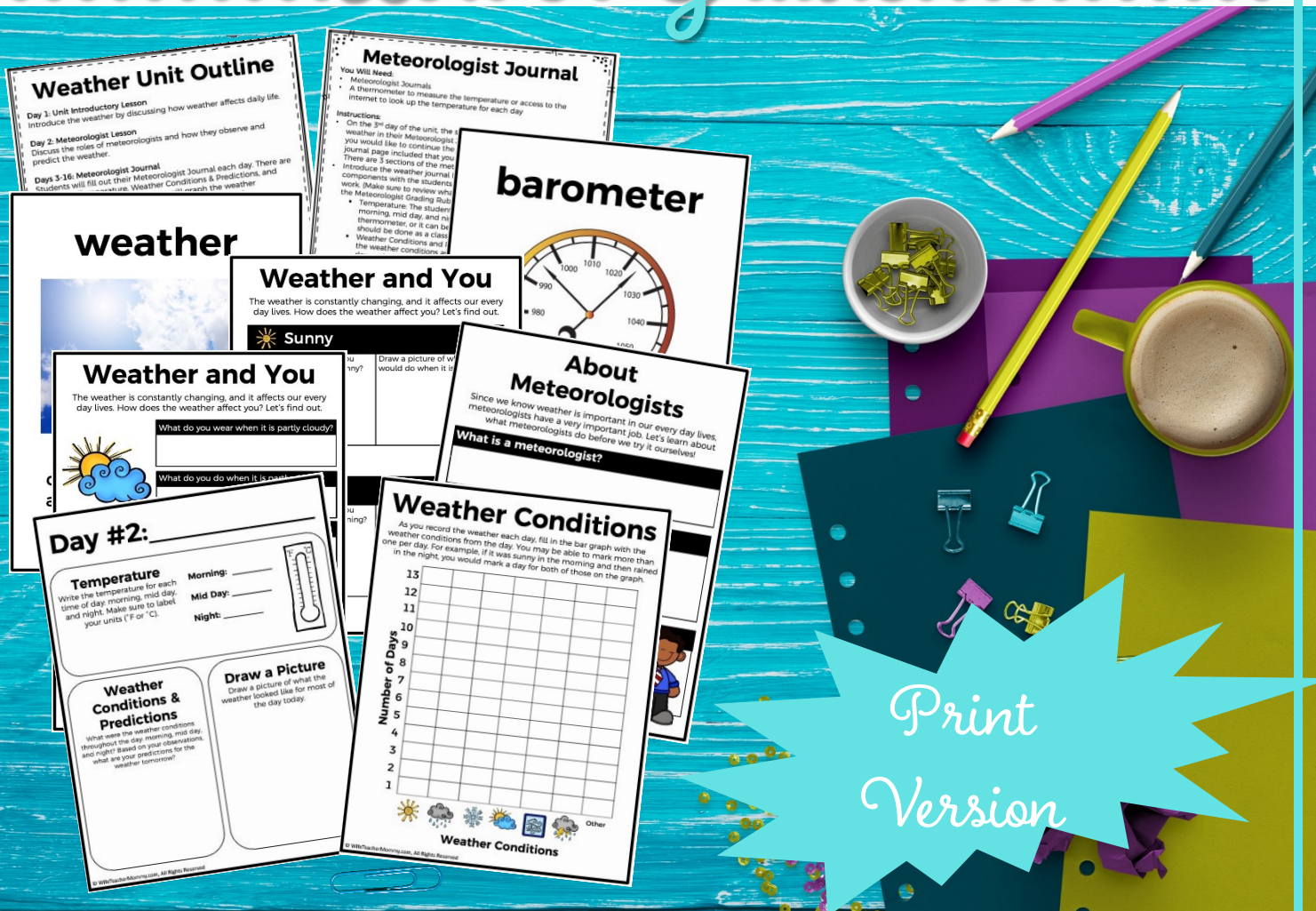


Weather Reporter Unit

Lower Grade



Easy to Follow Unit Outline and Multiple Engaging Lesson Plans

Weather Unit Outline

Day 1: Unit Introductory Lesson
Introduce the weather by discussing how weather affects daily life.

Day 2: Meteorologist Lesson
Discuss the roles of meteorologists predict the weather.

Days 3-16: Meteorologist Journal
Students will fill out their Meteorologist Journal. The journal is divided into 3 sections: Temperature, Weather Conditions, and a Picture. Each day students will record the weather conditions on the bar graph at the end of the day.

Day 17: Weather Forecast Video Project
Students will be assigned into pairs to create a Weather Forecast Video. Students will fill out the Weather Forecast Video Outline and decide who will do what.

Days 18-19: Weather Forecast Write
Students will write a rough draft of their weather forecast. Then they will revise their rough draft.

Day 20: Skit Rehearsal
Students will rehearse their skit as a class.

Day 21: Weather Forecast Recording
Students will film their Weather Forecast Video.

Day 22: Weather Forecast Video Presentation
The Weather Forecast Videos will be shown to the class.

