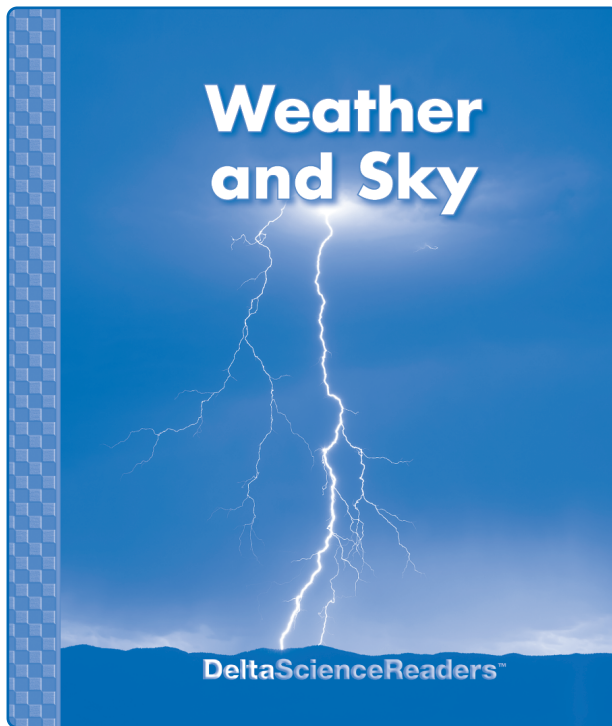


Weather and Sky



Delta Science Readers are nonfiction student books that provide science background and support the experiences of hands-on activities. Every **Delta Science Reader** has three main sections: *Think About . . .*, *People in Science*, and *Did You Know?*

Be sure to preview the reader Overview Chart on page 4, the reader itself, and the teaching suggestions on the following pages. This information will help you determine how to plan your schedule for reader selections and activity sessions.

Reading for information is a key literacy skill. Use the following ideas as appropriate for your teaching style and the needs of your students. The After Reading section includes an assessment and writing links.

OVERVIEW

In the Delta Science Reader *Weather and Sky*, students learn about weather and explore the sky. They learn what weather is and how we observe, measure, and record its main features. They read about the four seasons and how seasonal weather changes affect living things. Students' attention then turns to the sky and what we see in the sky during the day and at night. Students make a connection between their new weather knowledge and the world beyond school when they read what a meteorologist does. Finally, they extend their learning with an introduction to Moon phases.

Students will

- ▶ learn what weather is and how it can change from day to day
- ▶ explore words, symbols, and tools used to describe, measure, and record weather conditions
- ▶ identify the four seasons and understand the pattern of the seasons
- ▶ consider how changing seasons affect living things
- ▶ compare and contrast the daytime sky and the nighttime sky
- ▶ understand that the Sun provides light and heat to Earth and appears to move across the sky during the course of a day
- ▶ observe that the Moon appears to move across the sky during the course of a day
- ▶ observe that the Moon appears to change shape in a predictable pattern

READING IN THE CONTENT AREA SKILLS

- Cause and effect
- Compare and contrast
- Draw conclusions
- Critical thinking
- Interpret graphic devices
- Recognize patterns
- Make predictions
- Classify and categorize

You may wish to use the graphic organizers on the inside back cover of the Delta Science Reader.

NONFICTION TEXT ELEMENTS

Weather and Sky includes a table of contents, headings, photographs, illustrations, labels, captions, boldface terms, and a glossary.

CONTENT VOCABULARY

The following terms are introduced in context and defined in the glossary: *Earth, Moon, observe, phases, season, Sun, weather.*

BEFORE READING

Build Background

Access students' prior knowledge of weather and the sky. Display and discuss the cover. Ask, *What do you see in this picture?* (lightning, the sky, clouds, land, light, darkness) Then read the title aloud, and invite students to share what they know about the topic from their personal experiences.

To stimulate discussion, ask questions such as these: *How would you tell someone what our weather is like today? Does your family watch TV in the morning to learn what the weather may be like?*

To create interest, ask students to draw pictures of themselves doing a favorite activity in their favorite kind of weather.

