

Weather Wizards

*an OT resource
for the classroom*



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PURPOSE

The purpose of the Weather Wizards project is to serve as an educational tool to help kids practice planning, logical thinking, and fine motor skills. It also gives them a chance to learn through sensory exploration which is important for development. Some children have difficulty processing external cues. Either they do not recognize what the stimulus is, or they do not know how to appropriately respond to it. Weather Wizards is intended to provide opportunities for children to explore, discuss, process, and reason through cues from their environment in order to form appropriate adaptive responses.

ACTIVITIES

Weather Wizards: what they are and how to use them

The Weather Wizards are laminated, magnetic dolls. They have Velcro on the front so that children can dress them by attaching cut out clothes to the Velcro. Because they are laminated, the dolls can be written or drawn on with dry erase markers without damage to the doll. The dolls attach magnetically to the scene board. The scenes are secured with Velcro as well so that they can be interchanged as needed. To use for an intervention, simply select the scene and associated activities you wish to work on with your client. Attach the scene to the magnetic board and guide the client through discussion and exploration of the topic.

SUNNY WEATHER



Ideas for Interventions:

- First show the client(s) the scene and ask them to describe what he/she sees. You can prompt by asking specific questions about objects in the scene. For example point to the sun, a cloud, or the sand castle and ask the client to identify the object.
- Introduce a doll to the client and show how the doll sticks to the board with the magnet. Allow the client to perform this step on their own.
- Suggest giving the doll a face. If the client needs more help, prompt with a description of facial features. For example: "draw two eyes, one nose, and a mouth." The client may need reminders that the nose is below the eyes etc. Pointing to your own face as a visual reference may be beneficial. The client may need assistance with proper grasp of the marker, or hand over hand guidance in the act of drawing.
- Prompt the client with a question about whether it is hot or cold in this picture. Help them reason through to the correct answer. "The sun is out. The sun is warm. Our doll can wear clothes to keep cooler in the hot weather." You can also ask what they wear when it is hot outside, and what activities they do outside.
- Provide an option of what to dress the doll in. For example offer a pair of shorts and a pair of pants. Help them reason through the correct choice.

Discussion Questions:

- What do you see in this picture?
- Is it hot or cold in this scene?
- What should you wear when it is hot outside?
- What does your doll (boy/girl) need?
- What do you do when you play outside?
- Have you been to the beach? Do you build sandcastles?
- How does sand feel?
- How do these clothes feel?
- What is the weather like outside today?
- Is the weather outside like the weather in the picture? Tell me about it.

Additional Activities

1. "I Can Make a Sun" playdough mat.

Tools and Equipment	Materials and Supplies
Laminated copy of Template 8	Yellow or orange playdough

Steps:

- Print out and laminate a copy of the sun template for as many clients as you have.
- Instruct the client to mush the playdough onto the mat in the shape of the sun.
- Encourage the use of both hands.
- Ask questions about the feel of the playdough.

Performance components addressed:

Physical- Joint mobility, muscle strength, in-hand manipulation, eye-hand coordination, bilateral integration.

Cognitive- Recognition, following directions, termination of activity, concept formation motor planning.

Sensory- Sensory processing, touch, pressure discrimination.

2. Sand Cloud Dough *warning: can be messy*

Tools and Equipment	Materials and Supplies
Large container (preferably with a lid) Sand toys (optional) Plastic ocean animals (optional) Disposable tablecloth (recommended)	3 1/2 cups of sand 3 1/2 cups of flour 1 cup baby oil

Steps:

- In a large container combine ingredients. Sand cloud dough will not dry out, but you probably want to use a container with a lid for safe storage.
- Play!
- Ask questions about how the sand feels.

Performance components addressed:

Physical- joint mobility, in-hand manipulation, fine motor movements.

Sensory- Sensory awareness, sensory processing, touch, vision, pressure discrimination.

Psychosocial- Interests, impulse control, motivation.

3. Oceans of Fun *warning: can be messy*

Tools and Equipment	Materials and Supplies
Large container with a lid Plastic ocean animals (optional) Disposable tablecloth (recommended)	Water beads preferably clear or blue

Steps:

- Pour water beads into container.

-Play!

-Ask questions about how the water beads feel.

Performance components addressed:

Physical- Eye hand coordination, reach, fine motor movements.

*Sensory-*Sensory awareness, sensory processing, vision, touch, temperature discrimination.

