

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

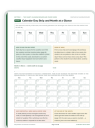
01 The Chart, Calendar Board and Color Cards

PAGES 6–10



Weather Chart
(Color)
REFERENCE

6



Calendar Day
Strip and Month at
a Glance
BOARD

7



Daily Weather
Selection Board
BOARD

8



Weather Picture
Cards (Color)
CARDS

9



Blank Weather
Cards (Type or
Write)
CARDS

10

02 The Ink-Saver Set

PAGES 12–13



Weather Picture
Cards (Ink-Saver)
CARDS

12



Weather Chart
(Ink-Saver)
REFERENCE

13

03 Using It, Data and Home

PAGES 15–22



How to Use the
Weather Board
and Cards
REFERENCE

15



Daily Weather Log
LOG

16



Weekly Roll-Up
and Summary
TRACKER

17



Filled Example
EXAMPLE

18



Family Page
NOTES

19



Hand-Off to
Another Adult or
Room
NOTES

20



Phrase Bank
REFERENCE

21



Storage and
Binder Labels
REFERENCE

22

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag: **Board** a form to fill or mark, **Cards** a sheet to cut apart, **Log** the data sheet, **Tracker** the weekly summary, **Example** the filled-in sample, **Notes** a page to send out or hand off, and **Reference** everything else you read rather than write on.

Start Here — Three Steps



1

Teach the weather words

Print the chart (page 6) or the ink-saver set (page 13) for a poster. Point to each weather icon, say the word. A student learns to match the card to what they see outside.

Print the weather cards (pages 9 or 12) on cardstock, laminate, and cut. Blank cards (page 10) let you add new weather words.



2

Every day: pick today's weather

Ask: "What is the weather today?" Look outside together, then pick the matching card (page 9). Place it on the board (page 8).

Mark today's weather on the calendar strip (page 7). At the end of the week, count the days: how many sunny? How many rainy?



3

Log it, roll it up, send it home

One row on the log (page 16) each day or each week: which weather you saw. Count the days and write the total on the roll-up (page 17).

Send the family page (page 19) home weekly. The hand-off page (page 20) goes with the cards to another room or adult.

WHAT THIS FILE IS

A fillable PDF: 5 weather-word picture cards in two art sets, a daily selection board, a calendar day strip to mark which weather happened when, 5 blank cards for new weather words, and type-in fields on the board, calendar, log, roll-up, family page, hand-off page and blank cards. It works offline with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document. It is not a weather forecast tool, a science lesson, or a way to predict the future. It just says: today it is sunny. The student is noticing the real weather outside, day by day.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning the five weather words	Chart, page 6
A student picking today's weather	Weather board, page 8
Marking which weather happened each day	Calendar, page 7
A photocopier or a copy to send home	Ink-saver cards, page 12
The family or a team meeting	Roll-up and example, page 17; page 18

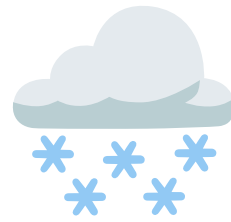
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open in Adobe Acrobat Reader or Preview, not a browser tab. **A picture looks different to my student.** Use a blank card; the **Ask a Question** tab reaches me for a free fix. **Confidentiality:** a filled-in log is a student record — initials only leaving your hands.

REFERENCE

Weather Chart (Color)

Five weather types on one poster, meant to be posted and taught from, not cut apart. This is the color set; the same chart in the ink-saver set is on page 13.

				
Sunny	Cloudy	Rainy	Snowy	Stormy
BRIGHT AND CLEAR	MOSTLY CLOUDY	RAINING	SNOWING	STORM WITH THUNDER
Might see: Clear blue sky, bright light, shadows on the ground. Might hear: Birds, outdoor play — no rain sound.	Might see: Gray or white sky, the sun dim or hidden. Might hear: Usually quiet outside, like a still day.	Might see: Wet ground, drops on the window, people with umbrellas. Might hear: Rain tapping the window or the roof.	Might see: White ground, snowflakes falling, breath you can see. Might hear: Very quiet — snow muffles outside sound.	Might see: Dark clouds, wind moving the trees, thunder or lightning. Might hear: Wind, thunder, rain hitting the window hard.

EACH CARD NAMES WHAT THE WEATHER MIGHT LOOK LIKE AND SOUND LIKE — TWO WAYS TO NOTICE IT, NOT JUST ONE.