Preview the Book

Show students the book cover again. Ask, *Have you ever seen lightning in the sky? Do you think we can tell ahead of time what kind of weather may be coming if we see lightning in the sky?*

Tell students that one way to find out ahead of time what a book is about is to *preview* the book. Explain that they can preview a book they are about to read by looking at its cover, chapter titles, pictures, and other important parts.

To preview the book with students, flip through the pages and briefly discuss the photographs and diagrams. Ask questions such as, *What does this picture show? Have you ever seen this object? Have you ever been in this kind of weather? Have you ever seen the sky look like this?*

Have students turn to the table of contents. Explain that the table of contents is a list that tells what is written in the book. Ask, *What do you notice about this page?* Read aloud the headings and point to the page numbers listed after each heading. Explain that each number tells the page on which they will find information about each heading.

Point to and read aloud the word *Glossary* at the bottom of the page. Tell students that a glossary is a list of words and their meanings. Point out the word in boldface type on page 2 (*weather*). Explain that words printed in dark print are important words related to *Weather and Sky*. Tell students that they will find the meanings of these words in the glossary in the back of the book. Choose one word and model how to find its definition in the glossary.

Preview the Vocabulary

You may wish to preview some of the vocabulary words before reading rather than waiting to introduce them in the context of the book. Possibilities include creating a word wall, vocabulary cards, sentence strips, or a concept web.

The five terms under weather in the glossary are a good start for a weather word wall that students can add to and refer to as they read. You could draw simple symbols for each weather word on cards and have students practice matching words and symbols.

Set a Purpose

Discuss with students what they might expect to find out from the book, based on their preview. Ask, *What kinds of things would you like to learn about weather and the sky as you read this book?* List students' questions on chart paper to set a purpose for reading.

GUIDE THE READING

Preview the book yourself to determine the amount of guidance you will need to give for each section. Depending on your schedule and the needs of your class, you may wish to consider the following options:

- **Whole Group Reading** Read the book aloud with a group or the whole class. Encourage students to ask questions and make comments. Pause as necessary to clarify and assess understanding.
- **Shared Reading** Have students work in pairs or small groups to read the book together. Ask students to pause after each text section. Clarify as needed and discuss any questions that arise or have been answered.
- **Independent Reading** Some students may be ready to read independently. Have them rejoin the class for discussion of the book. Check understanding by asking students to explain in their own words what they have read.

Tips for Reading

- If you spread out the reading over several days, begin each session by reviewing the previous day's reading and previewing what will be read in the upcoming session.
- Begin each text section by reading or having a volunteer read aloud the heading. Have students examine any illustrations or graphics and read accompanying captions and labels. Discuss what students expect to learn, based on the heading, illustrations, and captions.
- Help students locate context clues to the meanings of words in boldface type. Remind them that these words are defined in the glossary. Provide help with words that may be difficult to pronounce.
- As appropriate, model reading strategies students may find helpful for nonfiction: adjust reading rate, ask questions, paraphrase, reread, visualize.

Think About . . . (pages 2–13)

Pages 2–5 *What Is Weather?*

- Read pages 2 and 3 aloud. Have students look at the photograph on page 2. Ask, *How can you tell the wind is blowing in this picture?* (The leaves are blowing around.) Elicit that students are using their sense of sight, or seeing, to know that the weather in this picture is windy. If they were actually outside on a windy day, they would use other senses as well. They might hear the wind rustling leaves or feel the wind on their faces.
- Discuss each of the photographs on page 3. Draw out student experiences of using their senses to observe weather by asking questions such as these: *Do you hear snowflakes falling?* (no) *Can you hear it raining?* (sometimes) *How does sunshine feel on your skin?* (warm, hot)

- Reread page 3 aloud. Explain that the word *observe* is a science word. *Watch*, *look*, and *see* mean about the same thing. But *observe* is different. In science, to observe means to find out information by using all your senses, not just your eyes. We usually observe something over a period of time. Turn to the glossary to point out the word *observe*, and read its definition aloud. Explain that scientists observe things to learn more about them.
- Read the sentence on page 4 aloud. Invite students to share any personal experiences with weather tools. Then help students identify each weather tool shown in the photographs and discuss its purpose. Point out the labels and captions as you read each one aloud.

