

Weather and Where

Teacher-led choices connect community conditions to daily life.

SS.1.G.1.6 "Describe how location, weather, and physical environment affect the way people live in our community."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT _____

a	coat	boots	umbrella
b	coat	shorts	sandals
c	car	boat	train

2 DRAW LINES _____

river	•	•	hat
snow	•	•	boat
sun	•	•	coat

HOW TO RUN THIS PAGE

Read each prompt aloud and let students mark their own answers. Students show that weather, location, and physical features can change what people wear and how they travel.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE IT

SAY “Listen as I read the choices and each question. Circle one word in every row.”

ROW	SAY	STUDENTS CIRCLE
a	The words are coat, boots, umbrella. If it is raining as you walk to school, which item can help you stay dry? Circle it.	umbrella
b	The words are coat, shorts, sandals. When snow falls, which item can help keep a person warm? Circle it.	coat
c	The words are car, boat, train. If a person lives on an island and must cross water to visit town, which way could take them across? Circle it.	boat

PART 2 • DRAW LINES

SAY “On the left are river, snow, and sun. On the right are hat, boat, and coat. Draw a line from each word on the left to the item on the right that can help people live or travel in that condition.”

- **river** matches **boat**
- **snow** matches **coat**
- **sun** matches **hat**

WHAT TO ACCEPT

Circle answers are umbrella, coat, and boat. Match river to boat, snow to coat, and sun to hat.