

NTTI Media-Rich Lesson Plan

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NAME

Weather Trackers

LESSON TITLE

Grade 1

GRADE LEVEL

One 60-minute class period.

TIME ALLOTMENT

OVERVIEW

This lesson focuses on the weather and climate. Students will learn basic weather words that include cloudy, rainy, sunny, snowy, stormy, windy, and foggy. They will learn the job of a meteorologist and how they forecast the weather each day. Students will also learn what is meant by the high temperature for the day, the low, and how does a meteorologist determine what the weather will be each day. Students will be exposed to the various ways we can find out what the daily weather is by reading the newspaper and watching a meteorologist on television.

SUBJECT MATTER

Science

LEARNING OBJECTIVES

Students will be able to:

- Identify weather conditions and temperature.
- Discuss and compare the local weather and weather in other states.
- Demonstrate how to write, chart daily weather in a weather journal.
- Observe weather changes by using weather related instruments.
- Describe the job of a meteorologist and ways to find out the daily weather.

STANDARDS

From the Georgia State Department of Education, Georgia Learning Connections QCC Standards, <http://www.glc.k12.ga.us>.

MEDIA COMPONENTS

Video:

Eyewitness Weather (1996) Narrated by Martin Sheen

Order at <http://www.amazon.com> (Click on VHS and type in Eyewitness Weather)

Pre-record a segment of a Meteorologist from your local news channel.

Websites:

<http://peachstarunitedstreaming.com/index.cfm> Investigating Weather

<http://www.cnn.com/WEATHER/> CNN

<http://www.usatoday.com/weather> USA Today

<http://iwin.nws.noaa.gov/iwin/iwdspg1.html> National Weather Service

<http://www.wsbtv.com/5day> WSB-TV, Atlanta

MATERIALS (Class of 30)

- Markers (15)
- Tape (15)
- Chart Tablet 1
- Scissors 15
- Weather Flashcards
- Craft Stick (2 Pkg)
- Streamer (2 rolls)
- Thermometer (15)
- Weather Chart Activity Sheet (30)
- Weather Journal (30)
- Weather section of Newspaper (15)
- Construction Paper (2 Pkg)

PREP FOR TEACHERS

1. **BOOKMARK** the websites on the computers that your students will be use instead of having the students type out the actual URL address to save time. To bookmark (Netscape Navigator) or add a web page to a Favorites (Internet Explorer) list:

- Go to the page that you want to Bookmark or add to the Favorites list.
- On the Bookmark menu or Favorites menu, click or Ad to Bookmarks. Add to Favorites.
- To open one of your Bookmark or Favorites pages, on the Bookmarks or Favorites menu, click the page you want to open.

Prior to teaching this lesson, bookmark the Websites used in the lesson on each computer in your classroom.

Prepare all materials for lesson.

Cue video prior to the beginning of lesson

Prepare teacher made model of Wind Tool.

INTRODUCTORY ACTIVITY

Step 1

Provide a **FOCUS FOR MEDIA INTERACTION** by asking students to imagine they are at a picnic on a summer afternoon and to describe the weather. Begin a list of weather words on chart paper and save it for use throughout the lesson. You can call individual students one at a time to assist you with writing the words.

Step 2

Insert the tape Eyewitness Weather. **START** the tape where it shows people in different types of weather. **STOP** the tape when the tornado begins. **CHECK FOR COMPREHENSION** by asking students if they remember when they got caught in the rain, have they ever played in the snow, where they were when it was really windy, and what does it look like when it is foggy outside. Let the students share their individual stories with the entire class.

Step 3

Teacher will show a picture of their local Meteorologist. Teacher will ask if anyone knows what a meteorologist does. Teacher will explain the training that is needed to become a meteorologist and their job. (Meteorology is the study of the motions and interactions of the Earth's atmosphere).

Step 4

Provide a **FOCUS FOR MEDIA INTERACTION** by probing students about the different ways we learn about the weather. For example, the television and newspaper. Teacher will then **START** the local pre-recorded clip of the weather. Teacher will discuss how adults know what the weather will be every day by watching the weather on the television news.

Step 5

Next, the teacher will hand out the weather section of the local newspaper to each child. Teacher will explain that this is another way we find out about the weather. Students will cut out the weather forecast/map and mount it on a piece of construction paper to be displayed in the classroom. Teacher will **CHECK FOR COMPREHENSION** by asking students to circle what the temperature is for today.

LEARNING ACTIVITY

Step 1

Teacher will ask students, “What do you think the weather is today?” “What do you think the weather will be tomorrow? Teacher will write answers on chart paper and divide it in half for responses to each question.