Some students may have thermometers outside their homes. Invite the class to brainstorm about why people might want to consult outdoor thermometers. (Accept all reasonable ideas, such as to know how hot or cold it is outside, to help them decide what to wear, or to know what outdoor activities they can do comfortably, such as going to the beach.)

- Review the two ways students have learned to find out about weather: observing with their senses and using weather tools. Ask students if they can think of other ways to watch the weather. (Accept all reasonable ideas.) You may wish to introduce students to additional weather tools, such as a wind sock or barometer. Watching cloud formations is another way to watch the weather. Sometimes the kind of clouds we see in the sky tells us what kind of weather we can expect. Ask, *If you see dark clouds in the sky, what kind of weather do you predict we will have?* (rainy, stormy weather) *If there are no clouds on a bright day, what kind of weather do you predict we will have?* (sunny, clear weather)
- Have students look at page 5. Ask, *What do you see on this page?* (calendar pages) Briefly discuss what a calendar is. Read the names of the months, and explain that they are from two different seasons: April is a

spring month; November comes in late fall. (You may wish to flip through a calendar and show your class each month of the year.) Point out the numbered squares. Remind students that each square stands for one day.

Information for the Teacher: April is in spring and November in fall in the Northern Hemisphere, the northern half of Earth, where the United States is located. In the Southern Hemisphere, the seasons are opposite.

- Read the text at the top of page 5. Explain that, like the word *observe*, the word *record* is a science word. In science, to record is to write or draw ideas and information. Recording helps us remember what we observe. Recording also helps us share what we learn with others.
- Point to the word *April*, and note that it begins with a capital letter. Tell students that the months of the year are written with a capital letter at the beginning. Explain that these words begin with a capital letter because they are proper nouns, or words that name something, someplace, or someone. Discuss other words that begin with capital letters, such as students' names.
- Point to the first symbol on the April calendar. Ask, *What is this symbol?* (raindrops) *What do you think the weather was like on this day?* (rainy) *Did it rain on any other days?* (yes; have students point to the other days with raindrop symbols.)

Then point to the other symbols on the calendars. Ask, *What kind of weather does each of these other symbols stand for?* (windy, sunny, cloudy, snowy) Refer students back to page 3 or to the glossary to review these symbols and associated weather words if necessary. Ask, *Why do you think someone would put these symbols on a calendar?* (to record the kind of weather that happens each day) If you keep a class weather calendar, have students compare it to the calendars shown on this page.

- Have students look closely at the symbols on both calendars. Ask, *Was the weather the same every day?* (no; sometimes the weather was the same for two days in a row, but often it changed from one day to the next.) *How can you tell?* (The days have different symbols.) Discuss how the weather in April was alike and different from the weather in November.

Pages 6–8 *What Are Seasons?*

- Read the heading on page 6 aloud. Ask students if they can tell you what a season is. (a time of year) If necessary, have students read the definition of season in the glossary. Say, *We have learned that the weather can change from day to day. Now we are going to read about weather changes from season to season.*
- Seasonal weather changes are more pronounced in some parts of the country than in others. Tailor this discussion to your location.
- Tell students that a diagram is a picture or drawing that shows some information. Ask what the diagram on page 6 shows. (the four seasons of the year) Have students read the names of the seasons with you, in order. Beginning with the photograph of spring, trace your finger clockwise across the arrows and over the labels to tie the diagram together. Tell students that the seasons follow one another in a repeating pattern that never stops or ends. Every year we have four seasons. Then the cycle of the seasons starts all over again.

