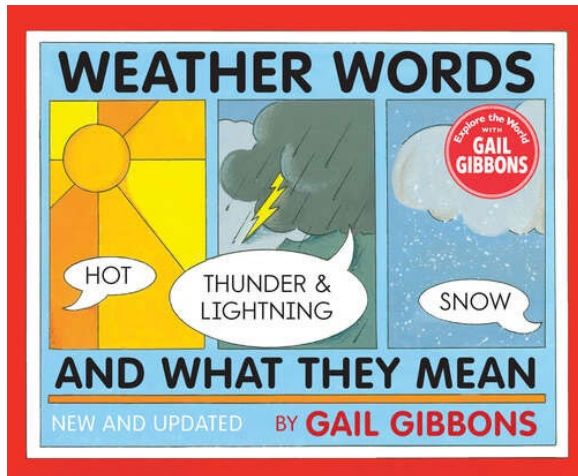




# WEATHER WORDS AND WHAT THEY MEAN

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different, and these are only suggested adaptations and activities. Do what works best for encouraging your child's exploration during this literacy activity. Consult your pediatrician, physical therapist (PT), and/or occupational therapist (OT) first.



Did you know reading books is a great opportunity to support STEM learning?

*Weather Words and What They Mean* is a book written by Gail Gibbons.

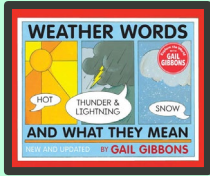
*Weather Words and What They Mean* uses simple words and colorful pictures to describe **weather** terminology.

- If you do not have a paper copy of this book, watch a YouTube video of someone reading the book. If you prefer to read it to your child yourself, just mute the audio.

<https://www.youtube.com/watch?v=oqGAna9uPn0>

- This book is accessible for individuals with reading disabilities through **Bookshare**.
- Check your local library to see if it allows you to borrow a digital version of this book to read on a laptop, tablet, or phone.

# WEATHER WORDS AND WHAT THEY MEAN



## BOOKMARK

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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- Print this page and cut around the edges.
- Do not forget to **PEER!** Use additional **P**rompts if needed, **E**valuate and **E**xpand your child's answers, and **R**epeat the prompts.
- Look at STEMIE's tips for making adaptations to the storybook reading process and on the following pages:

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

- If you print this page, you can download or view online by scanning the QR code below.



### 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 the weather made up of?" (temperature, air pressure, humidity, and wind movement)

**D**

Distancing questions

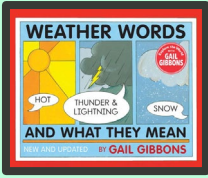
"What is your favorite weather?"

### STEM Words & Ideas to Explore

- Weather
- Temperature
- Clouds
- Storm
- Wind
- Air pressure
- Moisture
- Rain
- Rainbow



[stemie.fpg.unc.edu](https://stemie.fpg.unc.edu)



# ADAPTATIONS

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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## SUPPORT CHILDREN WITH VISUAL IMPAIRMENT/DEAF-BLINDNESS/MULTIPLE DISABILITIES:

### STORYBOX

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

- Clothing items
- Shoes
- Umbrella



Image credit: Microsoft Stock

### This adaptation can also...

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



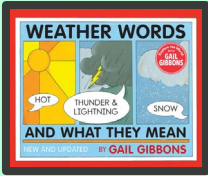
*Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.*



*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.*



# ADAPTATIONS

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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## SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:

### PICTURES, SYMBOLS, SIGNS, AND/OR ICONS

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



Image Credit: STEMIE

### This adaptation can also...

- Increase children's attention and engagement
- Support children' learning
- Support children who are deaf/with hearing impairment



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

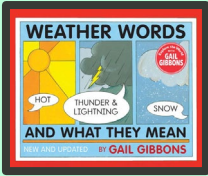


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VISUAL CUES:  
USE TO PROMPT

## HOW TO:

**Step 1:** Print and cut out the images. You can also create your own visual cues (empty squares included).

**Step 2:** As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.



Weather



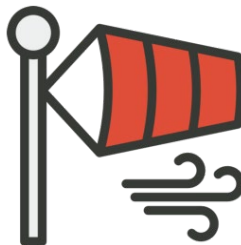
Temperature



Clouds



Storm



Wind



Rain



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

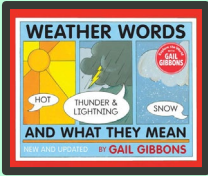


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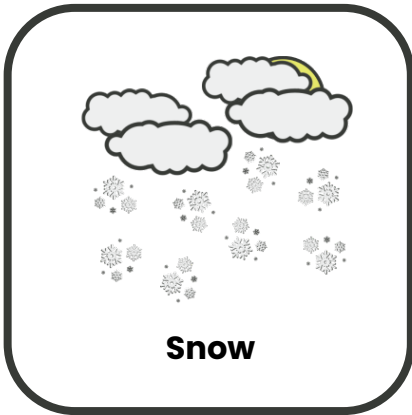
# WEATHER WORDS AND WHAT THEY MEAN



