Weather Reporters Spot Patterns

Teacher		**Class**	Kindergarten
Subject	Science	**Topic**	Weather patterns
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to observe local weather and spot what repeats over time. They look, draw, and share as weather reporters.

Curriculum links

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

Learning objectives

- Students will describe today's local weather using simple words like sunny and rainy.
- Students will record weather observations together on a class picture chart.
- Students will share past observations to name a weather pattern.

Success criteria

- I can say what the weather is like today.
- I can put my weather picture on our chart.
- I can point to the chart and name what repeats.

What students already know

Show 4 picture cards: sun, clouds, rain, wind. Ask: What do you see outside right now? Listen for one weather word.

Key words

weather	what the sky and air outside are like right now [7] [5]
sunny	when the light in the sky is bright and feels warm [7]
cloudy	when soft gray shapes fill the sky and hide the light [7]
rainy	when drops of water fall down from the sky [7]
pattern	something that happens again and again in the same way [10]

Materials

- completed class weather chart for 5 days with sun, cloud, and rain pictures
- toy microphone
- Slides 1-4, 6-7, 9-12
- Video clip 1 Weather, seasons, and patterns (0:00–4:56) on slide 6
- Worksheet The page 3 activity copies, one per student
- crayons and drawing paper

Before the lesson

- Make a completed 5-day class weather chart, for example Monday sunny, Tuesday sunny, Wednesday sunny, Thursday cloudy, Friday rainy
- Print one copy of Worksheet The page 3 activity per student
- Test Slide 6 Video clip 1 (0:00–4:56) for sound and picture
- Set chairs facing big window and put toy microphone and crayons ready

- 4 large weather picture cards: sun, clouds, rain, wind

Lesson outline

0–10 min **Starter** 10 min · Whole class

Hook students and practice describing today's weather in simple words.

YOU DO

1. Welcome class and show Slide 1: Watch the Weather! Look, draw, share.
2. Say the hook: Who wants to be the weather reporter? What pattern did you spot?
3. Show Slide 3 photo and lead all students to look out the window together.
4. Model pointing to one picture card that matches the sky and saying the word.

STUDENTS DO

1. Look out the window with the class.
2. Point to the picture card that matches and say the word, like sun or rain.
3. Listen to friends share what they see.

Say: Weather watchers, look out the window! Who wants to be the weather reporter? What pattern did you spot? Tell me what the sky is doing right now.

Worked example: I look out the window. Step 1: I see bright light. Step 2: I feel warm. Step 3: I point to the sun card and say sunny.

Ask: What do you see in the sky today? (Sunny, cloudy, rainy, or windy, matched to what is outside.) · Is weather outside right now? (Yes, weather is what is going on outside right now.)

Check understanding: All students point to a card and say one word. If mixed, hold up each card again and have class repeat the word together.

Support: Let students point and say one word, like sun or rain, instead of a full sentence. **Stretch:** Ask students to add one more detail, like bright sun or dark clouds.

Use: Slides 1, 3

10–20 min **Teaching** 10 min · Whole class

Teach weather words and that weather can change and repeat.

YOU DO

1. Show Slide 2 and read: Weather is outside right now! Sunny, cloudy, rainy, windy, snowy.
2. Show Slide 7 cards and teach each word with motion: Sunny - Sun is bright and warm, Cloudy - Clouds cover the sky, Rainy - Water falls from clouds, Windy - Air moves and pushes.
3. Show Slide 4 and explain morning sun can change to rain later.
4. Model today's weather in a full sentence and stick today's picture on the class chart.

STUDENTS DO

1. Repeat each weather word and copy the motion.
2. Help decide which picture matches today.
3. Say if it feels hot or cold, sunny or cloudy [5].

Say: Weather is sunshine, rain, snow, wind, and storms and it is what is going on outside right now [7]. Weather is the short term conditions that tell what to wear today [5]. Weather can change from day to day and at different times of the day [10].

Worked example: Today: Step 1: I look - blue sky and bright light. Step 2: I feel - warm on my skin. Step 3: I choose the sun card. Step 4: I say: Today is sunny. I stick a sun on the chart.

Ask: If water falls from clouds, what weather is it? (Rainy.) · Can weather change in one day? (Yes, morning sun, then rain.)

Check understanding: Hold up sun, cloud, rain cards in random order for class to name. Reteach any missed word with the card picture and motion.

Support: Keep the 4 picture cards up and let students point to answer. **Stretch:** Students tell what clothes fit that weather, like coat or sun hat.

Use: Slides 2, 4, 7

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20–30 min **Watch over time** 10 min · Whole class

Show how putting daily pictures together helps us see a pattern.

YOU DO

1. Show Slide 10 steps: Look at the sky. Draw it each day. Put pictures together. Say the pattern!
2. Play Slide 6 Video clip 1 (0:00–4:56) to watch sunny, cloudy, rainy and look for what repeats.
3. Point across the completed 5-day chart day by day and count sunny pictures together.
4. Think aloud to name the pattern from repeats, like three sunny mornings in a row.