Discuss the word *cycle* with students. Tell them that a cycle goes around, like a circle. Point out the circle made by the arrows. Ask if students know about other “cycle” words. (bicycle; tricycle; recycle; plant or animal life cycle)

- Then read the text aloud. Lead a picture-by-picture discussion about how the tree and landscape change as the seasons change. Help students infer from the photographs how changes in weather

affect plants such as the grass and tree shown here.

- Reinforce that weather can change from day to day, but we can predict the weather of a season because each season has about the same kind of weather every year. As an example, ask, *Would you expect snowy weather in the summer?* (no) *In what season would you predict snowy weather?* (Usually snowy weather comes in the winter.)
- Read the text on page 7 aloud. Use the photograph on page 7 to begin a discussion about how animals may change when the seasons change. You may wish to introduce the term *migration*, depending on your students. Be sure they understand the concept that some animals move to different areas in different seasons and that this occurs year after year. Ask questions such as these: *Can you guess the kind of birds in the picture?* (geese) *Have you ever seen lots of birds flying overhead like this going in the same direction? Why do you think they leave one place and go to another place?* (to find more food, to get to warmer weather) Ask students what they know about what other animals do in different seasons. (Accept all reasonable answers. Some animals hibernate, or go into a special kind of sleep, during winter. Other animals, including many insects, become inactive during winter. Animals may get thicker, shaggier fur coats to keep them warm during winter. Their fur may change color so they can blend in with a snowy background.)
- Refer to the photographs on pages 6 and 7 to review what plants do in different seasons.
- Reread the second question on the page. Invite students to share their ideas about what people do in different seasons. Encourage them to give examples from their own or their families’ activities.
- Point to the clothing items pictured on page 8 as you help students identify each

one. Ask questions to lead students to share their weather experiences. *Have you ever worn sunglasses? When? Would you rather splash in rain puddles with sneakers or rain boots? Why?*

- Read the text aloud. Have students answer the questions posed in the text by taking turns naming each item of clothing and telling in which kind of weather or in what season each may be worn and why. Encourage students to use the names of seasons and of specific kinds of weather in their answers.

Pages 9–11 *What Can We See in the Sky in the Daytime?*

Information for the Teacher: Young learners think of the sky as what they can see above them. Scientifically, what they see is the atmosphere and space beyond, as viewed from Earth. The sizes, colors, and motions of objects in the sky play a major role in young learners' observations and descriptions.

- Point to each word as you read the heading aloud. Then point to the photograph on page 9, and ask, *How can we tell this is the daytime sky?* (It is light blue. The Sun is shining.) Explain to students that they will learn more about what we see in the daytime sky as they read this section. Then read the text on page 9.

Safety Note: Warn students never to look directly at the Sun. Doing so can cause severe eye damage.

Say, *The Sun can hurt your eyes, so you should never look directly at it. Why do you suppose that is?* (because it is so bright) Make sure students understand the importance of this caution.

- Point to the words *Sun* and *Earth* on the page. Elicit that these words begin with a capital letter, just as the names of the months do.

- Reread the second sentence, and ask, *Where and when do you usually see stars?* (in the sky at night) Explain that the Sun is the only star you can see in the daytime. Then point out the rays of sunlight in the photograph as you reread the text, explaining that the Sun provides Earth with light and heat. Elicit that you can tell it is daytime because the Sun makes the daytime bright. Students may also know that the Sun keeps Earth warm. It is typically warmer in the daytime, when the Sun is shining, than at night, when it is not.
- Say the word *shadow*, and ask students to share their experiences with shadows. Explain to students that when light from the Sun is blocked by an object, a shadow can form. Demonstrate with a flashlight and an unusually shaped object how light travels in a straight line from the flashlight “Sun” to the object. The object blocks the light and causes a shadow in the shape of the object to appear on the surface below or behind it.
- Read the text on page 10 aloud, and ask, *How can you tell it is early morning in the top picture?* (The Sun is low in the sky.) *What do you do in the morning?* (Accept all reasonable answers, such as wake up, eat breakfast, get ready to go to school.)
- Reinforce that the Sun gives light and heat to Earth. Ask, *What do you think this place was like before sunrise?* (cool, dark) Explain that as the Sun rises in the sky, Earth begins to get heat and light from the Sun, so the cool air begins to warm up and the dark sky begins to brighten. Point to the photograph, and ask, *Now what is this place like?* (warmer, brighter. The Sun is shining and warming the land and water.)
- Ask, *Where is the Sun in the middle picture?* (high in the sky) Read the text aloud, and ask, *What do you do in the middle of the day?* (Accept all reasonable answers, such as eat lunch, do schoolwork, play outside, talk to friends.)