RAINY WEATHER



Ideas for Interventions:

- First show the client(s) the scene and ask them to describe what he/she sees. You can prompt by asking specific questions about objects in the scene. Ask about what is happening in the scene.
- Introduce a doll to the client and show how the doll sticks to the board with the magnet. Allow the client to perform this step on their own.
- Suggest giving the doll a face. If the client needs more help, prompt with a description of facial features. For example: "draw two eyes, one nose, and a mouth." The client may need reminders that the nose is below the eyes etc. Pointing to your own face as a visual reference may be beneficial. The client may need assistance with proper grasp of the marker, or hand over hand guidance in the act of drawing.
- Prompt the client to state that it is raining. Ask what the doll needs in order to not get wet. Provide an umbrella and allow the client to position it on the board.
- Provide an option of what to dress the doll in, and help them logically arrive at the correct choice.

Discussion Questions:

- What do you see in this picture?
- What should you wear when it is raining outside?
- What will help to keep you dry? What does your doll (boy/girl) need?
- How can you play in the rain? Splashing puddles?
- How is rain helpful? Does it help plants and flowers grow?
- How does rain feel on your skin?
- How do these doll clothes feel? Do you have clothes that feel the same? A slick raincoat?
- What is the weather like outside today?
- Is the weather outside the same as the weather in the picture? Tell me about it.

Additional Activities:

1. Beaded Raincloud

Tools and Equipment	Materials and Supplies
Scissors Template 17	Scotch tape Chunky weight blue yarn Blue pony beads

Steps:

- Print out copies of the rainclouds (Template 17) for as many clients as you have.
- Cut out the cloud shapes. You can cut them yourself, or let your clients cut them out.
- Cut 3-4 strands of yarn about seven inches long for each client.
- Tape 3-4 strands of yarn to the back of each template.
- Wrap the loose ends of yarn with a bit of tape to promote ease in threading. It should look like the end of a shoelace.
- Instruct the clients to thread a few pony beads onto each strand of the blue yarn to make raindrops.

Performance components addressed:

Physical-Bilateral integration, eye-hand coordination, in-hand manipulation, finger dexterity, fine motor movements, grasp patterns.

Cognitive- Concentration, attention, following directions, motor planning.

Psychosocial- Motivation, frustration tolerance, delay of gratification.

2. "I Can Make a Raincloud" Playdough mat.

Tools and Equipment	Materials and Supplies
Laminated copy of Template 9	Blue playdough

Steps:

- Print out and laminate a copy of the raincloud playdough mat template for as many clients as you have.
- Instruct the client to mush the playdough onto the mat in the shape of the raincloud.
- Encourage the use of both hands.
- Ask questions about the feel of the playdough.

Performance components addressed:

Physical-Joint mobility, muscle strength, in-hand manipulation, eye-hand coordination, bilateral integration.

Cognitive- Recognition, following directions, termination of activity, concept formation motor planning.

Sensory- Sensory processing, touch, pressure discrimination.

SNOWY WEATHER



Ideas for Interventions:

- First show the client(s) the scene and ask them to describe what he/she sees. You can prompt by asking specific questions about objects in the scene. Ask about what is happening in the scene.
- Introduce a doll to the client and show how the doll sticks to the board with the magnet. Allow the client to perform this step on their own.
- Suggest giving the doll a face. If the client needs more help, prompt with a description of facial features. For example: "draw two eyes, one nose, and a mouth." The client may need reminders that the nose is below the eyes etc. Pointing to your own face as a visual reference may be beneficial. The client may need assistance with proper grasp of the marker, or hand over hand guidance in the act of drawing.
- Prompt the client with a question about whether it is hot or cold in this picture. Help them reason through to the correct answer. "Look, it's snowing. How does snow feel? Snow is cold. Brrr!" You can also ask the client what they wear when it is cold outside. Ask if they go outside and play in the snow.
- Provide an option of what to dress the doll in. For example offer a pair of shorts and a pair of pants. Help them reason through the correct choice.

Discussion Questions:

- What do you see in this picture?
- Is it hot or cold in this scene?
- What should you wear when it is cold outside?
- What does your doll (boy/girl) need?
- How does snow feel on your skin?
- Do you go outside to play when it snows? What do you do in the snow?
- How do these doll clothes feel? Will they keep your doll nice and warm?
- What is the weather like outside today?
- Is the weather outside like the weather in the picture? Tell me about it.

Additional Activities:

1. Snowball Fight

Tools and Equipment	Materials and Supplies
	Multiple pairs of socks

Steps:

- Put pair of socks together. Line up top edges.
- Open the top of one sock and fold the socks into the opening. Stuff them inside to form a ball.
- Make multiple for each client.
- Prepare for a snowball fight! Toss sock snowballs at each other. Try to avoid getting hit.

Performance components addressed:

Physical-Joint mobility, reach, in-hand manipulation, eye-hand coordination, fine motor movements, gross motor movements, righting reactions.