Unit Introduction

You Will Need:

- Meteorologist Journals: Students will be completing the first two

Meteorologist Journal

You Will Need:

- Meteorologist Journals
- A thermometer to measure the temperature or access to the internet to look up the temperature for each day

Instructions:

- On the 3rd day of the unit, the students will begin recording the daily weather in their Meteorologist Journal. This will last for 2 weeks. (If you would like to continue the journal for longer, there is a blank journal page included that you would write the continued dates on).
- There are 3 sections of the meteorologist journal for each day.
- Introduce the weather journal by reviewing each of the three components with the students as well as your expectations for their work. (Make sure to review what they will be graded on according to the Meteorologist Grading Rubric.)
 - Temperature: The students will record the temperature for the morning, mid day, and night. This can be measured using a thermometer, or it can be looked up on the internet. This should be done as a class.
 - Weather Conditions and Predictions: Students will write what the weather conditions are throughout the day: morning, mid day, and night. They will write about any changes in the weather throughout the day. Then, using the data they have collected as well as their observations, they will predict what they think the weather will be like for the rest of the day. Sometimes they will also be asked if they have seen any patterns throughout the week.
 - Draw a Picture: The students will draw a picture of what the weather looked like for the majority of the day. This will help them remember what the day was like when they look through their weather journal.
- The students will fill out their weather journal each day. You may decide if you would like them to take it home to do over the weekend or fill out the weekend portion on Monday. After the 2 weeks are up, they will use the data they have collected for the next part of the unit.

Meteorologist Lesson

You Will Need:

- Meteorologist Journals: Students will be completing the third page of the Meteorologist Journal titled 'About Meteorologists'.

Weather Forecast Script

You Will Need:

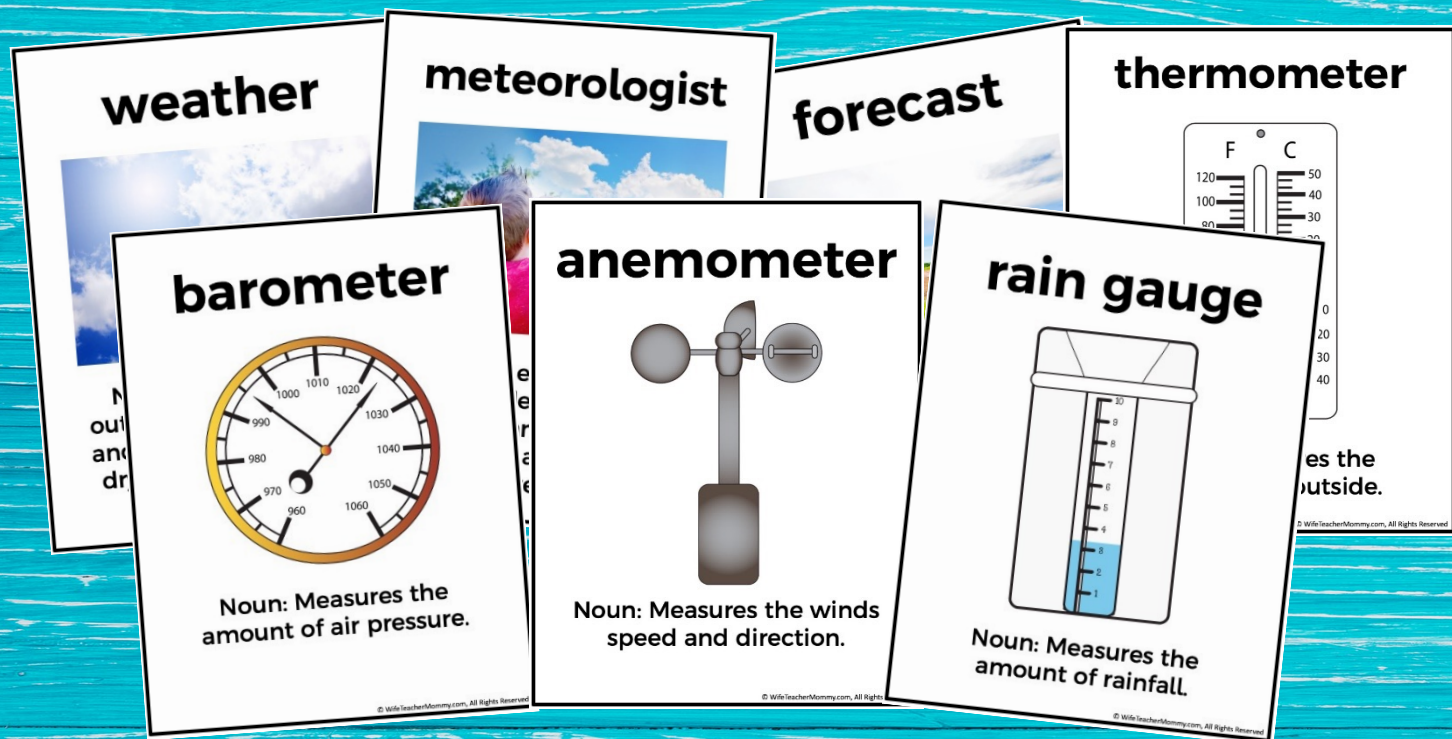
- Meteorologist Journals (Weather Forecast Video Outline)
- Scratch paper

Instructions:

- The final project for the unit will be the student's Weather Forecast. Find at least one clip of a Weather Forecast from the news for the students to watch. Have students pay close attention to the vocabulary used in the weather forecast.
- This will be a video project that they will complete with a partner or in small groups (up to 4). Assign partners or small groups as you see fit.
- The students will get together with their partners or group to fill out their Weather Forecast Video Outline. This will help them outline the information they want to include in their script and decide what each person is in charge of. As they work, ask each group what each member's "job" is for their video and make sure the work is divided evenly. If a student is not going to be in front of the camera, they should be directing, writing down the script draft, or have another important job.
- As a partnership/group, the students will write a script for their weather forecast. They should use the information from their outline. They will discuss the weather patterns they saw throughout their journal and then predict the weather for the coming week. At least 2 of the students should be on camera. If there is a 3rd or 4th student, they may be a director or scribe if that is preferred. (This is especially important if a student does not feel comfortable being in front of the camera).
- The students will write the first draft of their script on scratch paper. For the draft, they will focus on the content and important words of their script.
- Once they have finished their draft, they will bring their script to the teacher for help and corrections.
- Students will write their final draft of the script on the script page of their Meteorologist Journal. Each student will write it into their own journal so they each have a copy. They should copy it correctly from their edited draft so there are no errors. Remind students that this is the final copy they will be graded on!

We have included everything you need in order to execute a seamless Weather focused thematic unit that your students will love! We have also included all the detailed lesson plans you will need for each element of this unit and final project.

Bright Informative Posters to Introduce Vocabulary



We have included a fun, informative, colorful poster for each of the vocabulary words for teachers to use while introducing the unit's vocabulary words and for use throughout the entire unit.

Letter to Parents and Meteorologist Journal Covers

Date: _____

Dear Parent or Guardian,

We are starting a new unit about the weather! Your student will become a meteorologist and will be completing a meteorologist journal each day for 2 weeks, beginning on _____ and ending on _____. The weather journal includes three components:

- Temperature: Students will record the temperature for the morning, mid day, and night.
- Weather Conditions and Predictions: The students will write down their observations from the weather that day and predict what the weather will be like the next day. They will also observe patterns in the weather.
- Draw a Picture: Students will draw a picture of what the weather looked like each day.

After the two weeks are completed, your student will be working with a partner or small group to create a Weather Forecast video using the data and observations they have collected. Your student may bring appropriate props from home to use for this video if they desire, however, it is NOT required. These videos will be completed by _____ and will be presented on _____.

If you have any questions about this unit, please let me know!

Sincerely,

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My Meteorologist Journal




Mon	Tues	Wed	Thurs	Fri
_____	_____	_____	_____	_____

This Journal Belongs To: _____

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My Meteorologist Journal










Mon	Tues	Wed	Thurs	Fri
_____	_____	_____	_____	_____

This Journal Belongs To: _____

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We love to keep our students' parents informed so we have included a letter template to send to the parents/guardians. We have also created exciting Meteorologist Journal covers for each of your students.

Weather and You Worksheets to Help Students Create Connections Between the Weather and Themselves

Weather and You		Weather and You		Weather and You	
<p>The weather is constantly changing, and it affects our every day lives. How does the weather affect you? Let's find out.</p>		<p>The weather is constantly changing, and it affects our every day lives. How does the weather affect you? Let's find out.</p>		<p>The weather is constantly changing, and it affects our every day lives. How does the weather affect you? Let's find out.</p>	
<p> Sunny</p> <p>Draw a picture of what you would wear when it is sunny?</p>	<p>Draw a picture of what you would do when it is sunny?</p>	<p> Snowing</p> <p>Draw a picture of what you would wear when it is snowing?</p>	<p>Draw a picture of what you would do when it is snowing?</p>	<p> Windy</p> <p>Draw a picture of what you would wear when it is windy?</p>	<p>Draw a picture of what you would do when it is windy?</p>
<p> Raining</p> <p>Draw a picture of what you would wear when it is raining?</p>		<p>Partly Cloudy</p> <p>Draw a picture of what you would do when it is partly cloudy?</p>		<p>Thunderstorm</p> <p>Draw a picture of what you would do during a thunderstorm?</p>	
<p>  </p>		<p>What do you wear when it is sunny? _____ What do you do when it is sunny? _____ What do you wear when it is raining? _____ What do you do when it is raining? _____ What do you wear when it is snowing? _____ What do you do when it is snowing? _____</p>		<p>What do you wear when it is partly cloudy? _____ What do you do when it is partly cloudy? _____ What do you wear when it is windy? _____ What do you do when it is windy? _____ What do you wear during a thunderstorm? _____ What do you do during a thunderstorm? _____</p>	

It is not only important for your students to understand the weather, but they also need to understand how the weather affects them and our community, so we have created multiple differentiated worksheets to help students make the connections between the weather and themselves.

