Weather Changes Plans

Students connect outdoor conditions to choices people make.

1.P.2.3.C "Identify how the physical environment impacts our daily lives and affects human activities."

NAME _____ DATE _____

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

1 CIRCLE IT

a	park	gym	yard
b	bike	skates	sled
c	shade	coat	blanket

2 MAKE MATCHES

wind	dig
pond	kite
sand	fish

ANSWER KEY

Weather Changes Plans

GRADE 1 · 1.P.2.3.C

HOW TO RUN THIS PAGE

Read each prompt and all printed choices aloud, then give students time to mark their answers. The skill is shown when students choose activities or places that fit a condition in the physical environment. Ask a few students to explain a choice aloud, and record any support separately.

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 "The weather around us can change what we do. Listen to each story and the choices, then circle the best choice."

ROW	SAY	STUDENTS CIRCLE
a	Heavy rain is falling. The choices are park, gym, and yard. Where could you play and stay dry?	**gym**
b	Snow covers a hill. The choices are bike, skates, and sled. What could you use to go down the snowy hill?	**sled**
c	The sun feels hot. The choices are shade, coat, and blanket. What could help you stay cooler?	**shade**

PART 2 · MAKE MATCHES

SAY "Listen as I read the words on both sides. Match each outdoor condition or place to something you could do or use because of it: wind, pond, sand; kite, fish, dig. Draw one line for each match."

- **wind** matches **kite**
- **pond** matches **fish**
- **sand** matches **dig**

WHAT TO ACCEPT

Circle gym, sled, and shade. Match wind to kite, pond to fish, and sand to dig; accept oral explanations that connect each choice to the condition.