Cognitive-Level of arousal, following directions, decision making, motor planning.

2. Indoor Snow

Tools and Equipment	Materials and Supplies
Large container with a lid	Shaving cream 1 cup cornstarch

Steps:

- Put 1 cup of cornstarch into the large bowl.
- Mix in shaving cream slowly until the snow feels like powdery crumbs.
- Play!
- Ask questions about how the snow feels.

Performance components addressed:

Physical- Eye hand coordination, reach, fine motor movements.

Sensory-Sensory awareness, sensory processing, vision, touch, temperature discrimination.

3. "I Can Make a Snowman" playdough mat

Tools and Equipment	Materials and Supplies
Laminated copy of Template 10	White playdough

Steps:

- Print out and laminate a copy of the snowman template for as many clients as you have.
- Instruct the client to mush the playdough onto the mat in the shape of the snowman.
- Encourage the use of both hands.
- Ask questions about the feel of the playdough.

Performance components addressed:

Physical- Joint mobility, muscle strength, in-hand manipulation, eye-hand coordination, bilateral integration.

Cognitive- Recognition, following directions, termination of activity, concept formation motor planning.

Sensory- Sensory awareness, sensory processing, touch, pressure discrimination.

AUTUMN WEATHER



Ideas for Interventions:

- First show the client(s) the scene and ask them to describe what he/she sees. You can prompt by asking specific questions about objects in the scene. For example ask about the leaves that are changing color. Ask about what is happening in the scene.
- Introduce a doll to the client and show how the doll sticks to the board with the magnet. Allow the client to perform this step on their own.
- Suggest giving the doll a face. If the client needs more help, prompt with a description of facial features. For example: "draw two eyes, one nose, and a mouth." The client may need reminders that the nose is below the eyes etc. Pointing to your own face as a visual reference may be beneficial. The client may need assistance with proper grasp of the marker, or hand over hand guidance in the act of drawing.
- Prompt the client with questions about the weather in Autumn. Explain that the air gets cooler in the Autumn. Autumn is the changing of Summer into Winter. Describe the changing of the leaves in Autumn, and that they fall from the trees. Ask if the client rakes the leaves or plays in the leaves. Ask if they go to corn mazes or carve pumpkins.
- Provide an option of what to dress the doll in. Help them reason through the correct choice.

Discussion Questions:

- What do you see in this picture?
- Is it hot or cold in this scene?
- What should you wear when the weather gets cooler outside?
- What does your doll (boy/girl) need?
- Have you seen the leaves change color in the Autumn? Do the leaves fall of the trees?
- What are some things that you do in the Autumn? Do you play in the leaves? Do you help rake the leaves in the yard?
- There are many crops that get ripe in Autumn. Do you go to corn mazes? Do you carve pumpkins?
- How do these doll clothes feel?
- What is the weather like outside today?
- Is the weather outside like the weather in the picture? Tell me about it.

Additional Activities:

1. Leaf Matching

Tools and Equipment	Materials and Supplies
Laminated copy of Template 12 Dry erase markers	Tissue or paper towel

Steps:

- Print out and laminate a copy of the leaf matching worksheet for as many clients as you have. You do not have to laminate the worksheet. You can use it as is with a regular pencil, it just will not be reusable.
- Instruct the client to find the matches for each different leaf and draw a line to connect them.
- Provide additional cues as needed. Correct pencil/marker grasp as needed.
- Wipe off the worksheet with the tissue or paper towel for next use. It can be good to ask the client to help you clean off the worksheet when you are finished with the activity.

Performance components addressed:

Physical- Grasp patterns, postural alignment, eye-hand coordination, crossing midline.

Cognitive- Recognition, concentration, memory, listening, following directions, concept formation, decision making.

2. "I Can Make a Leaf" playdough mat

Tools and Equipment	Materials and Supplies
Laminated copy of Template 11	Yellow or orange playdough

Steps:

- Print out and laminate a copy of the leaf template for as many clients as you have.
- Instruct the client to mush the playdough onto the mat in the shape of the leaf.
- Encourage the use of both hands.
- Ask questions about the feel of the playdough.

Performance components addressed:

*Physical-*Joint mobility, muscle strength, in-hand manipulation, eye-hand coordination, bilateral integration.

Cognitive- Recognition, following directions, termination of activity, concept formation motor planning.

Sensory- Sensory awareness, sensory processing, touch, pressure discrimination.