Multiple Differentiated “About Meteorologists” Worksheets

About Meteorologists		About Meteorologists		About Meteorologists		About Meteorologists	
<p>Since we know weather is important in our every day lives, meteorologists have a very important job. Let's learn about what meteorologists do before we try it ourselves!</p> <p>What is a meteorologist?</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Since we know weather is important in our every day lives, meteorologists have a very important job. Let's learn about what meteorologists do before we try it ourselves!</p> <p>What is a meteorologist?</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Since we know weather is important in our every day lives, meteorologists have a very important job. Let's learn about what meteorologists do before we try it ourselves!</p> <p>What is a meteorologist?</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Since we know weather is important in our every day lives, meteorologists have a very important job. Let's learn about what meteorologists do before we try it ourselves!</p> <p>What is a meteorologist?</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Things a Meteorologist Does at Work:</p> <p>Draw a picture of something a meteorologist does:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Does at Work:</p> <p>a meteorologist does:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Things a Meteorologist Does at Work:</p> <p>Draw a picture of something a meteorologist does:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Things a Meteorologist Does at Work:</p> <p>Draw a picture of something a meteorologist does:</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Tools a Meteorologist Uses:</p> <p>Draw a picture of the tools a meteorologist uses:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Tools a Meteorologist Uses:</p> <p>Draw a picture of the tools a meteorologist uses:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Tools a Meteorologist Uses:</p> <p>Draw a picture of the tools a meteorologist uses:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Tools a Meteorologist Uses:</p> <p>Draw a picture of the tools a meteorologist uses:</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>About Meteorologists</p> <p>Since we know weather is important in our every day lives, meteorologists have a very important job. Let's learn about what meteorologists do before we try it ourselves!</p> <p>What is a meteorologist?</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>About Meteorologists</p> <p>Since we know weather is important in our every day lives, meteorologists have a very important job. Let's learn about what meteorologists do before we try it ourselves!</p> <p>What is a meteorologist?</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>About Meteorologists</p> <p>Since we know weather is important in our every day lives, meteorologists have a very important job. Let's learn about what meteorologists do before we try it ourselves!</p> <p>What is a meteorologist?</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>About Meteorologists</p> <p>Since we know weather is important in our every day lives, meteorologists have a very important job. Let's learn about what meteorologists do before we try it ourselves!</p> <p>What is a meteorologist?</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Things a Meteorologist Does at Work:</p> <p>Draw a picture of something a meteorologist does:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Things a Meteorologist Does at Work:</p> <p>Draw a picture of something a meteorologist does:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Things a Meteorologist Does at Work:</p> <p>Draw a picture of something a meteorologist does:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Things a Meteorologist Does at Work:</p> <p>Draw a picture of something a meteorologist does:</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Tools a Meteorologist Uses:</p> <p>Draw a picture of the tools a meteorologist uses:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Tools a Meteorologist Uses:</p> <p>Draw a picture of the tools a meteorologist uses:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Tools a Meteorologist Uses:</p> <p>Draw a picture of the tools a meteorologist uses:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Tools a Meteorologist Uses:</p> <p>Draw a picture of the tools a meteorologist uses:</p> <p>_____</p> <p>_____</p> <p>_____</p>	

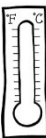
We have developed multiple versions of the “About Meteorologists” worksheets to reach all learners and help them learn about what a meteorologist is, what tools they use, and what things they do while at work.

Two Weeks of Weather Tracking Worksheets to Help Students Identify the Daily Weather

Day #1: _____


Temperature
Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units (°F or °C).

Morning: _____
Mid Day: _____
Night: _____



Weather Conditions & Predictions
What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow?

Draw a Picture
Draw a picture of what the weather looked like for most of the day today.




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Day #4: _____


Temperature
Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units (°F or °C).

Morning: _____
Mid Day: _____
Night: _____



Weather Conditions & Predictions
What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? Have you noticed any patterns during the week yet?

Draw a Picture
Draw a picture of what the weather looked like for most of the day today.









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Weather Conditions

As you record the weather each day, fill in the bar graph with the weather conditions from the day. You may be able to mark more than one per day. For example, if it was sunny in the morning and then rained in the night, you would mark a day for both of those on the graph.

Number of Days

13									
12									
11									
10									
9									
8									
7									
6									
5									
4									
3									
2									
1									

      Other

Weather Conditions

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Your students will love tracking the weather throughout the day and completing the Weather Conditions bar graph. It will also help them identify weather patterns throughout the week.

Weather Forecast Video Outline

Pages to Help Your Students Prepare for Their Final Forecast Project

Weather Forecast Video Outline		
My group members are:		
<div></div>		
Draw the 3 Weather Types You Saw the Most		
<div></div>	<div></div>	<div></div>
Draw Your Prediction for What the Weather Will Be		
<div></div>		
Weather Forecast Words to Use:		
<div></div>		

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Weather Forecast Video Outline	
My group members are:	And our jobs are:
<div></div>	<div></div>
Weather Patterns from our Meteorologist Journals:	
<div></div>	
Our Weather Predictions	
<div></div>	
Weather Forecast Words to Use:	
<div></div>	

