Lesson 1.2
Introducing Temperature
Lesson Overview

Students go outside and use their new weather words to observe and describe the local weather, and they discover that they do not have specific ways to describe how hot or cold it is. Next, they read the second half of *What Is the Weather Like Today?* and are introduced to temperature and new ways to describe it. The teacher introduces the thermometer as a tool to measure temperature, and students practice using thermometers to measure the temperature of warm and cold water cups. They add their new ideas about temperature to the What We Know About Weather chart and update the key concept from the previous lesson. This lesson introduces students to the idea that temperature is an important part of weather and that it can be measured and described using thermometers.

**Everyday Phenomenon:** the weather outside

**Students learn:**

- Temperature is a measure of how hot or cold something is.
- Weather can be sunny, cloudy, windy, rainy, snowy, and different temperatures.
- A thermometer is a tool that measures temperature.
- Thermometers can help people use the same words to describe temperature.
Revisiting What Is the Weather Like Today?

The teacher and students read the section of the book describing different temperatures.

Instructional Guide

1. Display the *What Is the Weather Like Today?* big book. Have students talk in pairs about what they learned from the book in the previous lesson. Invite students to share their ideas.

2. Introduce the word *temperature*.

   - We are trying to figure out better ways to describe how hot or cold it is outside. Weather scientists like us have a word for how hot or cold something is—that word is *temperature*.

   Hold up the vocabulary card for *temperature*.

   - This is the word *temperature*. Temperature is how hot or cold something is.

   - We are going to practice saying the word. Say the word after me: *temperature*.

   - Now say the word together: *temperature*.

   - Now whisper the word *temperature* to your partner.

   - Temperature is how hot or cold something is.

   Post the *temperature* vocabulary card to the Vocabulary section of the classroom wall.

3. Introduce the purpose for reading.
4. Begin reading on page 14 of *What Is the Weather Like Today?*. Pause after reading this page to point out the temperature words: *cold, cool, warm, and hot*.

5. Read pages 15–16 aloud, then stop on page 17 and model making a prediction.

The last time we read this book, we learned that an important way that readers learn from a book is to make predictions. When you make a prediction, you use what you already know to decide what you think might happen. As you read, you can check your prediction to see if it matches what you decided before you read.

Read page 17 aloud.

The girl says the day is a little bit warmer than the cold day. She does not need a hat but I can see from the picture that she still wears her coat.

I know that cool, warm, and hot are all warmer than cold, but I do not think she would need a coat if it was warm or hot. I predict that the temperature is cool.

6. Read page 18, and model checking your prediction.

She did say the temperature was cool. My prediction matched what we read!

7. Read page 19, and pause to prompt students to make predictions.

What do you predict the temperature is?

Ask students to talk to a partner about their predictions, and then invite several students to share their predictions with the class. Encourage students to explain their rationale for the prediction they share. [Warm, maybe hot, because she does not need as many clothes to stay warm as on the cool day.]

8. On-the-Fly Assessment: Making predictions. As students share, listen for how they are making predictions.

9. Read page 20, and pause to invite students to check their predictions. Ask students to talk to a partner about the following questions:

What did we find out from reading about what the temperature is today?
1. Review the words from the book to describe temperature.

Did your prediction match what we read?

10. Continue reading pages 21–23, prompting for predictions before turning the page.

11. Review the words from the book to describe temperature.

We now have four words we can use to describe different temperatures. What are they?
[cold, cool, warm, hot]

Which word would you use to describe the temperature outside today, and why?

Embedded Formative Assessment

On-the-Fly Assessment 1: Making Predictions

Look for: The focal comprehension strategy in this unit is making predictions by using prior knowledge and information gathered from the text in order to think ahead. As students are sharing what they predict the temperature will be based on what was read on page 19, listen for and make note of individual students or partners who are referring to pictures and words that were read aloud to support their prediction. For example, a student might say something such as, “I think the temperature will be warm. The girl doesn’t need to wear a coat but still needs a sweatshirt, so it’s probably not hot.”

Now what? As students share their predictions with the class, repeat one or two that were based on the pictures or text. Highlight the way that students took what could be seen in the images and and described in words to make their predictions. For example, you might say something such as, “I noticed Rosa pointed out what the girl in the book was wearing as she shared her prediction with her partner. She noticed the girl was not wearing a coat but still wearing a long-sleeve sweatshirt.” Continue to support students in making predictions with the remainder of the book, and discuss examples as necessary.

Teacher Support

Rationale

Literacy Note: Returning to What Is the Weather Like Today?
In this lesson, the class reads the remainder of the book, What Is the Weather Like Today? The second half of the book introduces students to a new way to describe the weather: temperature. You will continue to use the Read-Aloud approach with the remainder of the book, stopping at key points to model making predictions, as well as to have students practice using this strategy themselves.
Rationale

Pedagogical Goals: Importance of Having Students Make Predictions
Predicting is an important sensemaking strategy in both reading and science. In both domains, predicting invites individuals to use available information to look ahead and think about what might happen. Predicting prepares students to read and investigate by activating their existing knowledge and setting a purpose for the activity that follows. While conducting the activity, students should be encouraged to check their predictions and revise them as appropriate.
Revisiting What Is the Weather Like Today?

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Instructional Guide

1. Display the *What Is the Weather Like Today?* big book. Have students talk in pairs about what they learned from the book in the previous lesson. Invite students to share their ideas.

2. Introduce the word *temperature*.

   Estamos intentando averiguar mejores maneras de describir qué tanto calor o frío hace afuera. Los científicos del clima tienen una palabra para qué tan caliente o frío está algo; esa palabra es *temperatura*.

   Hold up the vocabulary card for *temperature*.

   Esta es la palabra *temperatura*. Temperatura es qué tan caliente o frío está algo.

   Vamos a practicar decir la palabra. Digan la palabra después de mí: *temperatura*.

   Ahora digan la palabra juntos: *temperatura*.

   Ahora susurren la palabra *temperatura* a su compañero o compañera.

   Temperatura es qué tan caliente o frío está algo.

   Post the *temperature* vocabulary card to the Vocabulary section of the classroom wall.

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6. Read page 17 aloud.

7. Read page 18, and model checking your prediction.

8. On-the-Fly Assessment: Making predictions. As students share, listen for how they are making predictions.

9. Read page 20, and pause to invite students to check their predictions. Ask students to talk to a partner about the following questions:
10. Continue reading pages 21–23, prompting for predictions before turning the page.

11. Review the words from the book to describe temperature.

Have students share their ideas with a partner, then invite a few students to share their responses.

**Embedded Formative Assessment**

**On-the-Fly Assessment 1: Making Predictions**

*Look for:* The focal comprehension strategy in this unit is making predictions by using prior knowledge and information gathered from the text in order to think ahead. As students are sharing what they predict the temperature will be based on what was read on page 19, listen for and make note of individual students or partners who are referring to pictures and words that were read aloud to support their prediction. For example, a student might say something such as, “I think the temperature will be warm. The girl doesn’t need to wear a coat but still needs a sweatshirt, so it’s probably not hot.”

*Now what?* As students share their predictions with the class, repeat one or two that were based on the pictures or text. Highlight the way that students took what could be seen in the images and described in words to make their predictions. For example, you might say something such as, “I noticed Rosa pointed out what the girl in the book was wearing as she shared her prediction with her partner. She noticed the girl was not wearing a coat but still wearing a long-sleeve sweatshirt.” Continue to support students in making predictions with the remainder of the book, and discuss examples as necessary.

**Teacher Support**

**Rationale**

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