NIGHTTIME



Ideas for Interventions:

- First show the client(s) the scene and ask them to describe what he/she sees. You can prompt by asking specific questions about objects in the scene. For example point out the moon and the stars as cues that it is night time. Ask about what is happening in the scene.
- Introduce a doll to the client and show how the doll sticks to the board with the magnet. Allow the client to perform this step on their own.
- Suggest giving the doll a face. If the client needs more help, prompt with a description of facial features. For example: "draw two eyes, one nose, and a mouth." The client may need reminders that the nose is below the eyes etc. Pointing to your own face as a visual reference may be beneficial. The client may need assistance with proper grasp of the marker, or hand over hand guidance in the act of drawing.
- Prompt the client with questions about the nighttime. Ask them about their bedtime routines.
- Provide the client an option on what to wear. Remind them that they are getting dressed for bed. Ask them what their own pajamas feel like.

Discussion Questions:

- What do you see in this picture?
- Is it light or dark in this scene?
- What do you wear when you get ready for bed?
- What do you do to get ready for bed? Do you brush your teeth? Take a bath? Read a story?
- What does your doll (boy/girl) need?
- How do these doll clothes feel? Do they feel like your soft pajamas?
- What kinds of animals come out at night?
- Have you seen the moon and the stars at night? What do they look like?

Additional Activities:

1. Star Lacing

Tools and Equipment	Materials and Supplies
Star lacing board (black poster board) Blunt tapestry needle Pushpin	Yellow or white worsted weight yarn

Steps:

- Prepare the star lacing board.
- Cut out a square of black poster board.
- Draw a star in the middle of the poster board.
- Use a pushpin to poke holes at the points and where lines intersect.
- Push the tapestry needle through each hole to ensure that they are big enough for the client to be able to complete the activity.
- Thread the tapestry needle with the yarn.
- Cut off a length of yarn, about a yard.
- Instruct client to lace the tapestry needle and yarn through the holes to make the shape of the star.
- Either unlace the board when finished, or tie of the yarn in the back.

Performance components addressed:

Physical-Bilateral integration, finger dexterity, fine motor movements, muscle strength.

Cognitive- Sequencing, attention, left-right discrimination, following directions, problem solving, recognition, concentration.

Psychosocial-Frustration tolerance, motivation, sense of personal control, delay of gratification.

MAKE YOUR OWN

The Board:

Tools and Equipment	Materials and Supplies
Scissors Pencil 8 1/2 x 11 inch sheet of printer paper	9 inch by 13 inch metal cookie sheet Sticky back Velcro (24 in x 3/4 in)

Steps:

- Cut four pieces of the hook Velcro about an inch long.
- Place a regular 8 1/2 x 11 inch piece of printer paper on the cookie sheet. Center the paper on the cookie sheet and mark where the edges of the paper are on the sheet so that you know where to put the Velcro.
- Remove the printer paper.
- Remove the protective liner from the sticky back of the Velcro. Place one Velcro piece at each place that you marked with the pencil.

The Scenes:

Tools and Equipment	Materials and Supplies
Lamination machine Scissors	Desired scene printed out in color Sticky back Velcro (24 in x 3/4 in) Lamination sheet

Steps:

- Preheat the lamination machine to the setting needed for the size of your lamination sheet.
- Print out in color the scene you desire to make. All of the scenes are located in the back of this booklet.
- Place the paper into the lamination sheet.
- Insert the lamination sheet into the laminator sealed edge first.
- Collect newly laminated scene from the laminator.
- Cut four pieces of the soft sided Velcro about an inch long.
- Place soft sided Velcro pieces onto the hook sided Velcro adhered to the magnetic board.
- Peel the protective liner from the sticky back of the Velcro.
- Carefully place the laminated scene onto the sticky back of the Velcro. Press to adhere.
- Now you can remove the scene from the board by peeling apart the Velcro.

The Dolls:

Tools and Equipment	Materials and Supplies
Lamination machine Scissors	Doll template (7) Lamination sheet Flat sticky back magnetic strips Thin clear Velcro dots 3/8 inch

Steps:

- Preheat the lamination machine to the setting needed for the size of your lamination sheet.
- Print out a copy of the doll (template 7) at the back of this booklet.

- Cut out the doll.
- Place the doll cutout into the lamination sheet.
- Insert the lamination sheet into the machine sealed edge first.
- Collect newly laminated doll from the laminator.
- Carefully cut around the doll to get rid of the excess lamination. You should leave a very small margin around the paper.
- Break off one of the magnetic strips.
- Peel the protective paper off the sticky back of the magnetic strip, and place the magnet sticky side down onto the back of the laminated doll. Place the magnet along the vertical central axis of the doll's body.
- On the front of the doll, adhere the hook Velcro dots as indicated in the following picture.



