

TRADITIONAL WEATHER FORECASTING: WHAT IS WEATHER? GR: PREK-2 (LESSON 1)

Elder Quote/Belief:



“My two uncles could tell what weather would be like by looking at the clouds and the moon.”

-Mary Kompkoff, Chenega

Grade Level: PreK-2

Overview: Traditionally, the Chugach Region people would depend on a weatherman who would predict the weather. This was done by many hours spent observing the environment, which included ocean, tides, stars, moon and sun. Before one can predict weather, it is important to know what is “weather?”

Standards:

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
A3 Acquire and pass on the traditions of their community through oral and written history.	F3 Develop an understanding of the importance of recording and validating cultural knowledge.	S2 Students should know the importance of being prepared for the elements:

Lesson Goal: To know what “weather” means, different types of weather, and what to observe to identify changes.

Lesson Objective(s): Students will:

- Understand what weather is.
- Know the different types of weather and what can observe to identify changes.
- Learn the Sugt’stun/Eyak vocabulary words.

Vocabulary Words: Sugt’stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
weather	llakcaq	lla’m cimiucia	

cloudy	taluluku	taluluku	q'ahs (clouds)
rain	qitaq	qitaq	k'uleh
snow	qaniq	qaniq	xAtl'
wind	aqllaq	aqllaq	k'uuy
sunny	macaruaq	macaruaq	GAdAgiL (sun)

Materials/Resources Needed:

- Invite an Elder or Recognized Expert to share traditional ecological knowledge (TEK) on different types of weather, what to observe and identify changes
- Thermometer (or can use weather app online for temperature)
- Rain gauge
- Pinwheel or wind sock
- Art supplies; drawing paper, markers, color crayons, paint, etc.

Websites/videos:

- What's the Weather Like Today <https://www.youtube.com/watch?v=Jn7uAsLWXpk>
- Weather Song <https://www.youtube.com/watch?v=e5UTaPV-DIg>
- How to Draw Different Types of Weather for Kids
 - <https://www.youtube.com/watch?v=HloTVOBecJ0>

Teacher Preparation:

- Invite an Elder or Recognized Expert to share TEK on different types of weather, what to observe and identify changes. Ask if able to translate a song/songs into Sugt'stun/Eyak for students to sing.
- Review with students how to show respect to guest in classroom.
- Review lesson and gather supplies needed.

Opening: Can anyone tell me what “weather” means? (Allow time for answers.) Weather is the conditions in the atmosphere when air gets heated up and cools down. Weather could be defined as what is happening outside currently like sunny, snowy, rainy or windy. Weather affects everything we do, such as playing outside in warm sunny weather or making snowmen in cold snowy weather. Can we determine what type of weather may be coming in the future without the use of television, internet or radio? Traditionally, there was a weatherman in the Chugach Region who would be able to forecast weather based on his keen observations of the environment, oceans, tides, sun, moon and stars. The weatherman would use all his senses of sight, smell, sound, and touch.

Activities:

Class I:

1. Introduce Elder or Recognized Expert to share traditional ecological knowledge (TEK) on different types of weather, what to observe and identify changes.

2. Watch the Youtube videos:
 - What's The Weather Like Today <https://www.youtube.com/watch?v=Jn7uAsLWXpk>
 - Weather Song <https://www.youtube.com/watch?v=e5UTaPV-DIg>
3. If possible, ask the Elder or Recognized Expert to do the Sugt'stun/Eyak translations for the songs and teach it to the students.
4. Hand out the art supplies for students to draw different types of weather and what would type of clothing would they be wearing in each type.
 - a. Optional, show video "How to Draw Different Types of Weather for Kids" <https://www.youtube.com/watch?v=HloTVOBecJ0>
5. Allow time for students to create their pictures. Display when finished.
6. Explain to the students that they will also use observation and their senses to determine different types of weather. We will do this by going outside everyday for a week. When outside we need to do the following observations:
 - a. Take the thermometer to find out temperature. Is it cold? Warm? Hot?
 - b. Using a pinwheel or a windsock, Is it windy or calm?
 - c. Is it wet outside? Dry? Snowy?
 - d. Observe the sky, are there clouds? Or clear? If there are clouds, are they billowy like cotton balls or wispy like paint swishes? Are the clouds high, middle or low in the air? Are they light or dark colored?
 - e. What does it smell like outside? What can you hear? What do you feel?
 - f. Are you dressed properly for the weather? If not, what should you be wearing?
 - g. What about the ocean/tides? Is the tide in or out? Is the ocean rough or calm?
7. When back in the classroom, discuss what students observed/smelled/felt outside, keep notes of their weather observations written on the smartboard for each day.
8. At the end of the week, review "what is weather?"
9. Review the songs they learned and practice to share!

Assessment:

- Students can explain what weather means.
- Students can list the different types of weather and what might observe to identify changes.
- Students can successfully say and know meaning of the Sugt'stun/Eyak vocabulary words.





The Weather



sun - sunny



cloud - cloudy



partly cloudy



rain - rainy



snow - snowy



sleet - sleeting



storm - stormy



lightning



thunder



hail - hailing



wind - windy



fog - foggy



cloud



rain

lightning



storm



mist



fog



rainbow



snow



frost



ice

icicle



freeze





