

Kindergarten Science Weather
Main

Teacher: Lets see which family is ready. Remember the purple family who got their reward last week? Did all of you drink water? You all drank water? Okay. Oh, purple family again I'm going to give you a group point. Last week you folks won the most group points per table, you may quietly stand up and go and sit on the polka dot. Green table you may quietly stand up. Good job, much better green table! Yellow table. Orange table.

Teacher: Oh, again? I think your okay, it's okay. What happened, you fell down again? What were you doing?

Student: [inaudible 00:00:58]

Teacher: You were just playing, isn't that the same cut as the last time? Oh, you got matching. Red table. Is it okay? Just don't touch it, it looks like it's okay. Don't touch it otherwise you're going to irritate it. Student you can do that later, Student? Did you folks have fun at recess?

Student: Yeah.

Teacher: Always have fun at recess.

Student: We played choo-choo train.

Teacher: Choo-choo train?

Student: Yeah.

[00:02:00]

Teacher: Student, can you do that later please? Come to the floor.

School dolphins dolphins dolphins?

Student: Yes, yes, yes.

Teacher: Love, love, love?

Student: You, you, you.

Teacher: Show me that you're ready for today's lesson, lets focus on our learning targets because a learning target is going to tell us about what we're learning today. Eyes up here. Remember what we said this morning, the more we read ...

Student: The better we get.

Teacher: The better we get. Lets see if you can read the learning targets for me today, I know some of the words are hard. What is a good reading strategy if you don't know the word?

Student: Sound it out.

Teacher: You could sound it out.

Student: Look at the picture.

Teacher: Look at the picture, that would be a good one if we had a book, Student. We don't have a book here. We could sound it out, we can also sometimes even skip the word and go onto the next word and see if you can understand what's going on. I'm here to help you, lets focus up here and I want to see if you ... Did all of you brush your teeth this morning? Lets see if you can read the personal standard to me. We need everybody's help because some of the words are hard, but I know you can do it. Eyes up here.

Student: "I can name the three personal standards and give an example of each."

Teacher: Wow, lets give you folks a cheer! What cheer should we do? Student, want to choose a cheer?

Student: Watch me nay-nay.

[00:04:00]

Teacher: Watch me nay-nay, okay. I need help with that one. Student can you help me with that one? Eyes on Student, ready Student? Lets follow Student, okay ready? Go.

Student: Watch me whip, watch me nay-nay.

Teacher: Thank you Student. Teacher's too old for that one, you folks have to teach me that one.

Learning target number two, ready? Eyes up here, I like how everybody's looking.

Student: "I can describe what a thermometer is used for and way ..."

Teacher: This is why.

Student: "Why it is important."

Teacher: Important.

Student: "I will use the ..."

Teacher: Same word as up here, make a connection. What is this word? Essential.

Student: "Question."

Teacher: No, not question. Does this word look like this word? No. It starts with vocabulary.

Student: "Vocabulary in complete sentences when sharing our science unit ..."

Teacher: On measurement, good job lets give ourself a wow cheer, ready? Good job.

[00:06:00] Our first learning target says, "I can name the three personal standards and give an example of each." You know our class created our own three personal standards song, lets quietly stand up. I found the background music for this song, I'll just play the beginning and then we can get started and sing our three personal standards song.

Student: Are we going to do the actions?

Teacher: Yep, we can do the actions. Lets just listen first.

(singing)

[00:08:00] Student: (singing)

Teacher: Quietly sit down. Guess what? I made some new literacy awards for those of you who are making good decisions, solving problems and showing respect. I got some new literacy awards.

The first literacy award is you get to go home and in complete sentences, just like one of our learning targets you get to tell mom and dad what these tools are. Today we're going to be learning about them, make sure all of you are listening. You're going to go home and you're going to tell mom and dad what these tools are. The next one, you're going to look at the thermometer and you're going to tell me what's the temperature. Write that temperature in the square. I'm looking for somebody whose going to get a literacy award. The next one says, "We're going to record the weather for one week." On Sunday, you're going to tell me if it's sunny, rainy, cloudy, windy, stormy. For the whole week you're going to tell me what the weather is then we're going to look at it and we're going to see if there's a pattern. The last one says, "Circle all the weather words." Today I want you to listen really carefully , there's a lot of weather words, and I like the way you are sitting, you're paying attention and you are focusing. Banana, is that a weather word?