HOW THE CHART IS USED

Teach the five weather words from this chart before the first day (page 8): point to each weather icon, say the word, and describe what the weather is like outside today. A student learns to match the weather card to the real weather they see.

EACH PICTURE IS CONCRETE

The sun looks like the sun. The cloud looks like a cloud. The raindrops and snowflakes are drawn on each picture. Every weather word on this chart matches a real thing the student can see outside — no guessing what the picture stands for.

OUTSIDE VS. INSIDE

Even if the student is indoors, they can look out a window or listen to the sounds outside to pick which weather it is. If a window is not available, tell them what the weather is like today, then pick the matching card together.

THESE FIVE, AND ONLY THESE FIVE

This chart teaches five weather types, not every kind of weather there is. A student who hears a new word — foggy, windy, hailing — gets a blank card (page 10) made for it, using the same look-and-sound layout as these five.

POSTING THIS CHART

Print this page large or tape a few copies together, and post it where the board (page 8) is checked every day. A student who can see the chart while picking a card is matching a real picture to a real picture, not remembering a word from a lesson earlier in the day.

BOARD

Daily Weather Selection Board

One weather card, every day. Today is sunny, cloudy, rainy, snowy, or stormy.

NAME

TODAY

TODAY'S WEATHER



THE WEATHER CARD FOR TODAY

PICK A WEATHER CARD

CHOICE A

CHOICE B

CHOICE C

QUICK PRACTICE BEFORE THE LOG

#	DAY	WEATHER PICKED	NOTES
1			
2			
3			
4			
5			

HOW TO USE THE BOARD EVERY DAY

Ask: "What is the weather today?" Look outside together, then pick the matching weather card (page 9). Place it in the TODAY'S WEATHER slot, or write the weather word. Look at the card; say the word. Use this card again tomorrow, or swap it for a new one.

MAKING YOUR OWN CARDS

The blank cards (page 10) let you add weather types your student needs: partly cloudy, foggy, windy. Write the word, draw or glue a picture, and drop it in the TODAY'S WEATHER slot just like the printed cards.

MARKING THE WEEK

After picking today's weather card, place a copy on the day strip (page 7) to show which weather happened on which day. At the end of the week, count: how many sunny days? How many rainy days?