Step 2

Provide a **FOCUS FOR MEDIA INTERACTION** by showing picture flashcards that include cloudy, rainy, sunny, snowy, stormy, windy, foggy. Invite the students to act out and/or make the sounds of the weather as you show the flashcards.

Step 3: Direct students to the class computers that are already bookmarked with the site <http://www.usatoday.com/weather> USA Today. Students will view weather photos from around the United States. Allow the students to spend about 5-10 minutes clicking on the 14 photos available. **CHECK FOR COMPREHENSION** by asking students to give explanations about the different types of weather in each picture.

Step 4

Hand out materials for students to make a Weather Journal. This will include construction paper, markers/crayons, and weather chart activity sheet. Take students outside to help them investigate what the weather is outside today. Probe students with key weather words cloudy, rainy, sunny, snowy, stormy, windy, foggy. Make a final group decision of what weather they should record in their Weather Journal. Bring students inside to complete Weather Journal. Show teacher example of Weather Journal before students get started.

Step 5

Ask students to come sit in a circle to share their Weather Journals. Provide a **FOCUS FOR MEDIA INTERACTION** by showing students a large map of the United States and ask if they think the weather is the same in each state. Point out our state. Then direct students to the class computers again that are already bookmarked with the site <http://iwins.nws.noaa.gov/iwin/iwdspg1.html> National Weather Service. Direct students to click on, Georgia. Then click on Hourly Report and read the weather for all the different cities in Georgia. Atlanta will be the first one on the list. **CHECK FOR COMPREHENSION** by allowing students 5-10 minutes to click on states where they may have relatives, places they have visited, or places they may want to visit in the future.

CULMINATING ACTIVITY

Step 1: Show the students all the authentic and/or teacher made weather tools you brought to class. Tell them these are some of the tools meteorologists used a long time ago to forecast the weather and that now they use high tech equipment like computers, radar, and satellites.

Step 2: Provide a **FOCUS FOR MEDIA INTERACTION** by telling your students they are going to pretend they are a Meteorologist by making a weather tool and using it outside. **START** Investigating Weather on <http://peachstarunitedstreaming.com/index.cfm>. This clip describes the job of a meteorologist. **STOP** the video after the meteorologist segment.

Step 3: Hand out the directions and materials. Each student should receive a thermometer, craft stick, streamer, and tape. Divide the class into pairs where possible. Model how the student should make their Wind Tool.

Step 4: **CHECK FOR COMPREHENSION** by taking the class outside to monitor the wind with their Wind Tool and thermometer. Let them record their observations in their Weather Journal. Praise each student for all of their hard work by giving each student a weather sticker. Students make take Wind Tool and thermometers home. Keep Weather Journals for students to chart daily weather for the rest of the week.

Step 5: Direct students to the computers as a reward for doing a great job. Have some computers bookmarked with <http://www.cnn.com/WEATHER/> CNN and others bookmarked with <http://www.wsbtv.com/5day> WSB-TV. Let students choose where they want to go. Students at the CNN site can type in a zip code or a state to get the weather under “Personalize Your Weather.” Students at the WSB-TV site can look at the five day weather forecast. Once students are finished with one site, let them go to the other one.

CROSS-CURRICULAR EXTENSIONS

LANGUAGE ARTS: Students can make a weather dictionary and illustrate the pages with the weather scene that matches the word using crayons and markers.

MATHEMATICS: Students can make a graph using the daily temperature for one week. Compare the temperatures by having students answer questions that include, Which day was the coldest? How many days was the temperature the same?

VISUAL ARTS: Gather lots of magazines. Encourage students to cut out pictures that show people enjoying the types of weather that were discussed in the lesson and create a Weather Collage to be displayed in the classroom.

SOCIAL STUDIES: Give students a blank map of the United States. Make sure the states are labeled. Direct students to shade in the states the same color that are in similar in weather/climate. For instance, Georgia and Florida would be shaded the same color because they are states in the Southeast that are generally warm.

COMMUNITY CONNECTIONS

- Go on a trip to the local TV Station and learn more about weather and forecasting from your local meteorologist.
- Visit the Fernbank Science Museum to learn more about the Earth's atmosphere at the Planetarium.
- Read the thermostat in your house each day to determine the temperature inside the house.
- Take a trip to your local library and check out books and video tapes about the weather.

STUDENT MATERIALS

- Craft Stick
- Streamer
- Thermometer
- Marker
- Weather Chart Activity Sheet
- Weather Journal
- Weather section of Newspaper
- Scissors
- Crayons
- Construction Paper