[00:10:00] Student: No.

Teacher: No, would we circle that?

Student: No, we're going to cross it out.

Teacher: No. Those of you who are making good decisions, solving problems, and showing respect, you are going to get a literacy award. Today I am going to leave the learning target over here.

Eyes up here. Today we're going to learn about measurement of weather. Last week and the week before we were learning about all different kinds of weather. We learned about all different kinds of weather, sunny weather, we learned about the hurricane, we learned about storms and we also learned this word, who can recall what this word was? Student?

Student: Drought?

Teacher: Close, we did talk about drought last week. What is the weather word when it's really hot and there's not wind?

Student: Humid.

Teacher: Humid, can you say it with me?

Student: Humid.

Teacher: Today doesn't feel humid, I think there's a little wind. We're going to be learning about different kinds of tools, and we're going to be learning about how different scientists use these tools. Today we're going to focus on our first tool. Later on I'm going to explain about our other tools but tomorrow and in the next two weeks we're going to be learning about different tools.

[00:12:00]

Today, this is our first tool. I'm going to quickly draw our first tool, and in our first tool this in the middle is a glass tube. Right here, I'm going to write the word 'glass tube'. This is what it looks like, I wanted to show you what it kind of looks like. Of course the glass tube is not this big but I wanted to show you what it looked like. There's a glass tube and inside the glass tube is another tube. I'm going to use my straw to show you what that looks like. There's another tube inside there, this tube which is called the bulb there's a red thing on the bottom, this one is blue but usually it's red. There's a bulb on the bottom, inside the bulb has a red liquid.

When it gets really hot, the liquid will go up. I'm going to make believe this is the liquid, when it gets really hot the liquid will go higher, and higher, and higher. When it gets cold the liquid would go down. The liquid is contained in this bulb right here, once again you see this glass tube, inside the tube is another tube which is called the bulb and that holds the mercury. The red liquid is called mercury, can you say that with me?

[00:14:00]

Student: Mercury.

Teacher: Lets label that. First of all let's write the word 'tools' because these are all measurement tools. There's the glass tube and on the bottom is the bulb. When it gets really hot, like Student said, the mercury starts to rise. Usually it starts about here, zero, but it can go lower. If it was zero degrees it's really cold. Where my daughter goes to school, and Misses Carter, next week it said it's going to be one degrees. That's cold, cold, cold. Where we live right now it's about eighty degrees. How do I know where to stop? This is how I know where to stop, on the side is called the 'scale'. Can you say that?

Student: Scale.

Teacher: The numbers ... We look at the Fahrenheit, the numbers that start at zero. This is called the scale, all the numbers. It starts at ten and they count by tens and All of us know how to count by tens. How do we count by tens?

[00:16:00]

Student: (singing)

Teacher: Just like that, the thermometer counts by tens. Why do you think it doesn't count by ones? If we counted by ones and we have to write the number, I think it would be just too crowded. In order to make it easier, they count by tens. All of these numbers here is called the scale. Once again, this is the glass tube and the red part that has the mercury in it is called the glass bulb. Once again, here's the glass tube and this would be the glass bulb and this red thing which is a liquid is called the mercury. Like I said, if it was really hot then the mercury would go high, if it's not it will go down. Later on this week we're going to make a homemade thermometer, I'm going to show you what that looks like and when you go home you can make one too. I'll show you how to do that.

[00:18:00] What I'm going to do is I'm going to pass out a thermometer, it's not a real thermometer it's a make believe thermometer but I want you to practice reading a thermometer. You look at the scale on the side and wherever the mercury stops is what the temperature is. This would be how hot?

Student: Sixty.

Teacher: Sixty degrees. How hot would this be?

Student: Twenty.

Teacher: Twenty degrees. What I want you to do, you and your partner are going to look at the details just like in reading. In science we're going to look at all the details of the thermometer even if it's not a real one and I want you to practice reading the thermometer. Then I want you to look at the bulb, I want you to look at the scale and I want you to look to see where the glass tube would go.