The Clothes:

Tools and Equipment	Materials and Supplies
Fabric scissors Straight pins Doll template(s)	Various textures of fabric-I used the following: -Felt -Faux suede -Denim (from an old pair of jeans) -Slick silky fabric -Soft flannel -Textured fabric (bumps, patterns) -Knit fabric Thin clear Velcro dots 3/8 inch Fray Check

Steps:

- Print out a copy of the doll (template 7) of this booklet.
- Cut out the doll template close to the lines.

~To make a short sleeved shirt, cut around the shirt outline as in this picture:



~To make a long sleeved shirt cut off the arms at the wrists.



~To make shorts or swim trunks, cut a bit below the shorts outline.



~To make pants, cut off the legs at the ankles.



- After you have cut out the patterns that you want to use, select your desired fabric.
- Lay the fabric out in a single layer on a clean, flat surface.
- Lay your pattern near the edge of the fabric (to save fabric) and pin to the fabric with the straight pins.
- Using your fabric scissors, carefully cut the fabric around the edge of your pattern.
- Remove the pins from your fabric.

- Apply Fray Check to the edges of your garment. Lay flat to dry.
 - Adhere the soft sided Velcro dots to the garment according to the illustrations below.
- ~Short sleeved shirt



~Long sleeved shirt



~Shorts



~Pants



-The clothes are now ready for play!

REFERENCES AND ADDITIONAL RESOURCES

Where to get supplies:

This project can be made fairly inexpensively. Especially if you have old clothes or fabric remnants you can cut up.

For the magnetic backboard, I used a 9 inch by 13 inch metal cookie sheet that I got at Wal-Mart for \$0.88. Be sure that whatever sheet you buy is magnetic before you purchase it. Some cookie sheets are not magnetic.

To get some inexpensive fabric, peruse the Wal-Mart clearance fabric section. You can often find a variety of textures for cheap prices per yard. The most expensive fabric I bought was \$2.00 per yard. The cheapest I found was \$0.50 per yard. You do not need much fabric for these doll clothes. Even just a scrap left over from a previous project can be enough to make a shirt or pair of shorts. I used an old pair of denim jeans to make the jeans for my dolls. You may also want to try shopping at your local thrift store for interesting and cheap clothing items to snip up.

For extra items such as plastic toys, large containers with lids, and water beads, check your dollar store! You can often find some very good items for low cost there.

Fun Websites:

There are lots of fun online resources out there! Here are some that I have found and enjoy.

www.weatherwizkids.com

This website has educational content, weather themed experiments, and fun weather jokes!

www.pbs.org/parents

Search "weather" in the website's search bar, and you will get loads of ideas for activities, lessons, and science experiments.

www.frugalfun4boys.com

Sarah, a homeschool mom, has compiled a Spring activity pack with worksheets and fun games to play. Just go to her website and look for the Spring Activity Pack. She also has tons of other resources for other games and activities on her site.

www.weareteachers.com

Search "weather" on this website, and click on "15 Fun, Hands-on Weather Activities for the Classroom".

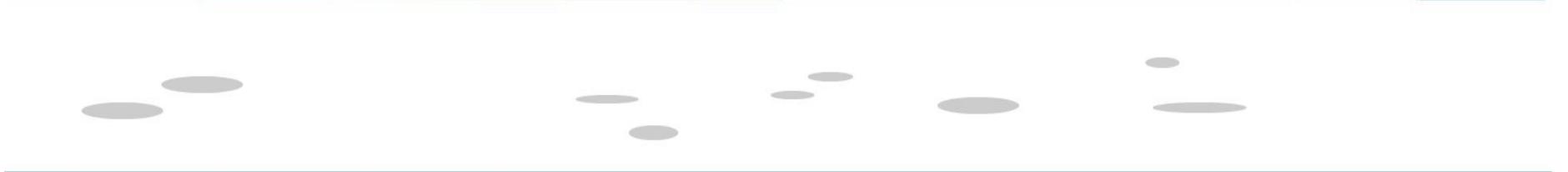
TEMPLATES

1. Sunny Scene
2. Beach Scene
3. Rainy Scene
4. Snowy Scene
5. Autumn Scene
6. Nighttime Scene
7. Doll
8. I Can Make a Sun
9. I Can Make a Raincloud
10. I Can Make a Snowman
11. I Can Make a Leaf
12. Leaf Matching
13. Weather to Clothes Matching 1
14. Weather to Clothes Matching 2
15. Weather to Word Matching
16. Draw the Weather
17. Beaded Rainclouds
18. Umbrellas
19. Weather Bingo