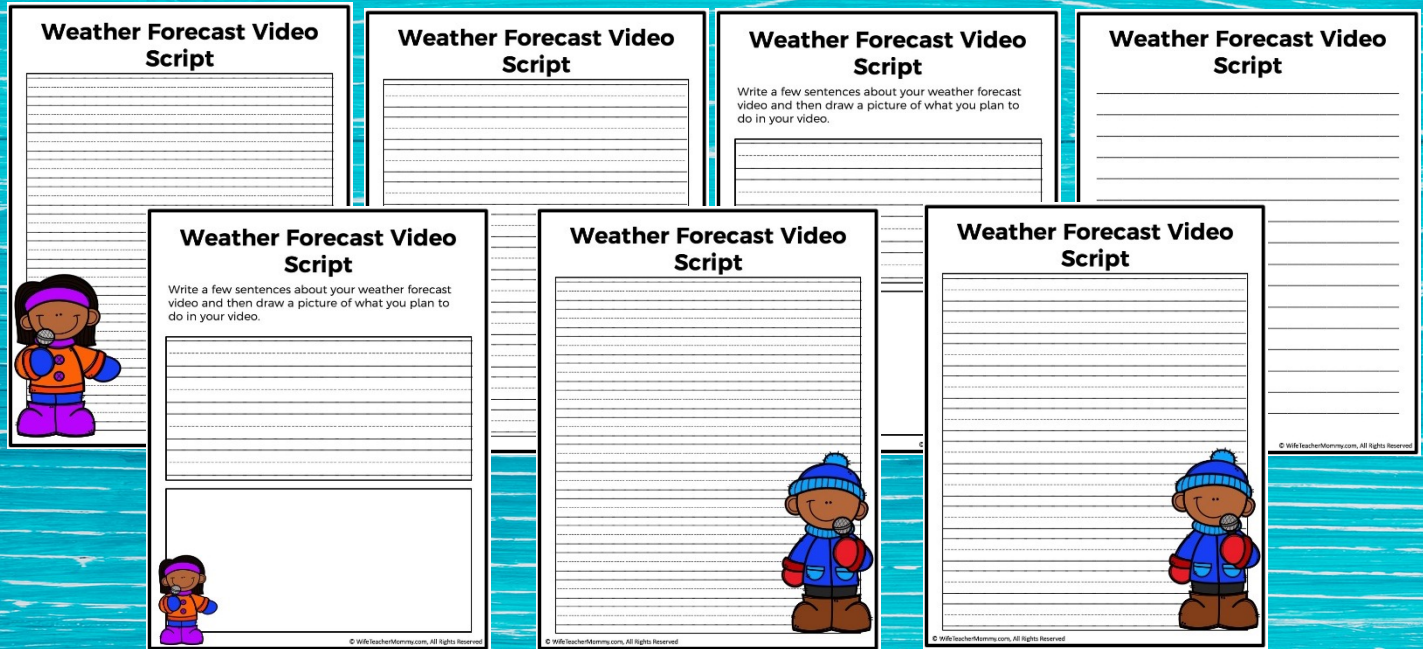
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Weather Forecast Video Outline	
My group members are:	And our jobs are:
<div></div>	<div></div>
Weather Patterns from our Meteorologist Journals:	
<div></div>	
Our Weather Predictions	
<div></div>	
Weather Forecast Words to Use:	
<div></div>	

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For their final project, your students will create a Weather Forecast Video in a small group. We have created multiple differentiated worksheets to help your students create an outline for their final forecast.

Multiple Differentiated Writing Pages for Their Weather Forecast Video Script



We have created and included multiple writing page options for students of all skill levels. Students will work in a small group to develop their Weather Forecast Video Script for their final project.

Thorough Easy To Follow Grading Rubrics for Each Project

Meteorologist Journal Rubric p. 1

	10 points	7 points
Completeness	All pages are filled in with necessary information.	Most pages are filled in, but some information may be missing.
Weather Observations	Clear, descriptive observations are recorded. Morning, mid day, and night are included.	Observations are recorded and some are descriptive. Morning, mid day, and night are usually all included.
Weather Predictions	Sensible weather predictions are included each day. They are based off observation and data collected.	Sensible weather predictions are included most days, but some may be missing. Sometimes they are based off observation and data.

	10 points	7 points	5 points	3 points
Data	The data is present and accurately represents the class's observations of temperature and weather. Student has completed the bar graph to the best of their abilities.	Most of the data is present and accurately represents the class's observations of temperature and weather. Student has completed the bar graph to the best of their abilities.	Some of the data is present and accurately represents the class's observations of temperature and weather. Student has completed some of the bar graph.	Very little data is present or inaccurately represents the class's observations of temperature and weather. Student has completed very little of the bar graph.
Creativity	Artwork is thought out and can clearly show the weather conditions. Student's personality is evident.	Artwork is somewhat thought out and can clearly show the weather conditions. Student's personality is sometimes evident.	Artwork may be a little sloppy. The student's personality is usually not evident.	Artwork is very sloppy. Student's personality is not evident.

Total : ____/50 points

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Weather Forecast Rubric p. 1

	10 points	7 points
Script Quality	The script is fun and engaging. It uses vocabulary from weather forecasts. The weather discussion is accurate.	The script is fairly fun and engaging. It uses some vocabulary from weather forecasts. Weather discussion is mostly accurate.
Script Conventions	The script has fewer than 2 spelling or grammatical errors. Handwriting is legible.	The script has 3-5 spelling or grammatical errors. Handwriting is legible.
Performance	The performance is engaging. Voices are loud and clear. Students stay in character. (No laughing, etc.) Props are used appropriately.	The performance is mostly engaging. Voices are somewhat clear. Students may break character a little. Props are used appropriately.