Partners sit with your partner. With your partner, I want you to practice reading the thermometer. I want to hear you, a good partners will be talking to each other

Student: It's zero degrees.

Teacher: Is that hot?

Student: Cold.

Teacher: Yes, that's really cold, what would you wear if it was zero degrees?

Student: I would wear a jacket and my scarf.

Teacher: What would you wear, Student, would you wear the shorts?

Student: No.

[00:20:00]

Teacher: No, what would you wear? If you were really cold what would you wear? If it were a t-shirt, a long sleeve shirt or a jacket what would you wear?

Student: A jacket.

Teacher: A jacket. Do you remember the thing that you put around your neck, what is that called?

Student: Scarf.

Teacher: Scarf.

Student: Teacher it's one-hundred, it's really hot.

Teacher: What would you wear if it was a really, really hot day?

Student: A shirt?

Teacher: Probably a shorts and shirt. Eighty's not too bad, eighty is just about what we're feeling right now. Not too hot and not too cold. Would that be a good day to go to the beach, Student? Do you think that would be a good day to go to the beach, a day like today? Eighty degrees? It's sunny outside, you think it would be a good idea?

Student: No.

Teacher: No, how come? Is it too hot for you, why wouldn't you go to the beach?

Student: It's not hot enough for me.

Teacher: It's not hot enough for you?

How many degrees is that, Student?

Student: Ten.

Teacher: Ten, is that cold or hot Marina?

Marina: Cold.

Teacher: Really cold, freezing cold.

What do you have, sixty. Sixty degrees is that hot or cold?

Student: Hot.

Teacher: Sixty is cold, it's very cold.

Student: Seventy.

Teacher: [00:22:00] Not too bad, you could go to the beach when it's seventy but it's a little cold. What would you wear on a cold day if it's a little cold? You're cold but what would you wear? A shirt, like a long sleeve shirt? You would be going to the beach, but it's a little cold if it's seventy degrees. Do you like cold weather?

Student: Yeah.

Teacher: Yeah me too.

What is the temperature?

Student: Twenty.

Teacher: What does that mean, twenty?

Student: It's really cold.

Teacher: It's really cold. Thank you.

Lets stand up. What are we learning about today?

Student: Thermometer.

Teacher: Lets see if Teacher can think of a song for you to stretch your body.

(singing)

Student: Exercise!

Teacher: Yep that's what we're doing, are you exercising?

One more time. (singing)

When it's a hundred degrees, would you want to go out?

One more time, ready? (singing)

[00:24:00]

Student: (singing)

Teacher: Quietly sit down. I'm going to give you another thermometer. What I want you to do is you're going to grab the basket, you're going to take this thermometer and you're going to take the make believe mercury. Please make sure you don't bend it if not, it's not going to work. What I'm going to do Student, is I'm going to show you a temperature. I'm going to show you a card and you are going to show me on your thermometer what that looks like. Grab the basket, take one thermometer and take one mercury.

[00:26:00]

Thank you for waiting nicely Student, you're awesome Student. Always paying attention, always listening, always being nice to other people.

What you're going to do is you're going to get your mercury and you're going to put it in your thermometer. As you can see there is our make believe glass tube. I want you to put your mercury in there, you have to put it in from the bottom. See the red dot? You put it in from the bottom. Start putting it in, Marina. If you need help I'm more than happy to help you. Thank you for waiting quietly Student, you're having an awesome day today.

Eyes up here. Show me fifty degrees, Student, fifty degrees. You're going to start right here. See how easy that is?

Lets do the next one, twenty degrees.

Student: Cold, cold, cold!

Teacher: Cold, cold, cold is right Student.

[00:28:00]

Twenty degrees. A little bit more down, you have to stop right at that line. Good job. Twenty, is that twenty? You're going to look at the one that says Fahrenheit,

come down here. Yes! Good job.

