

# Weather Proverbs

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Levels



Grades K-4

## Overview:

All over the world people use weather proverbs to predict the weather. Some people believe the proverbs to be true, others believe they are superstitions. In this activity, students will read weather proverbs from around the country, interview an Elder or parent to learn some weather proverbs, and write their own weather proverb.

## Objectives:

The Level I student will demonstrate understanding of cause and effect by matching two parts of familiar weather proverbs.

The Level II student will:

- explore proverbs from around the country;
- conduct an interview; and
- write a proverb.

## GLEs Addressed:

### *Science*

- [3-4] SA1.1 The student demonstrates an understanding of the processes of science by asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating.
- [3] SD3.1 The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth's position and motion in our solar system by using recorded weather patterns (e.g., temperature, cloud cover, or precipitation) to make reasonable predictions.

## Materials:

- STUDENT WORKSHEET, LEVEL I: "Weather Proverbs"
- STUDENT WORKSHEET, LEVEL II: "Weather Proverbs"

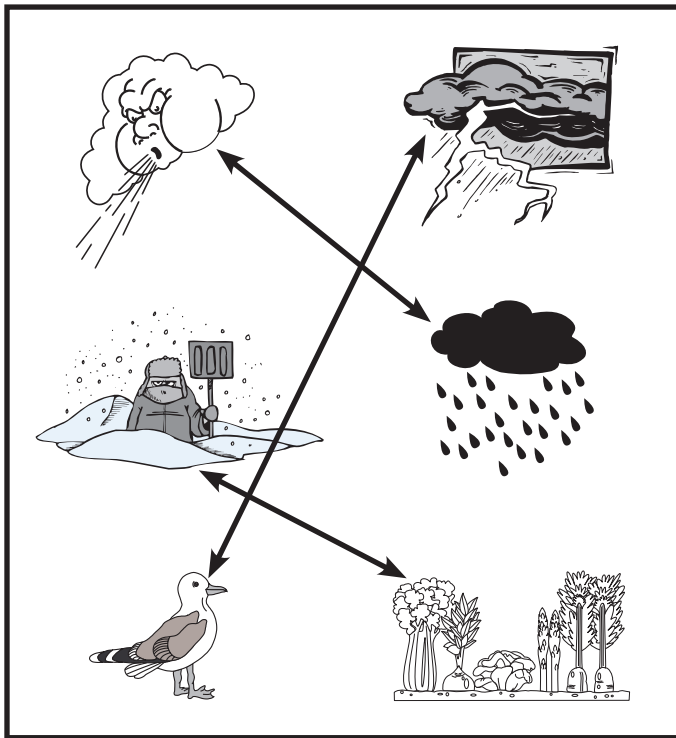
## Activity Procedure:

1. Explain that throughout history people have made up short sayings to tell truths about the world. Sometimes those sayings are based on observations of the world and sometimes they are moral teachings about right and wrong. These sayings are called proverbs.
2. Throughout the United States and the world, people have created proverbs to describe or warn others about the weather. Explain that students will interview an Elder or parent to learn proverbs that relate to Alaska, and then write their own weather proverb.
3. Read the following proverb examples to the class and discuss their meanings:
  - a. "Red sky at night, sailor's delight. Red sky in the morning, sailor, take warning."
  - b. "A year of snow, a year of plenty."
  - c. "Halo around the sun or moon, rain or snow soon."
  - d. "A wind from the south has rain in its mouth."
  - e. "Seagull, seagull, sit on the sand. It's never good weather when you're on the land."

4. Explain that weather proverbs are based on observations of nature and link an observation with something that will happen. For example, “A year of snow, a year of plenty” links a year with lots of snow to ample food production for the year.
5. Level I students will discuss weather proverbs with family members, then share what they learned with the class.
6. Students will match weather proverbs on the Level I STUDENT WORKSHEET.
7. Ask Level II students to complete questions 1 and 2 of the Level II STUDENT WORKSHEET: “Weather Proverbs” at home. At the next class meeting, discuss results as a class so that students who were unable to complete the assignment can fill in the worksheet.
8. Instruct Level II students to work individually or in small groups to write their own proverb (Level II STUDENT WORKSHEET, question 3).

## Answers:

Level I Student Worksheet:



Level II Student Worksheet: Answers will vary.

Name: \_\_\_\_\_

Level



# Weather Proverbs

## Level I Student Worksheet

Draw a line to connect two pictures from the same proverb to make up three of the weather proverbs you have heard.



Name: \_\_\_\_\_

# Weather Proverbs

## Level I Student Worksheet



### Interview:

1. Ask an Elder or parent for any weather proverbs that they know. Ask them to explain the meaning of the proverb if you don't understand. Write at least one weather proverb in the space below.

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2. Who did you interview? \_\_\_\_\_

### Write a Proverb:

3. Write your own weather proverb on the lines below. Remember, a proverb should be one or two sentences long and explain a truth. A weather proverb should use an observation to predict future weather.

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