- Have students imagine that they are standing outside in the middle of the day on a bright, sunny day. Tell them to imagine they have their eyes closed and their faces lifted to the Sun. Ask, *What do you feel from the Sun?* (heat, warmth) Explain that because the Sun is high in the sky, the part of Earth it is shining on gets more direct heat and light, so the air warms more and the sky becomes brighter.
- As students examine the bottom photograph, ask, *Now where is the Sun?* (low in the sky again) Read the text aloud, and ask, *What do you do at the end of the day in the evening?* (Accept all reasonable answers, such as eat dinner, brush my teeth, get ready for bed, sleep.)
- Have students describe the sky in the photograph. (There are some clouds in the sky, but they are not white; they are orange and dark gray. You can still see the Sun.) Explain that as the Sun sets lower and lower in the sky, that part of Earth gets less heat and light, so the air cools and the sky becomes darker. Ask, *What do you think this picture will look like an hour later?* (The sky will be dark. You will not be able to see the Sun.)
- Have students compare the bottom photograph on the page to the top photograph. Ask, *What is the same? What is different?* Elicit that the Sun is low in both photographs, but it is at opposite ends of the horizon. The Sun rises in one place and sets in another place.
- Ask, *Have you ever noticed that the Sun seems to move across the sky the same way every day? Sunrise is in the east (point east), and sunset is in the west (point west).* Elicit that the apparent motion of the Sun across the sky during the day is a pattern that happens the same way over and over again.
- Read the text on page 11 aloud, and have students look at and discuss the photograph. Ask, *What do you see in this picture that was not made by people?*

(clouds, the Moon) *What do you see that was made by people?* (an airplane) *What other things that we sometimes see in the sky are made by people?* (Accept all reasonable responses, such as helicopters, kites, balloons, and so on.)

- Ask, *What time of day is it in this picture—day or night?* (day) Make sure students understand that the photograph was taken during the day. Some students may be surprised to learn that the Moon can be seen during the day. Ask, *What does the Moon look like during the day?* (very light, hard to see)

Pages 12, 13 *What Can We See in the Sky at Night?*

- Run your finger under the heading as you read it aloud. Encourage students to brainstorm about the question posed in the heading before you read the text.
- As students look at the photograph on page 12, ask them to talk about what they see. Follow up with questions such as, *How can we tell this is the night sky? What is different about the daytime sky and the nighttime sky?* (The daytime sky is bright; the nighttime sky is dark. We can see the Sun in the day but not at night. We can see many stars at night but not in the day. The Moon is very bright at night.) Help students understand that it is dark and cool at night because the Sun is not shining on the part of Earth where it is night.
- Ask, *What can you see in the night sky in this picture?* (the Moon, stars) *What is the brightest object in the night sky?* Confirm students' answers by saying, *The Moon is the brightest object in the night sky.* Ask, *What are some things you have noticed about the Moon?* (Accept all reasonable responses, such as: It is not always in the same place. It is not always the same shape. Sometimes you cannot see it. It is brighter at night than in the day.)
- Explain that the Moon does not have any light of its own, as the Sun does. The

Moon shines because light from the Sun reflects, or bounces, off it. You may wish to explain that the light reflected off the Moon is called *moonlight*. Without the Sun, there would be no moonlight.