	10 points	7 points	5 points	3 points
Teamwork	Students divide work evenly. Each team member does their fair share of the work. The team has no issues working together.	Students divide their work evenly and each team member does their fair share of the work. The team may have problems, but is able to resolve any issues on their own.	Students divide the work, but not evenly. Some team members are doing more than the others. The team may have small issues working together.	The work is not divided evenly among all students. The group has major issues working together.
Creativity	The script and performance is thought out and creative. Students' personalities are evident.	The script and performance is somewhat thought out. Students' personalities are sometimes evident.	The script and performance are lackluster. The students' personalities are usually not evident.	The script and performance are sub par. Students' personalities are not evident.

Total : ____/50 points

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We have included easy to follow grading rubrics for the Meteorologist Journal and Weather Forecast Projects to help you make the tough decisions that go along with grading each student's projects.

Weather Unit Write Up for Students to Complete at the End of the Unit



Weather Forecast Plan


My group members are: _____ And our jobs are: _____

Weather Patterns from our Meteorologist Journals:

Our Weather Predictions

Weather Forecast Words to Use:


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Weather Unit Write Up

Draw a picture of what you liked the most from this unit.


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Weather Unit Write Up

Draw a picture of what you liked the most from this unit.

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Weather Unit Write Up

My favorite part of this unit was _____

What I learned from this unit _____

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Weather Unit Write Up

My favorite part of this unit was _____

What I learned from this unit _____

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It is important to get feedback from your students about their likes and dislikes of each unit. We have included multiple options for Weather Unit Write Up pages to help you understand what parts they enjoyed.

Note to Educator

Congratulations on your purchase! The Weather Thematic Unit should provide fun, appealing, educational science activities all centered around the weather. All you need to do is print and go! We know your kids will benefit from these exciting activities.

To prepare your printable activities, start printing from page five. Simply print or copy each page! We highly recommend organizing them in a binder for your children.

If you haven't already, be sure to check out the Teacher Mommy Club. You can access even more resources just <https://www.wifeteachermommy.com> or hello@wifeteachermommy.com. If you have any questions about the product, feel free to email us at hello@wifeteachermommy.com.

Rest easy now! ☺

- Team Wife Teacher Mommy

Table of Contents

Weather Unit Outline	5
Unit Introductory Lesson	6
Meteorologist Lesson	7
The Meteorologist Journal Instructions	8
Weather Forecast Script Instructions	9
Weather Forecast Video Instructions	10
Vocabulary Posters	11-17
Note to Parents	18
Meteorologist Journal Covers (Boy and Girl)	19-20
Weather and You!	21
About Meteorologists	23
Meteorologist Journal Days 1-14	24
Meteorologist Journal Blank Day	25
Weather Conditions Bar Graph	29
Weather Forecast Video Outline	40
Weather Forecast Video Script	41-42
Meteorologist Journal Rubric	43-44
Weather Forecast Rubric	45-46
Weather Unit Write Up	47
BONUS Color pages in B&W	48-60

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Weather Unit Outline

Day 1: Unit Introductory Lesson

Introduce the weather by discussing how weather affects daily life.

Day 2: Meteorologist Lesson

Discuss the roles of meteorologists and how they observe and predict the weather.

Days 3-16: Meteorologist Journal

Students will fill out their Meteorologist Journal each day. There are 3 sections: Temperature, Weather Conditions & Predictions, and Draw a Picture. Each day students will graph the weather conditions on the bar graph at the end of their journals.

Day 17: Weather Forecast Video Planning

Students will be assigned into partners or groups for the Weather Forecast Video. Students will decide what they want their Weather Forecast Video to be about and what they will do with their group.

Days 18-20: Weather Forecast Writing

Students will write their Weather Forecast Script. They will revise their rough draft to create a final draft of their script.

Day 21: Weather Forecast Recording

Students will film their Weather Forecast Video.

Day 22: Weather Forecast Video Presentations

The Weather Forecast Videos will be presented as the culmination of the unit.

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Unit Introduction

You Will Need:
• Meteorologist Journals: Students will be completing the third of the Meteorologist Journal titled "About Meteorologists".

Instructions:

- Ask students what they know about weather. Write their responses on the board.
- Remind the students that weather is something that is constantly around us. Discuss that there are many kinds of weather conditions, including sunny, partly cloudy, cloudy, windy, raining, and snowing. There are even thunderstorms, hail, and sleet! Write each weather condition down as it is discussed.
- Discuss that the weather conditions affect our every day lives. Give the following example to the students:
 - Kathy was so excited to go swimming on Saturday! She got a new bathing suit, and she was excited to wear it. However, when Saturday came, it was snowing! How do you think this would change what she wears? How do you think it will change what she does during her day?
- Ask students if they have had any similar experiences. You may have a few of them share.
- Hand out the Meteorologist Journals if students do not already have them. Have the students turn to the first two pages of the journal titled "Weather and You". Have students fill out these pages individually.
- Walk around and assist students as they complete these two pages. When the students are done, have them raise their hand so you can check that they did the work correctly.