STUDENTS DO

1. Watch the video and call out sunny, cloudy, rainy when they see it.
2. Count with teacher how many sunny days are on the chart.
3. Say with teacher: It was sunny a lot this week.

Say: One day tells us today. Many days tell us a pattern. We look each day, we put pictures together, then we say what keeps happening.

Worked example: Look at our chart: Monday sun, Tuesday sun, Wednesday sun, Thursday cloud, Friday rain. I count 3 suns. I say: I see a lot of sunny. That repeat is our pattern.

Ask: What patterns do you see in the weather? Was it the same or different on different days? (Mostly the same for three days, then different, mostly sunny.) · What information do the chart pictures give us? (Data, which is information collected by watching [10].)

Check understanding: Ask thumbs up if they see lots of sun on the chart. If unsure, cover and reveal one day at a time and count again.

Support: Point to each day picture slowly and let students just say sun, cloud, rain. **Stretch:** Students say which days were the same and which day changed first.

Use: Slide 6, Video clip 1 (0:00–4:56)

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30–50 min **Weather Reporters Share Out** 20 min · Pairs

Students observe, record, and share observations to name the class weather pattern.

YOU DO

1. Show Slide 9 task: Look outside with your partner. Draw sun, clouds, rain, or wind. Share: What do you see?
2. Give out Worksheet The page 3 activity and have pairs look out the window and draw today's sky.
3. Invite pairs to add today's drawing to the class chart and take the toy microphone as reporter.
4. Guide reporters to point to the chart pictures that show the repeat and say one pattern sentence.

STUDENTS DO

1. In pairs, look out the window, say the weather word, and draw the sky on the worksheet.
2. Take turns with the microphone and point to the class chart.
3. Say one pattern sentence and listen to other reporters.

Say: Look with your partner and draw today's weather. Then be the reporter. Point to the chart, look for what repeats, and tell us the pattern you spot.

Worked example: Reporter holds microphone, points left to right: Monday sun, Tuesday sun, Wednesday sun. Says: It was sunny a lot this week. Today is sunny too. Tomorrow might be sunny.

Ask: What pattern did you spot on our chart? (It was sunny a lot this week, three sunny days in a row.) · Which chart pictures show your pattern? (Pointing to the repeated sun pictures in order.)

Check understanding: Listen for each reporter to name the repeat and point to matching pictures. If missing, model the sentence and have them repeat it pointing again.

Support: Let the reporter repeat after you: I see a lot of ___. **Stretch:** Students use the pattern to predict what tomorrow might be like, then check if they were right.

Use: Slide 9, Worksheet The page 3 activity

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50–60 min **Plenary** 10 min · Whole class

Check that students can describe today's weather and the week pattern.

YOU DO

1. Show Slide 11 vote: Which weather do you like best? Sunny, Rainy, Snowy, Windy, and take a quick class vote.
2. Show Slide 12 true or false and read each line: Weather can change in one day. Sunny is weather. Weather is always the same.
3. Have students show thumbs up for true and thumbs down for false and fix the last one together.
4. Close by repeating today's weather and the week pattern from the chart.

STUDENTS DO

1. Vote for favorite weather and say why in one word.
2. Show thumbs up or down for each true or false line.
3. Say today's weather and the week pattern together.

Say: Reporters, great sharing! Today we saw weather outside right now. Our chart showed what kept happening. Patterns help us guess what comes next.

Ask: Can weather change in one day? (True, sun, then rain.) · Is weather always the same? (False, it changes lots [10].)

Check understanding: Use Slide 12 thumbs vote to see who has it. Reteach with chart if many say weather is always the same.

Support: Let students answer true or false with thumbs only. **Stretch:** Students predict tomorrow's weather using today's pattern and tell how to check.

Use: Slides 11–12

Common mistakes

Mistake	How to spot it	How to fix it
Thinking weather is always the same.	Student says tomorrow must be sunny because today is sunny.	Point to chart change from sun to rain. Weather can change from day to day and at different times of the day [10].
Mixing up cloudy and rainy.	Student calls gray sky with no falling water rainy.	Ask: Is water falling from clouds? [7] If no, it is cloudy. Clouds are tiny drops of water in the air that float [7].
Naming one day as a pattern.	Student points to one sun and says pattern.	Count together across days. A pattern needs repeats, like three sunny days in a row [10].

Support

- Use large picture cards and sentence starter: This morning it was ___, now it is ___.
- Give pre-made sun, cloud, and rain pictures to stick instead of drawing.

Stretch

- Count how many sunny days and cloudy days and say which had more.
- Use the pattern to predict tomorrow and check it next morning at 9 a.m.

For the LSE or teaching assistant

Stay near reporters who need language help. Whisper the starter I see a lot of ___ for them to repeat, help point across chart left to right.

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Check for understanding

Question	Answer
What is today's weather in simple words?	Sunny / cloudy / rainy / windy to match outside.
What pattern did our chart show this week?	It was sunny a lot this week.
How do we find a weather pattern?	Look each day, put pictures together, say what repeats.

Homework

Look out the window with your family and draw tonight's sky.

Sources

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