Next one? Zero, this is freezing, freezing, freezing! See the zero? You just move it down like this and stop right there. Good job. Zero, getting easier. Next one, eighty degrees. Look on the side that says the 'F'. F stands for Fahrenheit. Eighty keep on going, and stop. Yep, right there. Push it all the way up, eighty and stop. Next one, one-hundred degrees.

Student: That's really hot. How about eleven-hundred?

Teacher: [00:30:00] One-hundred. If we have eleven-hundred degrees Student, we would die. That's just way too hot. You can put it back in the basket and pass it down. Marina, you're really having a good day today.

When we go to the Science lab Student, not Student, Student we can do it then. I always call you your brothers name because your brother was in my class.

Student: Student?

Teacher: Yes, Student used to be in my class when he was in Kindergarten. Just like Student I always call him Sirius.

Eyes, eyes, eyes on me.

Student: Eyes, eyes, eyes on me.

Teacher: Later on this week and next week we're going to talk about other measurement tools. I want you to just quickly look at the tools, I'm not going to be explaining it in detail because we're going to be doing that in the next two weeks. If you look at over here, this is called an anemometer, can you say that?

Student: Anemometer.

Teacher: An anemometer is a tool to measure how fast the wind is moving. One more time, say it to the lights.

Student: Anemometer.

Teacher: Say it to your nose.

Student: Anemometer.

Teacher: Say it to your hand.

Student: Anemometer.

[00:32:00]

Teacher: An anemometer is going to measure the speed of the wind to see how fast or slow. This is called a weather balloon, what the weather balloon does is goes above the Earth surface. Here's Earth, Student, and it goes about the Earth surface and it records the weather. It takes pictures, there's nobody in the weather balloon, but it takes pictures of the different kind of weather.

This over here is to collect water. Here's our homemade one, because I'm going to have you be a meteorologist and you're going to be recording our weather at our weather station. The person who shares the weather with us is called a meteorologist, the meteorologist is going to tell us how much rain. We're going to talk to Mr. Jerry, this is how much rain was collected at my house the other day, it says one inch of rain but we're going to dump this out and we're going to find a place at School to see how much rain has fallen. This is called a rain gauge, can you say that?

Student: Rain gauge.

Teacher: This is a big rain gauge, this is to collect a lot of water over a long period of time. This is not big enough to collect it for a long time but this one will. This is called barometer. Can you say barometer?

Student: Barometer.

Teacher: A barometer is a tool that measures air pressure. A rising barometer means that it will be a sunny day, and a falling barometer means that it's going to be rainy and stormy, the opposite. The person who studies that is the meteorologist.

[00:34:00]

Student: Like Guy Hagi?

Teacher: Like Guy Hagi. If you watch TV, Guy Hagi, like Student said will tell us what kind of weather we have. Let's put that up here, and Guy Hagi is what we call a scientist. Let's label that over here, he's a scientist, and he uses weather measurement tools to study the weather. I'm going to put the word scientist up here. Eyes up here, we're going to watch Guy Hagi for a little while, I'm going to show you what happens on the news.

[00:36:00]

Tv: Guy Hagi: (News forecast)

Teacher: When you go home today, and watch the news that you might see Guy Hagi or another meteorologist sharing the weather. Why would we want to know what the weather is, Student? Why would we want to know?

Student: Because the big waves might flood our house.

Teacher: Student said we would want to know because if there's going to be big waves we need to make sure our house is safe and if we know there are going to be big waves, would it be a good idea to go to the beach that day?

Student: No.

Teacher: No, it's really important to know what the weather is. If we have severe weather, Student, Guy Hagi will let the Civil Defense know and the Civil Defense is a group of people who try to find ways to communicate with all of us about the different weather. This is a group of people, it's called Civil Defense. Let's say there's a hurricane, they're going to let us know there's a hurricane, 'Please take care of your house, make sure you board up the windows, make sure you put tape on the windows', and that's what the Civil Defense will help us to keep safe.

Student: The roof.

Teacher: What about the roof?

Student: Put tape on the roof.

Teacher: Put tape on the roof? I wish we could put tape on the roof, I used to live on the island of Kauai when there was a hurricane and no matter what we did, we put tape on the windows and that did help because the glass didn't fall in and cut us. We couldn't do anything with the roof, the roof flew right off. The meteorologist and the Civil Defense, they let us know so that we could get prepared.