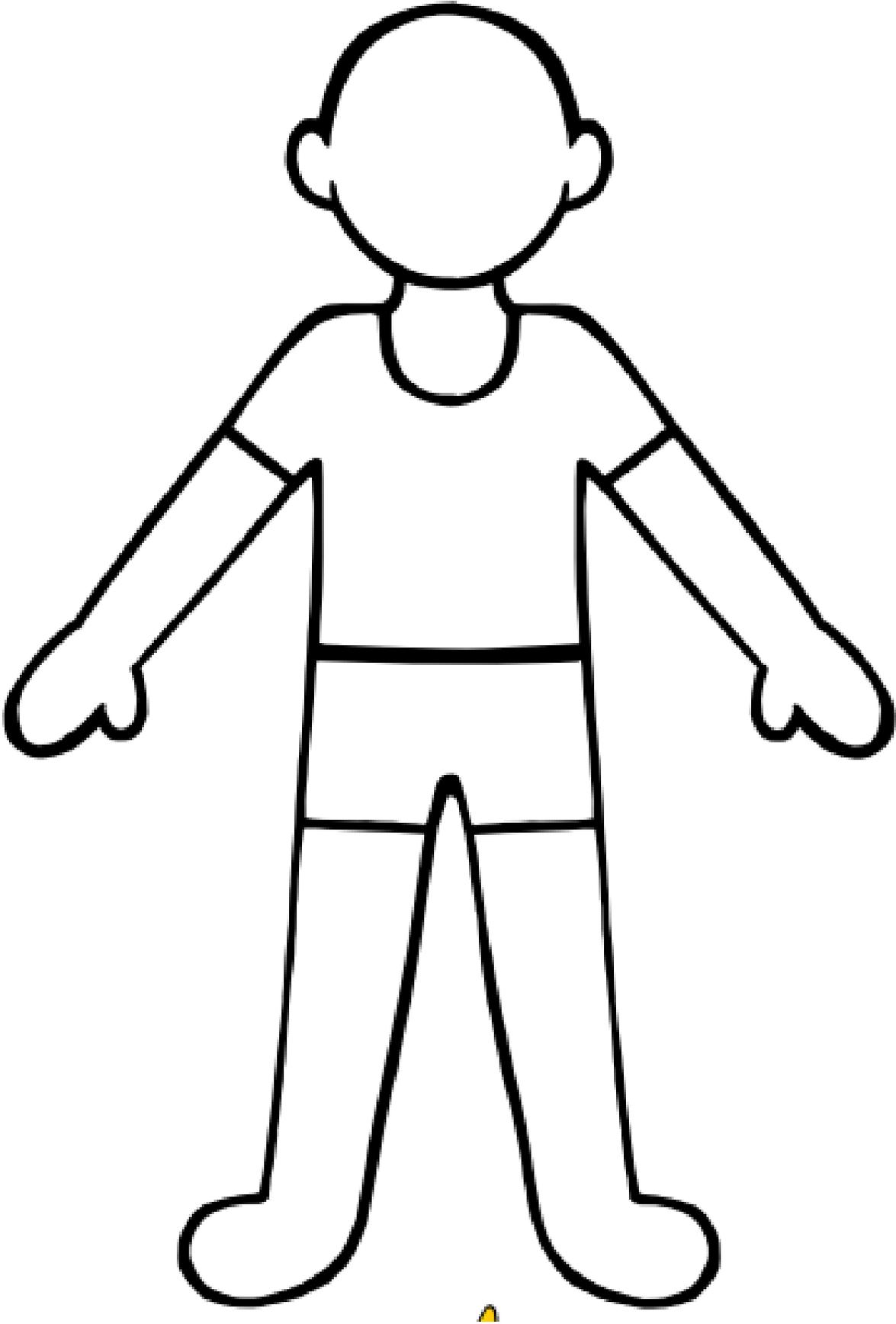




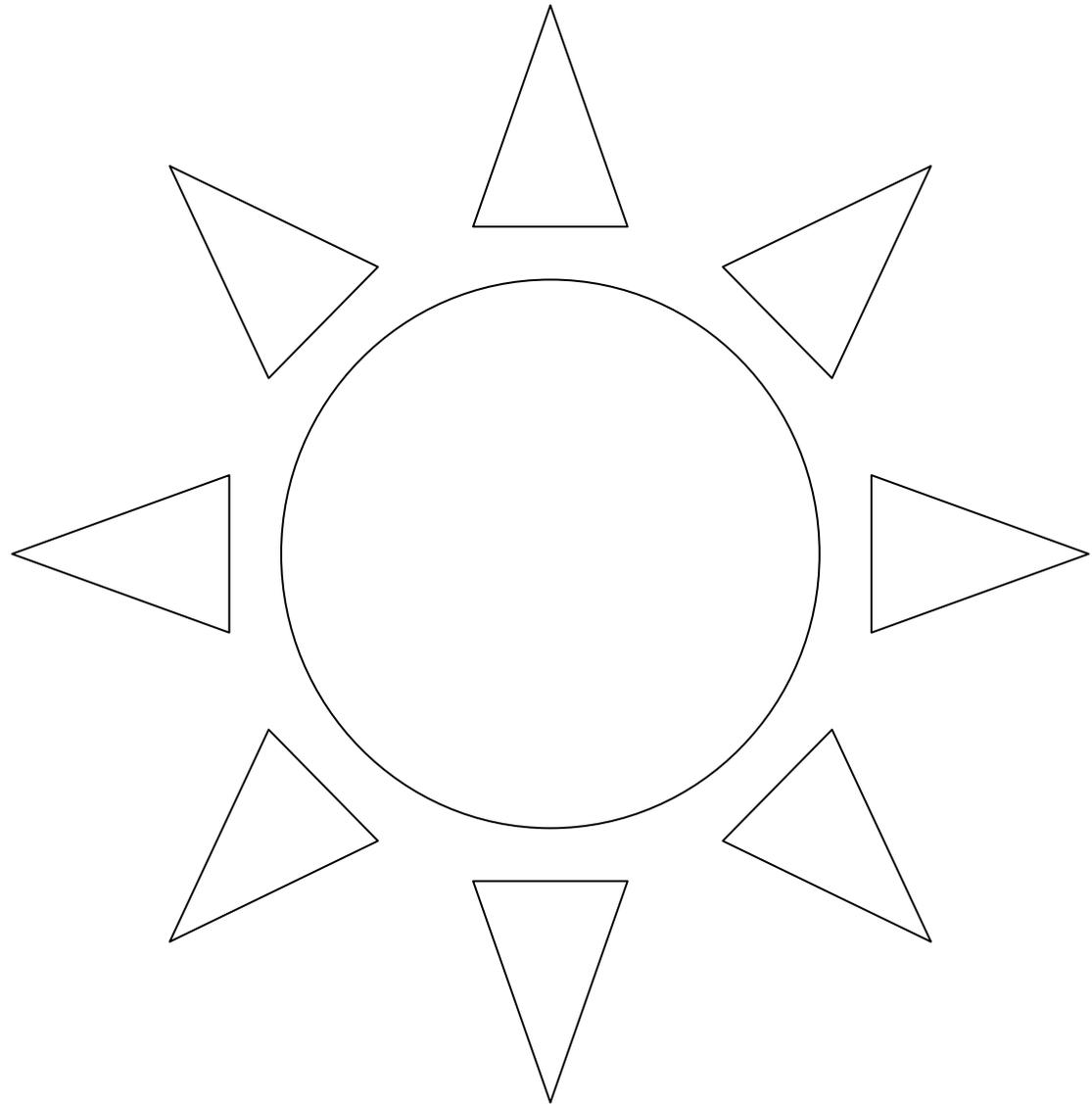








**I can
make
a
sun**



**I can make a rain
cloud**



**I can build a
snowman**



I can make a leaf



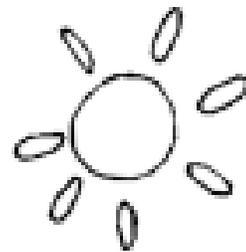
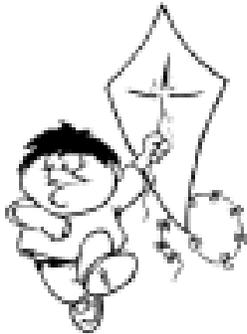
Fall Leaf Match

Draw a line to join matching leaves.



All Kinds of Weather

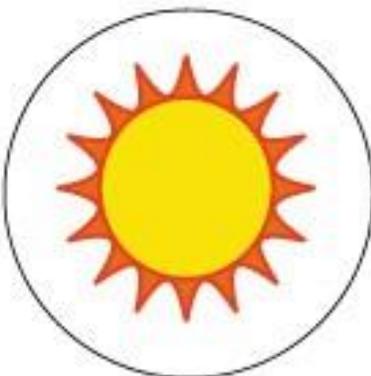
Draw a line to match the children to the weather.



Name _____

Different Weather Worksheet

Look at the three pictures of different weather. Then draw lines from each weather picture on the left to the items that go with it.



Name: _____

Weather

Directions: Match the weather word with its correct picture.



snowy



hot



cloudy



hail



rainy



Draw the Weather Worksheet

Use the boxes and follow the labels below to draw the different types of weather.

