint. Drop onto black paper for a dark night or stormy day or onto drop on green paper for grass on a spring day.
- Add a large cotton ball to a clear bottle, provide a pipette to soak the cotton ball with water to create rain. Encourage your child to count out loud how many drops it takes for the cotton ball (cloud) to drip (rain).
- Provide a clear bowl full of clear water with non-toxic shaving cream (cloud) floating on top. Provide a pipette filled with blue tinted water and drop onto the shaving cream. Encourage your child to watch it drip down like rain into the clear water below.
- To create a cloud in a jar, set ice on top of a closed clear jar.



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ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

ADDITIONAL ACTIVITY IDEAS:

- **Design and create** a windsock, graph/document observations
- **Design and build** a pin wheel, blow to make spin, or add to a garden
- **Design and build** a kite, then fly it
- Match pictures of **children in different outfits** or nature in different seasons with seasons
- **Observe changes** in and **compare and contrast** seasons over the school year. Keep a weather journal to guide these observations (take or draw pictures to keep a record from which to compare).
- Get dressed appropriately and splash and play in the rain, or play outside.
- Use a rain gauge and graph observations
- Play with a weather doll or stuffed animal. Choose one of your child's favorite figures or stuffed animals and with your child, decide what the toy **needs to wear for the weather**. This could be a game where you imagine or describe different scenarios (For example, "What should bear wear if it is raining? What if it is cold?") or by looking out a window to determine what the toy should wear based on the day's weather.
- **Create** sun catchers or light mobile.

