

## WEEK ONE – DAY THREE

### SPELLING

The children practice their spelling words with a partner. One child dictates the spelling words while the other child tries to spell them correctly. Small white boards or slates work well for this activity. When one child is finished, the next child practices his/her spelling words. When the children finish practicing their spelling words, they complete the word search puzzle that matches their spelling list.

### BRAINSTORMING

The children add new words to the brainstormed lists they began on day one. If any of the words brainstormed earlier were found to be inaccurate, they are crossed off the lists.

### WORD CARDS

Review the ten words that the children were introduced to during day one. Working with a partner, the children choose three of the words and think of five rhyming words for each chosen word. If the children are not familiar with this type of activity, choose the three words as a class.

### READING ACTIVITY

Provide each child or pair of children with the weather fact card entitled "Wind." Explain to the children that they read their fact card and then answer the questions in their student booklet. Remind the children to answer the questions in complete sentences. If the children are not familiar with this type of activity, work through the questions as a class or provide the children with sentence starters. The amount of assistance you provide depends on the abilities of the children in your class.

### WRITING ACTIVITY

The children draw a picture of a windy day in their writing booklet. When they finish drawing their picture, they print two or three sentences describing their picture.

### LEARNING CENTER ACTIVITIES

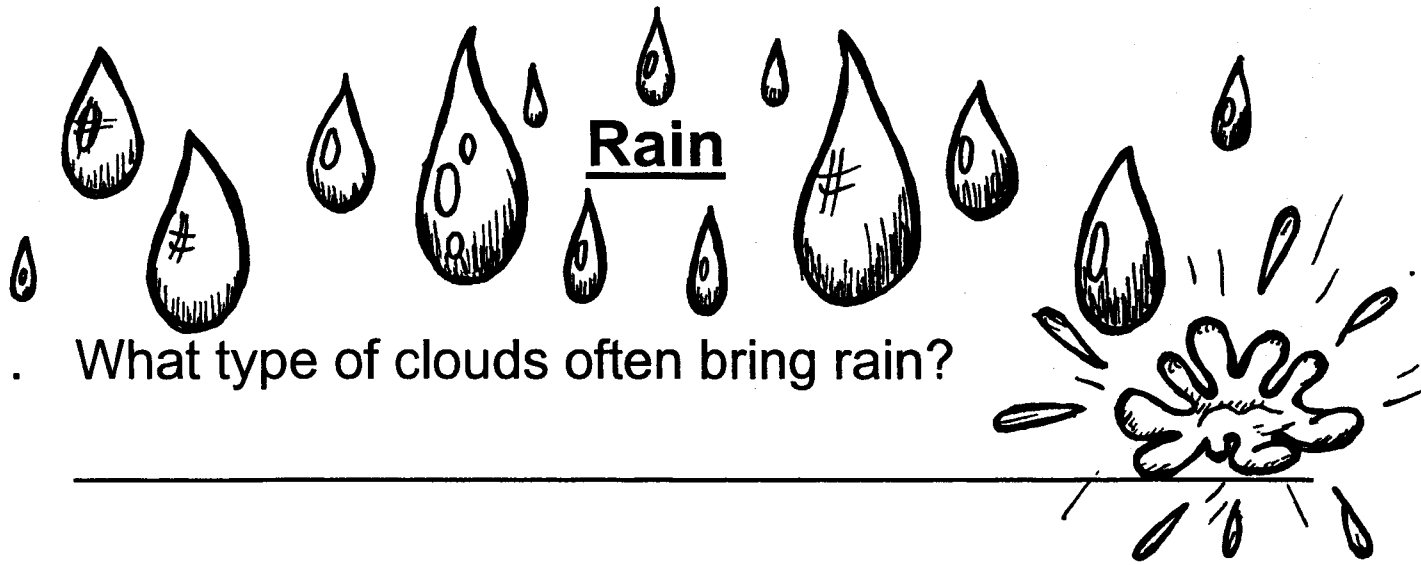
As the children finish their writing activities, they work independently on the learning center activities. Encourage the children to work through as many of the activities as they can during the study of the "**Weather Words**" unit.

### WEATHER WORDS CONCENTRATION GAME

Whenever the children have free time, they find a partner and play a game of concentration with the *Weather Words Concentration Game* cards.

### PARENT PAGE

At the end of the day's lesson, send home the *Week One – Day Three* parent page. The children spend five to ten minutes at home, with their parents, reviewing what they learned during the day's lesson.



1. What type of clouds often bring rain?

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2. What happens to some water droplets when they bump into each other?

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3. When do water droplets fall from the sky?

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4. How big is a raindrop?

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# WEEK ONE – DAY ONE

Dear Parents: This worksheet reviews the sounds and concepts your child learned at school today. Take five to ten minutes to complete the activities on this page with your child. The activities reinforce today's lessons. Depending on your child's present ability, you may want to do these activities orally or you may want your child to do some or all of the writing. Encourage your child to do as much writing as he/she is able to do on his/her own.

Think of three words that have the 'ea' sound in 'weather'.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

'Hot' and 'windy' describe weather. Print five other words that describe weather.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Fill in the blanks with the correct word.

cold	outside	plan	forecasters	temperature
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1. Weather is what it is like \_\_\_\_\_.
2. Weather includes changes in \_\_\_\_\_, wind, moisture, and air pressure.
3. It makes us feel hot or \_\_\_\_\_.
4. Weather \_\_\_\_\_ are people that predict how the weather will change.
5. Weather forecasters help us \_\_\_\_\_ our day.