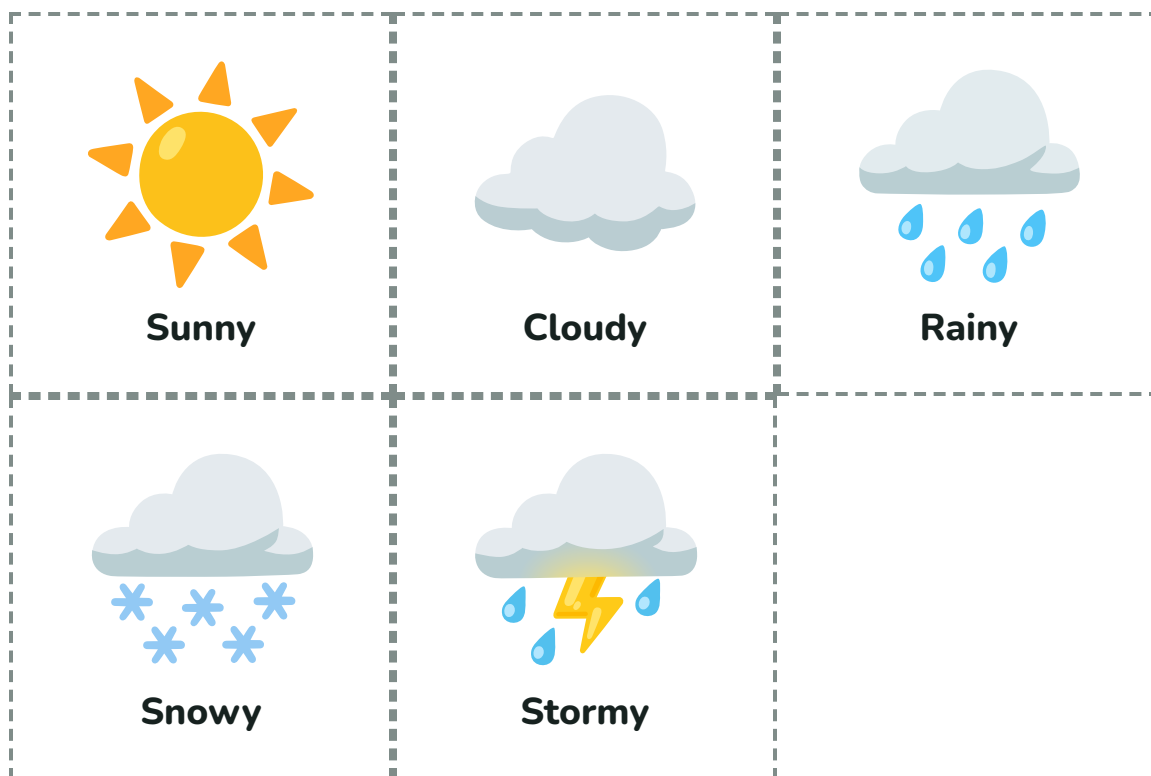
IF THE WEATHER CHANGES DURING THE DAY

Pick the card for the weather at the time of day this board is checked. If it changes later — sunny in the morning, rainy by afternoon — swap the card and note the change in the "Notes" column of the quick practice table below.

CARDS

Weather Picture Cards (Color)

Five 2-inch cards, one for each weather type on the chart (page 6), to place on the board (page 8) every day. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same five in the ink-saver set are on page 12.

**WHAT EACH CARD SHOWS**

WEATHER WORD	WHAT THIS WEATHER IS LIKE
Sunny	bright and clear
Cloudy	mostly cloudy
Rainy	raining
Snowy	snowing
Stormy	storm with thunder

PRINTING AND SIZING

Cardstock holds up better to daily handling; laminate a card that stays in the TODAY'S WEATHER slot (page 8). Every card prints at the same 2-inch size in this set and the ink-saver one, so a spare from the blank-card page (page 10) always matches.

IF A PICTURE LOOKS DIFFERENT TO YOUR STUDENT

The five weather words do not change, but a student may see the clouds differently — make a blank card (page 10) with a picture they recognize as that weather, and keep using it in the TODAY'S WEATHER slot (page 8).

BOARD

Calendar Day Strip and Month at a Glance

One square for each day of the week, and a month grid below it for the longer view. Place or draw the weather card for that day.

Mon	Tue	Wed	Thu	Fri	Sat	Sun

HOW TO USE THE DAY STRIP

Each day has a square for the weather card. Pick the weather card that matches today (page 8), place it in the square, or draw the weather symbol. At the end of the week, look back to see which weather days happened most and which were fewer.

WEEK BY WEEK

Print a new strip each week (page 16) and keep the filled ones in a folder. After a few weeks, the student can see patterns: does it rain on certain days? Does summer have more sunny days? The pattern is the student's own observation, week by week.

Month at a Glance — a whole month on one page

MONTH

YEAR

WRITE THE DATE NUMBER IN THE SMALL CORNER BOX, THEN PLACE OR DRAW THE WEATHER SYMBOL IN THE SQUARE BELOW IT. LEAVE ANY BOX BLANK THAT FALLS BEFORE OR AFTER THIS MONTH.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
						
						
						
						
						

WHY KEEP BOTH A WEEK AND A MONTH VIEW

A week (above) is close enough to read every mark; a month (below) is far enough back to see a stretch of weather. Fill in whichever one fits the moment; neither is required to use the other.