# ADAPTATIONS

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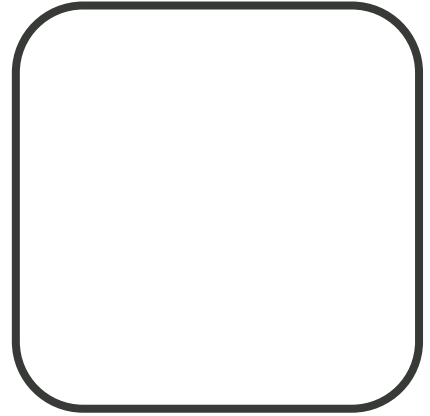
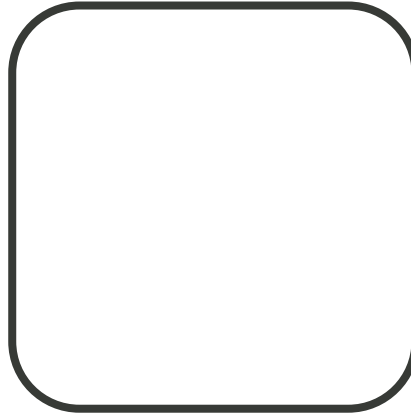
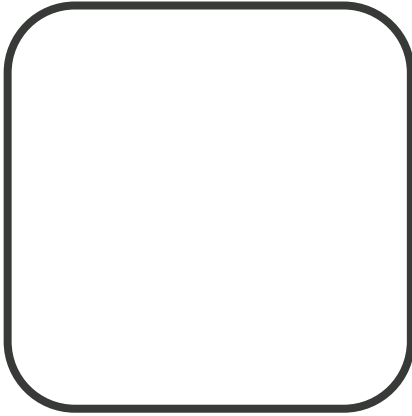
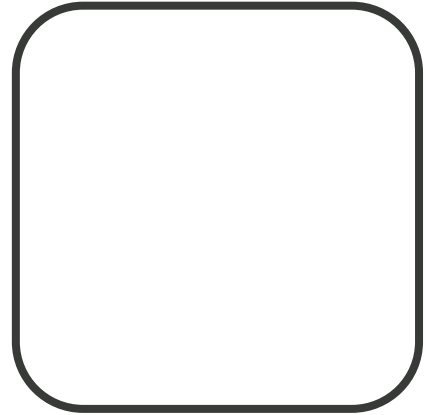
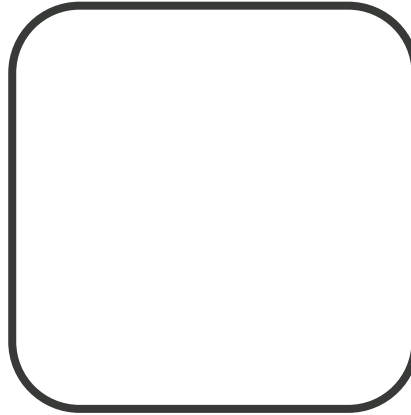
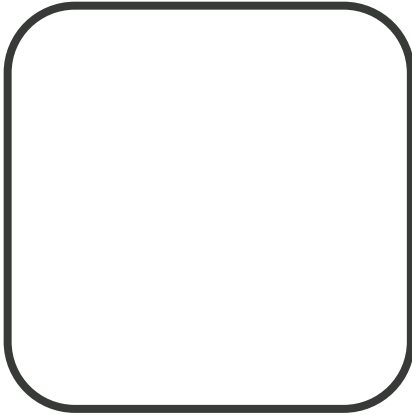
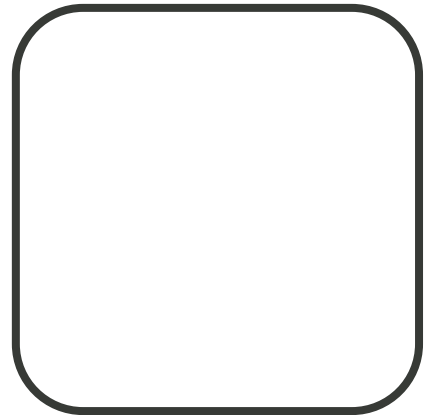
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**Snow**



**Rainbow**



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

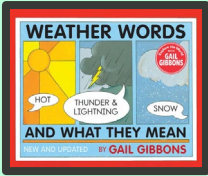


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# WEATHER WORDS AND WHAT THEY MEAN



## EXPLORATION I

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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### Nature Noticer

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

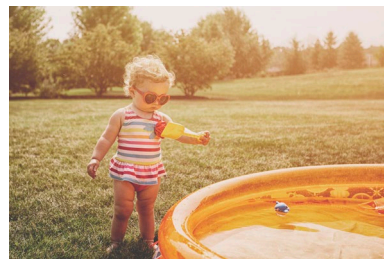
#### What My Child Is Learning!

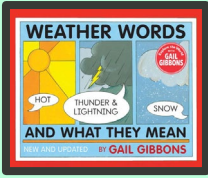
Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to make connections between words and real-life experiences and develop fundamental critical thinking and problem-solving skills.

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 walk or a stroller ride. Discuss why you may wear certain clothing items for certain types of weather.

Go on a walk/stroll 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."**

**Compare and contrast types of weather (sunny vs cloudy, sunny vs rainy).**





## EXPLORATION II

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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### Rain Maker

**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 and 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 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**) on 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.





# WEATHER WORDS AND WHAT THEY MEAN



## ADDITIONAL ACTIVITY IDEAS

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- 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/contrast seasons over the school year. Keep a weather journal to facilitate these observations (take pictures, draw pictures, etc. to keep a record from which to compare).
- Get dressed appropriately and splash and play in the rain, or to play outside
- Use a rain gauge and graph observations
- Play with a weather doll/stuffed animal. Choose one of your child's favorite figures/stuffed animals/dolls 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 (e.g., 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/light mobile

