**Lesson Plan Title**
"What's the Weather Everyone?"

**Grade Level**
1st Grade

**Subject Area**
Science

**MSCCRS**
E.1.9A.1 Analyze and interpret data from observations and measurements to describe local weather conditions (including temperature, wind, and forms of precipitation).

E.1.9A.2 Develop and use models to predict weather conditions associated with seasonal patterns and changes.

**Art Form**
Drama

**MSCCR Creative Arts Standards**
TH: Cr1.1.1 Generate and conceptualize artistic ideas and work.
c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).


TH: Pr4.1.1 Select, analyze, and interpret artistic work for presentation.
b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

**Duration**
1 Hour

**Materials**
Readers Theatre script:

https://drive.google.com/file/d/1HSHkQgLZ1tNjOqxyV16ny9IUDs80b5GH/view?usp=sharing

**Objectives**
The student will identify and understand different weather conditions.

The student will participate in a drama reading experience about weather conditions using gestures and emotions.

**Vocabulary**
Gesture
Emotion
Readers theater
Cloud
Sun
Rain
Wind
Forecast
Meteorologist


**Lesson Description**
**PRIOR TO THE LESSON:  The teacher will view the video [https://youtu.be/O4pMIFMBqJ0](https://youtu.be/O4pMIFMBqJ0) for information about Reader's Theater.**
The teacher will read the Reader's Theater script with the class. (from the links above under materials)  The teacher will explain/model what a reader's theater is to students. (*model expressive fluent reading, model how to hold the script, echo reading*)
The teacher will introduce vocabulary and model gestures and emotions to students while reading lines from the script.
The teacher will assign character parts/lines from the chosen script. (r*emember to differentiate the script lines as stronger readers will need the longer reading lines and not as strong readers will need the short, simple lines*) The students will view the script, highlighting or marking his/her speaking lines.
The teacher will then ask the students, "What are some gestures that we could use to model each of the weather types in the script?" The teacher will take student responses and, as a group, determine which gesture(s) will be used to model each weather type.
The teacher will have the students read the script aloud.  Every student may not have a part, which is why it can be performed multiple times so that every student has a chance to read/ be given a speaking line.
**The teacher could also divide the students into groups and have each group read and perform the script.  With first grade, the teacher may want to have the class read it as a whole group first, then divide it into small groups with mixed ability reading levels to read and perform for the class.  This would definitely need to be a lesson to use once you feel your students are reading fluently enough to read the script independently (his/her line(s) in the group) to perform aloud without becoming frustrated.

**Recommended Resources**


**Extended Learning Activities**
The teacher could use some of the additional activities (printables) provided with the link/recommended resources.  Students could also make weather hats using the cards provided in the resources as examples.



**Sources**
Teacher Pay Teachers: Ingrid's Art
The 5 Tips for Reader's Theater/ Classroom Quick Tips (www.youtube.com)

**Tips**

**Author**
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