Draw a picture of a rainy day



Draw a picture of a sunny day



Draw a picture of a snowy day



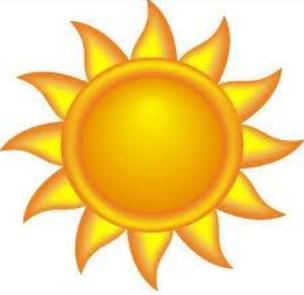
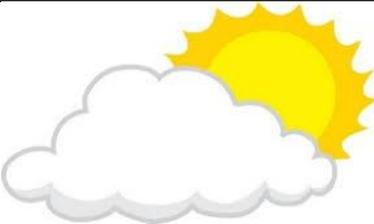
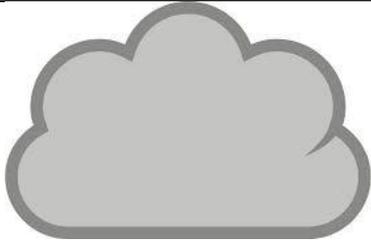
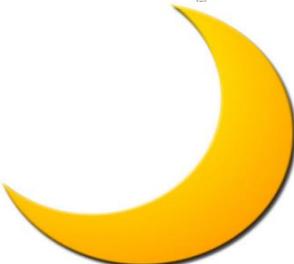
Draw a picture of a cloudy day



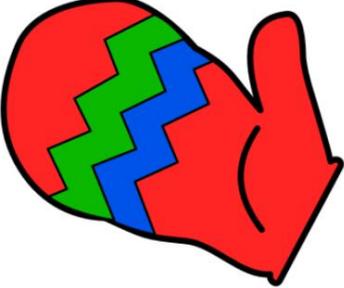
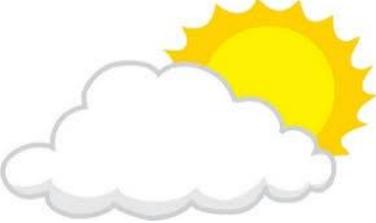
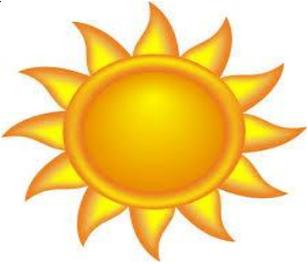
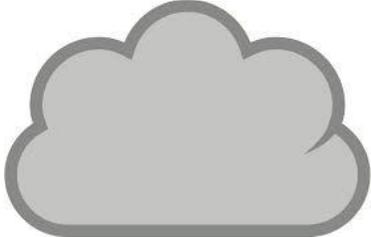




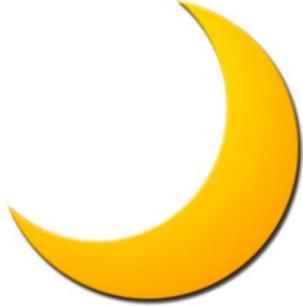
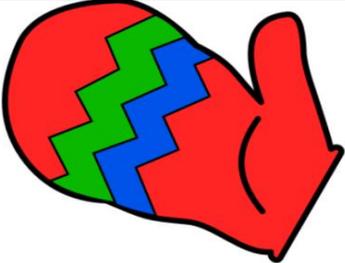
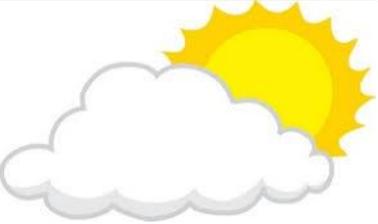
Weather Bingo

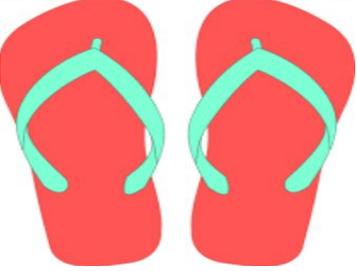
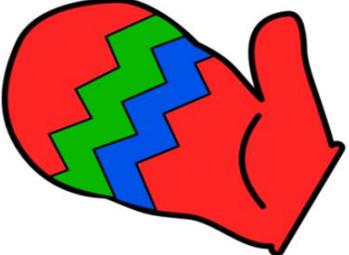
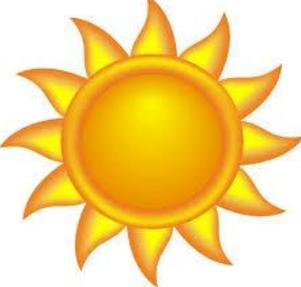
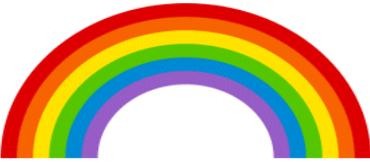
Weather Bingo

Weather Bingo

Weather Bingo

Cutouts for drawing