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Meteorologist Lesson

You Will Need:

- Meteorologist Journals: Students will be completing the third of the Meteorologist Journal titled "About Meteorologists".

Instructions:

- Students get out their Meteorologist Journals. They will turn to the page "About Meteorologists" throughout the lesson. Discuss with the students what they know about the meteorologists. If students have any facts, write them on the board.
- Define meteorologist for the students. The definition of a meteorologist is: An expert in the science dealing with the weather and climate, also known as a weather forecaster.
- Explain that when they watch the news and they see the weather forecast, the men and women who are explaining the weather are called meteorologists. A meteorologist must:
 - Observe the weather
 - Use special tools to take measurements of temperature, air pressure, wind speed, and rain fall
 - Use their observations and measurements to predict upcoming weather
 - Conduct research about weather
 - Broadcast the weather forecast on TV, the radio, the newspaper, and the internet
- Discuss some of the tools that meteorologists need to use to perform their job. Here are 4 of the tools a meteorologist uses most and their functions:
 - Thermometer: Measures the temperature outside
 - Rain Gauge: Measures the amount of rainfall
 - Barometer: Measures the air pressure
 - Anemometer: Measures wind velocity (speed and direction)
- Once you have discussed all of this information, give the students a few more minutes to finish their writing. If they missed any part, students can raise their hand for you to give them a hint to the answer.

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Meteorologist Journal

You Will Need:

- Meteorologist Journals: Students will be completing the third of the Meteorologist Journal titled "About Meteorologists".

Instructions:

- Students begin writing their Meteorologist Journal. The journal is a blank page that you would write on each day. The journal is divided into three sections: Temperature, Weather Conditions & Predictions, and Draw a Picture. Each day students will write in each section. (Make sure to review what they will be graded on according to the Meteorologist Grading Rubric.)
- Temperature: The students will record the temperature for the morning, mid day, and night. This can be measured using a thermometer, or it can be looked up on the internet. This should be done as a class.
- Weather Conditions and Predictions: Students will write what the weather conditions are throughout the day: morning, mid day, and night. They will write about any changes in the weather throughout the day. Then, using the data they have collected as well as their observations, they will predict what they think the weather will be like for the rest of the day. Sometimes they will also be asked if they have seen any patterns throughout the week.
- Draw a Picture: The students will draw a picture of what the weather looked like for the majority of the day. This will help them remember what the day was like when they look through their weather journal.
- The students will fill out their weather journal each day. You may decide if you would like them to take it home to do over the weekend or fill out the weekend portion on Monday. After the 2 weeks are up, they will use the data they have collected for the next part of the unit.

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Weather Forecast Script

You Will Need:

- Meteorologist Journals (Weather Forecast Video Outline)
- Scratch paper

Instructions:

- The final project for the unit will be the student's Weather Forecast. Find at least one clip of a Weather Forecast from the news for the students to watch. Have students pay close attention to the vocabulary used in the weather forecast.
- This will be a video project that they will complete with a partner or in small groups (up to 4). Assign partners or small groups as you see fit.
- The students will get together with their partners or group to fill out their Weather Forecast Video Outline. This will help them outline the information they want to include in their script and decide what each member is in charge of. As they work, ask each group what each member's "job" is for their video and make sure the work is divided evenly. If a student is not going to be in front of the camera, they should be directing, writing down the script draft, or have another important job.
- As a partnership/group, the students will write a script for their weather forecast. They should use the information from their outline. They will discuss the weather patterns they saw throughout their journal and then predict the weather for the coming week. At least 2 of the students should be on camera. If there is a 3rd or 4th student, they may act as a director or script writer. This is a special assignment if a student is not going to be on camera.
- Students will write the first draft of their script on scratch paper. For the draft, they will use the information from their outline. They will have help and direction from you. They will use the information from their outline to help them write their script.
- Students will write the final draft of their script on the script page of their Meteorologist Journal. They will use the information from their outline so they each have a copy. They will use the information from their outline to help them write their script. They will use the information from their outline to help them write their script.

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Weather Forecast Video

You Will Need:

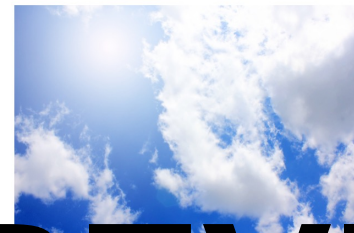
- Meteorologist Journals (Weather Forecast Script)
- Video camera (can be a camcorder, teacher's tablet/cell phone camera, etc.)
- (Optional) Props for video including microphone, raincoat, umbrella, etc.