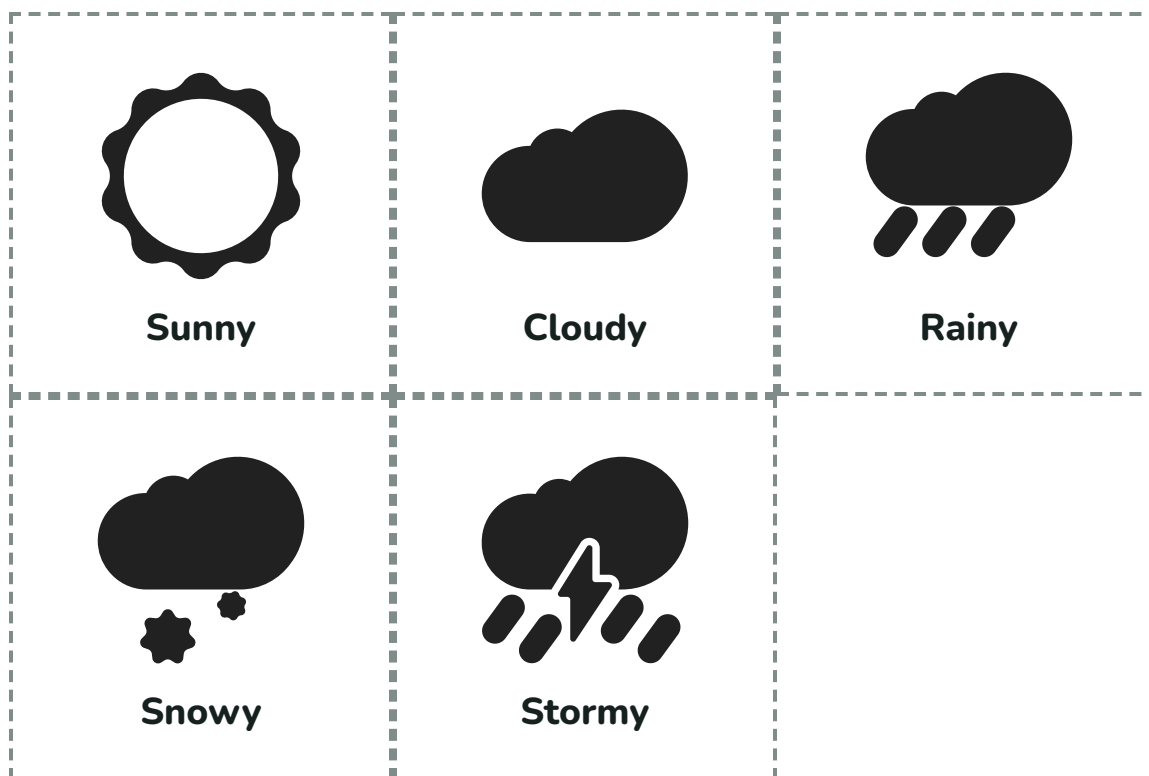
AT THE END OF THE MONTH

Count the boxes for each weather type across the whole grid and write the totals on the roll-up (page 17), the same way a week is counted — a month is just more rows added up.

CARDS

Weather Picture Cards (Ink-Saver)

Five 2-inch cards, one for each weather type on the chart (page 6), to place on the board (page 8) every day. Print on cardstock, cut on the dashed lines, velcro on the back. This is the ink-saver set; the same five in the color set are on page 9.



WHAT EACH CARD SHOWS

WEATHER WORD	WHAT THIS WEATHER IS LIKE
Sunny	bright and clear
Cloudy	mostly cloudy
Rainy	raining
Snowy	snowing
Stormy	storm with thunder

PRINTING AND SIZING

Cardstock holds up better to daily handling; laminate a card that stays in the TODAY'S WEATHER slot (page 8). Every card prints at the same 2-inch size in this set and the color one, so a spare from the blank-card page (page 10) always matches.

IF A PICTURE LOOKS DIFFERENT TO YOUR STUDENT

The five weather words do not change, but a student may see the clouds differently — make a blank card (page 10) with a picture they recognize as that weather, and keep using it in the TODAY'S WEATHER slot (page 8).

LOG

Daily Weather Log

One row for each day of the week. Mark which weather types you saw.

STUDENT

WEEK OF

WHO RECORDED

MARK AN X FOR THE WEATHER SEEN EACH DAY — ONE MARK PER WEATHER TYPE PER DAY. IF A DAY HAD RAIN AND THEN SUN, MARK BOTH.

[illegible]

ONE ROW, ONE DAY

Mark which weather types happened on that day. If it rained in the morning and was sunny by afternoon, mark both.

AT THE END OF THE WEEK

Count the X marks for each weather type and write the total on the roll-up (page 17): how many sunny days, how many rainy days.

WHAT THIS TELLS YOU

Not what the weather "should" have been, just what it actually was on each day this student saw. A pattern across weeks shows real changes: winter gets more snowy, spring gets more rainy.