- Ask, *How long do you think it would take to count all the stars in the picture?* (a long time) Say, *Imagine how long it would take to count all the stars in all of the night sky!* Elicit that there are too many stars for us to count.
- Have students look carefully at the stars in the photograph. Elicit that some stars are brighter or look bigger than others.
- Read the text aloud. Explain that some of the objects they see in the photograph are actually planets, not stars. Ask if anyone knows what a planet is. Planets are not stars. Earth is a planet. Seven other planets also move around our Sun. Four of these planets can sometimes be seen in the night sky: Mercury, Venus, Mars, and Jupiter. Planets do not have their own light, as stars do. Like the Moon, planets appear to shine because the light of the Sun reflects off them. Reinforce that the Sun is a star, and stars shine with their own light. The planets and the Moon appear to shine only because they reflect the Sun's light.
- Ask, *What do you see in the pictures on page 13?* (the Moon, a city) *How are the pictures different?* (The Moon is in a different position.) Direct students' attention to the clocks below each picture. Elicit that the clocks show us what time each photograph was taken—the second photo was taken one hour after the first. Ask, *What happened to the Moon in the hour between the two photographs?* (The Moon moved higher in the sky and farther right.) Ask, *Where do you think the Moon will be in one more hour?* (even higher and farther right)

Review that the Sun's position in the sky also changes from sunrise to sunset. Ask, *Why do you think that is?* (Accept all reasonable ideas.) Use students' answers to assess their understanding of the

apparent movement of the Sun across the sky and their readiness to infer that the Moon does the same. Invite students to share what they know or have learned about the Sun and the Moon in the sky. (The Sun rises in the east every morning and sets in the west every evening. Sometimes you cannot see the Sun because the sky is cloudy. But you can tell it is there because you can see its light. The Moon also rises in the east and sets in the west.) You may also wish to add that the stars also change position in the sky, appearing to move across the night sky as the Moon does.

- Invite students to go outside with a parent in the evening and observe the changing position of the Moon. Have students draw pictures to show how the Moon appeared to move in an hour.

People in Science (page 14)

A Meteorologist

- Have students look at the photograph on page 14. Ask, *What do you think this person is doing?* (Accept all responses at this time.)
- Read the heading and the text aloud. Ask, *Have you ever seen a weather report on TV? What did the report tell you?* Invite students to share their experiences.
- Write the word *meteorologist* on the board and help students pronounce the word (mee-tee-uh-ROL-uh-jist). Ask, *What do you think a meteorologist does?* (studies and tells us about weather) Explain that meteorologists are scientists who study clouds, wind, temperature, rain, snow, and other weather conditions so that they can predict what the weather will be like in a few hours, days, or even weeks. Explain that *predict* is a science word. To predict means to tell what you think will happen. Ask, *Why might people need to know what the weather will be like?* (to know what clothes to wear, what activities to plan, whether to prepare for a storm, and so on)

- Point to each weather icon as you look at the weather map. As necessary, review the weather symbols in the glossary, and return to the photographs on page 3 to connect the symbols on the map with actual weather conditions.
- The weather predictions of meteorologists are very important to certain people and their work. Farmers depend on meteorologists to help them know when to plant and harvest their crops. People who build highways and buildings need to know about rain and snow that is coming and what the temperatures are going to be. Pilots need to know about weather so they can decide if it is safe to fly.

Did You Know? (page 15)

About Moon Phases

- Read the heading and the text aloud. Ask, *What changes can we see in the Moon over one month?* (Accept all reasonable responses.) Review that a month is about 30 days or 4 weeks. Look again at the calendar pages on page 5 to reinforce the idea of a month.
- Point to the word in bold print on page 15, and pronounce it for students. Read the definition of *phases* in the glossary aloud. Ask, *What do you think these pictures show?* (the phases of the Moon)

Have students examine the photographs of the Moon phases. Discuss the differences in the appearance and shape of the Moon in the pictures. Elicit that in the first picture (top left) the Moon looks like a big circle. In the next few pictures, it appears to get smaller and smaller. First, it has a football or oval shape. Then it has a half-circle shape. Next, it is shaped like a crescent or fingernail. Then we cannot see it at all. Trace the arrows noting how the Moon continues to change until it looks like a big circle again.

