

# Mapping the Monsoon

**Author** Karen Guerrero  
**Grade Level** K-3  
**Duration** 2 class periods

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

## AZ Standards

### SCIENCE

#### Earth and Space Standards

**K.E1U1.3** Observe, record, and ask questions about temperature, precipitation, and other weather data to identify patterns or changes in local weather.

**K.E1U1.4** Observe, describe, ask questions, and predict seasonal weather patterns; and how those patterns impact plants and animals (including humans).

**2.E1U2.6** Analyze patterns in weather conditions of various regions of the world and design, test, and refine solutions to protect humans from severe weather conditions.

### ELA

#### Writing

##### Text Types and Purposes

**K.W.3** With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**1.W.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**2.W.3** Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**3.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds

## Arizona Social Science Standards

### The use of geographic representations and tools helps individuals understand their world.

**K.G1.1** Use, explore, and construct maps, graphs and other geographical representations to support content focus. Key concepts include but are not limited to graphing local weather and mapping the classroom.

**K.G1.2** Explore locations in stories shared.

**1.G.1** Use, explore and construct maps, graphs, and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).

**2.G1.1** Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features. Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts. Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks

**2.G1.1** Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.

**3.G1.1** Use and construct maps and graphs to represent changes in Arizona over time.

**4.G1.1** Use and construct maps and graphs to represent changes in the Americas over time.

### Human-environment interactions are essential aspects of human life in all societies.

**K.G2.1** Explain how water and weather impacts humans.

naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.

2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.  
3.G2.1 Explain how people modify and adapt to the Arizona environment. Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources.

## Overview

A seasonal wind change (called monsoon in Arizona) occurs around the world. Arizona children see this occur in the months of June, July, August, and September. By using students' knowledge of an Arizona monsoon, they can begin to understand this weather phenomenon that occurs in other parts of the world.

## Purpose

In this lesson students will gain a better understanding of the monsoon season and Arizona weather. They will look at world maps to see how seasonal wind changes happen all over the world by comparing maps.

## Materials

- [Hip, Hip, Hooray, It's Monsoon Day!](#) By Roni Capin Rivera-Ashford
- Transparencies of monsoon weather maps (if an overhead projector can still be found at your school) *Otherwise, you can display the maps side by side and have the students locate on one map the information from the other 2 maps*
  - 1) *Monsoon and San Juan's Day (Arizona located)*  
[https://geoalliance.asu.edu/sites/default/files/maps/Arizona\\_Monsoon2.pdf](https://geoalliance.asu.edu/sites/default/files/maps/Arizona_Monsoon2.pdf)
  - 2) *Monsoon and San Juan's Day (monsoon seasons found around the world)*  
<https://geoalliance.asu.edu/sites/default/files/maps/Monsoon.pdf>
  - 3) *Monsoon and San Juan's Day (where the holiday is celebrated around the world)*  
[https://geoalliance.asu.edu/sites/default/files/maps/San\\_Juan\\_Day.pdf](https://geoalliance.asu.edu/sites/default/files/maps/San_Juan_Day.pdf)

- Watercolor paints and paper
- Printed copy of the poem format to assist younger students

## Objectives

The student will be able to:

1. Use maps to acquire, process and report information.
2. Analyze maps by layering transparencies; comparing and contrasting information gathered.
3. Understand characteristics of weather patterns and how they affect us.
4. Relate information from literature to one's own experiences.
5. Draw a storyboard/picture about ideas generated for a monsoon poem.

## Procedures

### SESSION ONE

1. Ask the students if they know what a monsoon is. Explain that the monsoon is the seasonal wind change that brings storms to Arizona in the summer months. Have students give descriptions of what monsoon weather looks, sounds, and feels like. Write these on the whiteboard under "monsoon." If students are from another location that experiences other kinds of weather have them share those experiences in another column on the whiteboard. Have the students copy the monsoon prewriting list on their own paper.
2. Read [Hip, Hip, Hooray, It's Monsoon Day!](#) Discuss throughout the book the characteristics of the monsoon weather and the watercolor illustrations. Discuss how people adapt to the weather conditions. Add descriptive words to the list on the whiteboard. Students should add these words to their own paper.

4. Have students watercolor a backdrop on a piece of paper. They can mix colors and refer to the pictures from the book – trying to paint what a monsoon looks like in their mind. Leave to dry overnight.

## SESSION TWO

1. Discuss the monsoon-related words on the board. Discuss additional information they have gathered about the monsoon from the book and their peers.
2. Compare the 3 monsoon maps. (Either layer transparencies of the maps or have the maps side by side so students can compile all of the information on one map. In the discussion, focus on locations for the monsoon, what places all celebrate San Juan Day, Arizona's location in reference to monsoon season and the holiday. Encourage students to ask questions and add additional terms to the word list about the monsoon. Students should add these words to their own paper
3. Instruct students to take the terms brainstormed on the board to write a poem about the monsoon. Use this format.

**On A Monsoon Day**  
**By**

---

**I see** \_\_\_\_\_.

**I hear** \_\_\_\_\_.

**I feel** \_\_\_\_\_.

**I also** \_\_\_\_\_.

**When a monsoon comes, I** \_\_\_\_\_.

---

4. When a student has completed their Monsoon Day Poem (rough draft and revisions), have them copy it over on their painting from the day before.

## Assessment

### ELA, Science and Geography

The poem can be graded for ideas and content. Plausible statements for 4 of the 5 lines will be considered mastery.

## Extensions

- Read another book about other weather events and compare additional maps to contrast different types of weather experiences.
- Learn about San Juan's Day and hold a celebration
- Learn about desert animals and construct an Arizona habitat map.

## Sources

*Monsoon and San Juan's Day (Arizona located)*  
[https://geoalliance.asu.edu/sites/default/files/maps/Arizona\\_Monsoon2.pdf](https://geoalliance.asu.edu/sites/default/files/maps/Arizona_Monsoon2.pdf)

*Monsoon and San Juan's Day (monsoon seasons found around the world)*  
<https://geoalliance.asu.edu/sites/default/files/maps/Monsoon.pdf>

*Monsoon and San Juan's Day (where the holiday is celebrated around the world)*  
[https://geoalliance.asu.edu/sites/default/files/maps/San\\_Juan\\_Day.pdf](https://geoalliance.asu.edu/sites/default/files/maps/San_Juan_Day.pdf)