

Weather Reporters



Look outside, what do you see?

I see a sunny day!



Look outside, what do you see?

I see a rainy day!



Look outside, what do you see?

I see a cloudy day!



Look outside, what do you see?

I see a windy day!



Look outside, what do you see?

I see a foggy day!



Look outside, what do you see?

I see a snowy day!



Look outside, what do you see?

I see a partly cloudy day!



Look outside, what do you see?

I see a partly sunny day!



Go outside what do you feel?

I feel a cold day!



Go outside what do you feel?

I feel a hot day!



Go outside, what do you see?

I see the weather changing,

all around me!



THE END!

Reading Reminders & Talking Tips!

Here's a weekly plan of action for reading your book and talking with our students!

Day One Picture Walk: Introduce the book and talk a “walk” looking at all the different pictures. What weather do you see? We are connecting our topic to our own experiences today! Look out of the window. Do you see the same weather in the book? AAC users, look around your AAC Board/Book/Device (AAC BBD) and find the weather page.

Day Two First Reading: Be sure to read the entire book without stopping!

Day Three- Attention to Core Sight Words: Read the book, point out the words as you are reading and encourage your student to do the same. Make a point to emphasize our core words this month “look,” “different” and “same.”

Day Four- Alphabet and Phonological Awareness: Help your student notice the words in the story. What letters do they start with? Are they long or short words? Let's make a list of all the weather words we find. Make a chart of words that begin with the same sounds.

Day Five- Write About It: Help your student create a simple core word poem about the weather. What describing words do they associate with different weather patterns? “Snow is...” “Rain is...” or “Sunshine is...”

Notes for Students with Visual Processing Challenges (CVI)

Add these techniques to your Reading Reminders Activities:

On the text only page, allow the student time to look at the text before you begin to read.
Point out the words as you are reading.

Talk about the **salient visual features of the word(s)**: (straight lines, curves and how those connect)
“Why” starts with a bumpy top and ends with a tail.

- More than one highlighted word?
- Explain if it is a short word or long word
- Talk about the shape- tall letters, short letters

On the image page, allow the student time to look at the image while you and other partners wait without speaking. Noises and people speaking can make it harder for the student to focus on the visual image.

Once you’ve given your student time to look at the picture, talk about the **salient visual features of the image**: (descriptions of 2-3 defining visual details that are true of the target all or almost all of the time)

- shape
- details (pointy, shaped like a triangle, 3 sides, 2 pieces (sandwich))

Discuss the **concept of the word** and help them relate it to their personal experiences. Have you ever felt “cold,” “hot?” What was the weather like that made you feel that way. Give your student examples from your own life, or from experiences you have shared with them to make this more concrete.

Checklist for partners before reading:

TARGET CORE WORDS: He, she, you, I, and why (feelings)

✓ I KNOW WHERE THE CORE WORDS/SYMBOLS ARE ON THE STUDENT'S AAC SYSTEM?

- On devices- look for the Core Word page for “look” “same,” “different.”
- ON a core board- these words should already be available (look in DTA Schools Light Tech library, or on Project-core.com).

✓ I KNOW WHERE THE FRINGE WORDS ARE (partners)

- On devices, weather can be in different places. Look for a “weather” page on the main “calendar” page. Look in the “word list” or in a student’s “quickfires.” Don’t forget your search feature on most systems!
- Using a specific AAC Board or Cards- be sure to have a symbol for each family name!

✓ I KNOW HOW WILL I MODEL FOR STUDENT:

- Touch the words “same” “look,” “different” on the student’s device or communication board while you say the words.
- If the student is using sign language, OR you are signing in their hands (co-active signing) sign the words as you are saying them.

✓ I KNOW HOW TO DESCRIBE SALIENT VISUAL FEATURES OF TARGETED PICTURES AND WORDS:

- See previous page for ways to describe the words
- For weather, think about things that might “look” different outside. What is the weather doing? For example, today sunny, yesterday was cloudy. Is the sun shining on a cloudy day? Does it look like it might rain? Is it cold out? Does the sun feel hot?

Another core word book from the
All Year Core & More series!



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