

Weather Ways

Students connect weather and land features to everyday choices.

K.7a "Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	shorts	coat	boots
b	sandals	scarf	umbrella
c	bench	bridge	swing

2 DRAW LINES _____

SNOW	•	•	hat
RAIN	•	•	boots
SUN	•	•	mittens

HOW TO RUN THIS PAGE

Read each choice aloud and let students mark their own answer. The skill looks like noticing that changing weather can affect clothing and travel, and that land features such as hills or water can affect how people move around a community.

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 words in each row. Think about what people might use or do, then circle your answer."

ROW	SAY	STUDENTS CIRCLE
a	The words say shorts, coat, and boots. What could a person wear on a hot summer day? Circle it.	shorts
b	The words say sandals, scarf, and umbrella. What could help a person stay dry in rain? Circle it.	umbrella
c	The words say bench, bridge, and swing. A river is in the way. What can cars use to go across? Circle it.	bridge

PART 2 • DRAW LINES

SAY "On the left, I see snow, rain, and sun. On the right, I see hat, boots, and mittens. Draw a line from each weather word to something a person could use in that weather."

- **SNOW** matches **mittens**
- **RAIN** matches **boots**
- **SUN** matches **hat**

WHAT TO ACCEPT

Circle: shorts, umbrella, bridge. Example matches: SNOW to mittens, RAIN to boots, SUN to hat. Accept other sensible matches when the child explains how the item helps, such as boots or a warm hat in snow. Clothing can be useful in more than one kind of weather.