- As appropriate, discuss with your class *why* the Moon has different phases. The Moon is really shaped like a ball. This

shape does not change. The Moon only appears to change shape because it moves around Earth. As the Moon moves around Earth, we can see different amounts of its sunlit surface.

- You may wish to tell students the names of the Moon phases. In the full Moon phase, the surface of the Moon facing Earth is all lit, so it appears round. Invite a student to point to the picture that shows the full Moon. In the new Moon phase, the lit surface of the Moon is facing away from Earth, so the surface we see is all dark. Invite a student to point to the picture that shows the new Moon. In between the full Moon and new Moon phases are the gibbous, quarter (or half), and crescent phases.

AFTER READING

Summarize

Flip through the book one more time. Use the headings, photographs, and boldface terms to help students use the vocabulary and summarize their learning. For example, cover the labels on pages 2 and 3, and have students use the weather words they have learned. Ask questions such as *What do some birds do when the season changes? Why?* Ask, *What questions do you still have about weather and the sky? What would you like to know more about?* Record students' responses. Then ask, *Where do you think you might be able to find this information?* (Students might mention asking a grown-up, reading science books, and looking on the Internet.)

Review/Assess

Use the questions that follow as the basis for a discussion of the book or for a written or oral assessment.

1. *What is weather?* (what the air is like outside today) *What weather tool do we use to find out how hot or cold it is outside?* (thermometer) *to find out how much rain has fallen?* (rain gauge)

2. *What are seasons?* (times of the year) *Can you name the four seasons?* (spring, summer, fall, winter)
3. *What can we see in the daytime sky?* (clouds, birds, airplanes, the Sun, the Moon, rainbows) *What can we see in the nighttime sky?* (the Moon, stars, planets, clouds)
4. *Where is the Sun in the early morning?* (low in the sky) *Where is it at noon?* (high in the sky) *Where is the Sun in the evening?* (low in the sky again; low in the opposite sky)
5. *What changes about the way the Moon looks over one night?* (It seems to move across the sky from east to west.) *What changes about the way the Moon looks over a month?* (It appears to change shape.) *What do we call these shapes?* (the phases of the Moon)

Writing Links/Critical Thinking

Present the following as writing assignments. Provide help as needed.

1. Make a class book about seasons. Give students a sheet of paper each, and ask them to complete the following sentence pattern.

Our Favorite Seasons

_____ likes to _____
 [student's name] [activity]
 in the _____.
 [season]

Erica likes to drink hot chocolate in the winter.

Bryan likes to pick apples in the fall.

Have each student copy, complete, and illustrate the sentence. Provide help with writing as needed. Bind the illustrations together in the order of the seasons to make a class book. Place the book in a reading area where students can read or view it independently.

2. Give each student a sheet of white paper and a sheet of dark construction paper. Have students title the white paper *The Sky in the Day*. Give them a strip of white paper on which to write *The Sky at Night*, and paste the strip on the dark paper. Have students use crayons to draw objects they see in the daytime sky on the white paper and objects they see in the nighttime sky on the dark paper. Provide white or yellow chalk for students to draw the Moon and stars on the dark paper. Have students refer to the book to label their drawings.
3. On the board or chart paper, write some riddles about the weather and the sky. For example,
 - I am made of air and can blow hard. What am I? (wind)
 - I am big and hot. Do not look at me. What am I? (the Sun)
 - We can be seen in the night sky. There are too many of us to count. (stars)
 - I have no light of my own. I get my light from the Sun. I change shape during the month. What am I? (the Moon)

Work together as a class to solve each riddle. Then have students copy the riddles to take home and share with their families. Challenge students to make up riddles of their own and present them to the class.

Science Notebooks: You may wish to have students keep the writing activities related to the Delta Science Reader in their science notebooks.

References and Resources

For trade book suggestions and Internet sites, see the References and Resources section of this teacher's guide.