[00:38:00]

Here are some pictures of the real tools that people use, Student, to measure the weather. Here is something that they use in space to measure the kind of weather that we have so that they can warn us. Here's the big rain gauge. I think this is a military man, and he wants to land his plane but he needs to make sure where the plane is landing, or the helicopter, it's a good place, so he's trying to check the weather. He's trying to check the weather to see if it's a good idea or not. We been studying hurricanes, we did our science project on hurricanes. This is an airplane, they fly into the hurricane to find out what's going on to let the people know. There's different scientists at work telling us all about the weather.

Eyes up here, we're going to look at our 'here-there' chant on a measurement of weather. My turn, your turn. You can stand up, and Student, let's make good choices. I know you're a smart boy, I know can make good choices. Ready?

[00:40:00] (singing)

Student: (singing)

Teacher: You may quietly sit down, those of you who're trying your best thank you. If you make good choices and do your best, what happens?

Student: You will get smarter.

Teacher: So if you're playing and not participating, is that doing your best?

Student: No.

[00:42:00]

Teacher: No, and who should be telling you , me or your ...

Student: Brain

Teacher: [Dem-brae-co 00:42:03] how come your own brain wasn't telling you then? Do your work, do your best and make good choices.

Today when we go to learning labs, I'm going to explain what you're going to be doing. Pay attention. I bought these special pens. In the morning I want you to record the weather, these special pens can actually work on glass. I taped the picture on the back so you can circle it in the front. If it's a sunny weather then you would draw a circle here, if it's stormy you would draw one circle there just like our graph over here. Do we start at the bottom or the top?

Student: Bottom.

Teacher: Here are our labs. I like the way Student is looking and I like the way Student is sitting nicely. Can you show Student how to sit nicely? Student can you turn your body around so you can see? At the iPad lab, here are the steps, I want you to read the directions. Number one, you're going to find the YouTube icon and you're going to be watching, "Reading a Thermometer Video for Children to Learn." Then you're going to be singing a thermometer song, so I want you to look for the YouTube and look for these too. Can you choose something else? No, just the thermometer one. Learning log lab, you're going to read the directions, you see the arrow? You're going to read the directions. In complete sentences I want you to answer the questions, I'm not going to read the question to you. I know you can do it if you can read the hard words here, you can read the hard words on that learning log lab and then you can draw a thermometer. Don't forget your words have to match your illustrations. You can't read about a thermometer and then draw Chuck-E-Cheese on the side because does that match?

[00:44:00]

Student: No.

Teacher: No. The art lab, you're going to create a thermometer just like the one that I created for you. There's some tape over there, there's a straw and you have to cut it out so same thing. Then it says, 'insert the red pipe cleaner,' which is our mercury, 'in the middle and practice reading the thermometer.' When you're done, Student, you can complete the temperature worksheet. In the science lab you're

going to get the container of ice from the freezer, fill half the container with water and then there's a little thermometer at your lab, insert your thermometer and I want you to observe what's happening to the thermometer. When you're done you can complete the worksheet on recording the temperature of the thermometer.

[00:46:00] What I'm going to is I'm going to put these directions at your lab so please do not start until you read the directions. The directions are really important . When we're at our labs don't forget out three personal standards. What are the three personal standards? One more time, what is this?

Student: Show respect.

Teacher: What would that look like if you're showing respect at a lab? Student? If you're at your lab and let's say there's only one crayon box, what would you do to show respect?

Student: Give him my drawing.

Teacher: Let's say there's only one box, what would you? You and Student need crayons, what would you do to show respect? Student, what would you do? There's only one box of crayons but both of you need crayons, what would you do?

Student: Solve your problem.

Teacher: How would you solve that problem? Student, can you help them? What would you do?

Student: Share.

Teacher: Share! Just share the crayons. That's showing respect, be nice to people. If someone asked, 'can I borrow your red?' Show respect, let them borrow.

Making good decision, what is a really good decision to make when you're at your labs?

Student: Do your work.

Teacher: Do your work, really important to do your work. If you're busy talking, will you be able to have fun and learn?