 TRACKER

Weekly Roll-Up and Summary

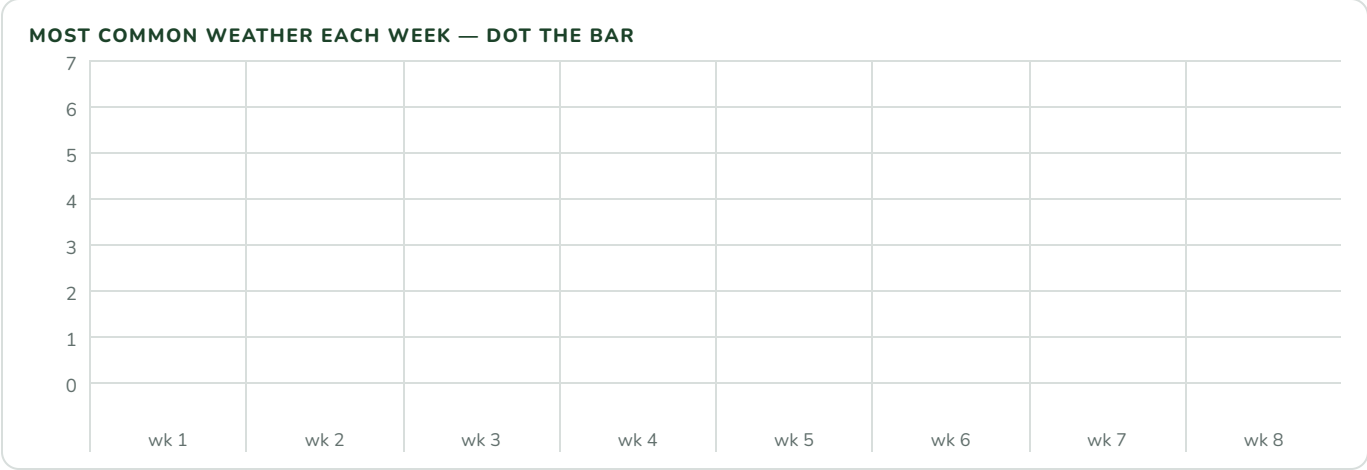
One row per week. Count the X marks from the log and write which weather was most common.

STUDENT

MONTH OR SEASON

OBSERVATIONS

#	WEEK OF	DAYS LOGGED	MOST COMMON WEATHER	NOTES
1				
2				
3				
4				
5				
6				
7				
8				



COUNTING THE WEEK

Add up the X marks on the log (page 16) for each weather type. Write the most common weather in the roll-up row. After several weeks, which weather shows up most often?

LOOKING FOR PATTERNS

Does a certain weather show up at certain times of year? Do rainy days cluster together? Is fall more cloudy than summer? The student's own observation over time makes the pattern clear.

READING THE GRAPH

Dot the bar at each week's count of the most common weather type, then connect the dots. A line that stays near the top of the graph is a stretch of very consistent weather; a line that moves up and down is a more mixed stretch — the graph shows the shape, not a reason for it.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is straight from the tables above; JR means “see the log for initials”.
Riley is invented, and so is every mark on this page. One week of logs, then three weeks on the roll-up, to show how the pages read once real weather is recorded.

One week of logs (page 16)

DATE	SUNNY	CLOUDY	RAINY	SNOWY	STORMY	INITIALS
9/11	X	–	–	–	–	JR
9/12	–	X	–	–	–	JR
9/13	–	–	X	–	–	JR
9/14	X	–	–	–	–	JR
9/15	X	–	–	–	–	JR

The roll-up, three weeks (page 17)

#	WEEK OF	DAYS LOGGED	MOST COMMON WEATHER	NOTES
1	9/8	5	Cloudy	Cloudy start to the month, cleared by the weekend.
2	9/15	5	Sunny	This is the week logged above.
3	9/22	4	Rainy	First rainy week logged this fall; one day not recorded.

READING THE NUMBERS

This week: 5 days logged. 3 were sunny. The roll-up shows the count for each weather type — no claim about which weather is "best," just which one happened most that week.

A LINE THIS SHEET COULD WRITE

“The week of 9/15, Sunny weather was the most common, happening 3 days.”

WHAT THIS EXAMPLE IS NOT

A real student's weather observation. It is invented to show the page layout. The pattern in real logs is the student's own observation — one week might show more rain, another more sun.

HOW THE GRAPH LOOKS

Three dots on the roll-up graph (page 17), one for each week above: 5, 5, then 4. Over months, the graph might show more sunny days in summer and more cloudy or rainy days in fall and winter, or the opposite — the graph shows the shape of a real student's weeks, not a rule about what should happen.

READING THE THREE WEEKS TOGETHER

Cloudy, then sunny, then rainy — three different most-common weather types across one month. A month rarely looks like the same weather every week, which is what the roll-up table (page 17) is built to show.

A SHORT WEEK IS STILL A REAL WEEK

The week of 9/22 shows only 4 days logged, one fewer than the other two — a missed day or a day the board was not checked. Write the number that was actually logged, not the number of school days in the week.