Student: No.

Teacher: No, and if you come across a problem. Let's say Student, you lost your paper, what would you do?

Student: Just get another one.

Teacher: Get another one, before you get another one what should you do?

Student: Look for it.

Teacher: Look for it.

Student: If you can't find it get another one.

[00:48:00]

Teacher: Yes, if you just can't find it just get another one. Let's see who is ready for labs. Student, Student and Student, iPad. Art lab, Student, Student and Student. Thank you for walking nicely, be careful over here. Student, Student, Student, science lab. Student, Student and Student, writing. Student, can you do a job like you did the other day?

Student, grab the paper. You folks know what to do. Get started, I'm sorry I didn't give the directions. I'm going to put it right in the back, here's the directions.

Student: Student is cheating.

Teacher: Why would he be cheating?

Student: Because he's fast.

Student: I got it.

Teacher: Here's the water, be careful you're only going to fill it ... What's it say? What does the directions say? Fill half, not all the way to the top. Be careful, open it up.

[00:50:00]

Here are your directions. Open it, it's going to come out . Here are your directions so you can get started. Here's the directions. Let's see, there we go. You have your headphones in? There we go. Just press that when you're done. Good job! Go to favorites, and here we go. I like how you're always paying attention Student.

You might want to pour a little more, yes halfway through. When you put the thermometer in, you see the mercury? You see the bulb? You're going to put it in this way and see what happens. Put it all the way in and see what happens to the mercury. Student you're such a good student, you always do your best and always making good choices, and you're always nice to other people. You too Student.

[00:52:00]

What happened, did anything happen?

Student: No.

Teacher: Do you know why? Why is it that the mercury didn't go all the way up here,

because what? Is it hot or cold?

Student: Cold.

Teacher: Cold, that's why it's all the way down there.

Thank you for making good choices while I was looking to see what everyone was doing, I'm proud of you folks, you knew what to do.

Eyes up here. What is this called over here? What is this tool called?

Student: Temperature.

Teacher: Close, it tells us the temperature, but what is the tool called? Student, what is this tool called? What is this whole thing called?

Student: Thermometer.

Teacher: Let's spell the word thermometer, hands up. Let's sound it out. Th-err-mmm-ah-mmm-eh-ta-er. How many sounds is that?

Student: Nine.

Teacher: Nine? Can you check it again, how many sounds?

Student: Eight.

Teacher: Eight sounds. Let's write the word thermometer. It sounds hard but it's actually kind of easy.

Over here what is this first word?

Student: A.

[00:54:00]

Teacher: A. What two letters make the 'th' sound?

Student: T-h.

Teacher: T-h, so can you write T-h. Err, what two letters make the 'er' sound?

Student: E-r.

Teacher: E-r, wow you're good today. Th-er, what sound do you hear next?

Student: Mmm

Teacher: Mmm! Student you're going to get a literacy award, good job today. Th-er-mm...

Student: Ah.

Teacher: Ah. Write ah. Mmm. Look at the the word Mom. Eh?

Student: E

Teacher: Good! What is the next sounds you hear? T. What two letters make the Er sound?

Student: E-r.

Teacher: E-r! Student, write over here. I know you don't have enough room but you can squeeze it in there. You can just write it on the end, you might have to make it a little closer because it's a long word.

(Singing)

[00:56:00] Einstein's you can go back to your seat, we can continue. You can put it in your container, Student put it in your container and can you put your special pencil in there too? We can use it tomorrow. iPad lab, awesome, you folks may quietly get in your special place. I'm glad you want to finish your work but we can do that later, so can you just clean up and put it back? Put all your things back and we can finish later. Writing lab, you may quietly find your special place. Student you may get in line. Quietly Orange table, walk in line. Science lab are you ready, you got to clean up your area, we don't want piggy wiggy area. Science lab you may get in line as soon as you're done.

[00:58:00] (Singing)

Student: (Singing)

Teacher: Eyes up here. Lets see whose ready for lunch. I see Student's ready, I see Marina's ready. Eyes on me, Student are you ready for lunch? Thank you Student. You may quietly go. Student, you make good choices now.