Instructions:

- Once the script has been completed, all that is left to do is film! The students can bring any props they would like to use for their videos from home. These could include a microphone, raincoat, umbrella, etc. You could provide any of these items if you prefer.
- Give the students 10-15 minutes to rehearse their video. All students should be participating in the rehearsal, even if they will not be on camera. If they are not on camera, they can be reminding their partners about their lines or giving directions/suggestions.
- Groups may continue to rehearse as you pull one group at a time outside the classroom to film their weather forecast. As you film, make sure the students stay in the camera view. Make sure they speak loudly and clearly so they can be heard. Ensure that the students include all necessary information in their videos.
- Once the videos are completed, they should be presented in a FUN way! You could have a "Weather Forecast Program" within the next few days once you have had a chance to review the videos. This could be a great time to invite parents to watch their children's final projects or in other grade level classes to watch the presentations.
- After the students watch their peer's videos, have students complete their "Unit Write Up" at the end of the Meteorologist Journal. They will use the information from their outline to help them write their script. They will use the information from their outline to help them write their script.

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weather



Note: The conditions outside at a certain place and time as regards heat, dryness, sunshine, wind, rain, etc.

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meteorologist



Noun: An expert in science who deals with the weather and climate, also known as a weather forecaster.

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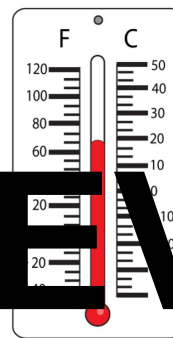
forecast



Verb: To predict or estimate the weather conditions.

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thermometer



Noun: Measures the temperature outside.

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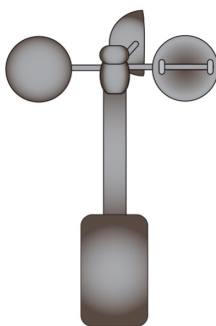
barometer



Noun: Measures the amount of air pressure.

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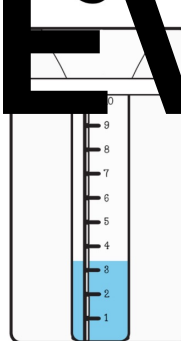
anemometer



Noun: Measures the winds speed and direction.

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rain gauge



Noun: Measures the amount of rainfall.

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Dear Parent or Guardian,

We are starting a new unit about the weather! Your student will become a meteorologist and will be completing a meteorologist journal each day for 2 weeks, beginning on _____ and ending on _____. The weather journal includes three components:

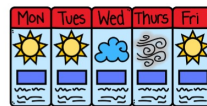
- **Temperature:** Students will record the temperature for the morning, mid day, and night.
- **Weather Conditions and Predictions:** The students will write down their observations from the weather that day and predict what the weather will be like the next day. They will also observe patterns in the weather.
- **Draw a Picture:** Students will draw a picture of what the weather looked like each day.

After the two weeks are completed, your student will be working with a partner or small group to create a Weather Journal. During the day, your student will be collecting data. You may want to encourage your student to use for this video. However, it is NOT required. These videos will be completed by the student. If you have any questions about this unit, please contact me.

Sincerely,

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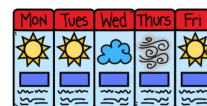
My Meteorologist Journal



This Journal
Belongs To: _____

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My Meteorologist Journal




This Journal
Belongs To: _____

© WifeTeacherMommy.com, All Rights Reserved

Weather and You


The weather is constantly changing, and it affects our every day lives. How does the weather affect you? Let's find out.



Sunny

Draw a picture of what you would wear when it is sunny?

Draw a picture of what you would do when it is sunny?




Rainy

Draw a picture of what you would wear when it is raining?

Draw a picture of what you would do when it is raining?

Weather and You


The weather is constantly changing, and it affects our every day lives. How does the weather affect you? Let's find out.



Snowing

Draw a picture of what you would wear when it is snowing?

Draw a picture of what you would do when it is snowing?




Partly Cloudy

Draw a picture of what you would wear when it is partly cloudy?

Draw a picture of what you would do when it is partly cloudy?

Weather and You


The weather is constantly changing, and it affects our every day lives. How does the weather affect you? Let's find out.



Windy

Draw a picture of what you would wear when it is windy?

Draw a picture of what you would do when it is windy?




Thunderstorm

Draw a picture of what you would wear during a thunderstorm?

Draw a picture of what you would do during a thunderstorm?


Weather and You

The weather is constantly changing, and it affects our every day lives. How does the weather affect you? Let's find out.




What do you wear when it is sunny?

What do you do when it is sunny?



What do you wear when it is raining?

What do you do when it is raining?




What do you wear when it is snowing?

What do you do when it is snowing?


Weather and You

The weather is constantly changing, and it affects our every day lives. How does the weather affect you? Let's find out.




What do you wear when it is partly cloudy?

What do you do when it is partly cloudy?



What do you wear when it is windy?

What do you do when it is windy?



What do you wear during a thunderstorm?

What do you do during a thunderstorm?

About Meteorologists

Since we know weather is important in our every day lives, meteorologists have a very important job. Let's learn about what meteorologists do before we try it ourselves!

What is a meteorologist?

Things a Meteorologist Does at Work:

Draw a picture of something a meteorologist does:

Tools a Meteorologist Uses:

Draw a picture of the tools a meteorologist uses:

About Meteorologists

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What is a meteorologist?

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1. _____

2. _____

3. _____

Tools a Meteorologist Uses:

1. _____

2. _____

3. _____

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3. _____

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3.
4.

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1.
2.
3.
4.



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1.
2.
3.
4.

Tools a Meteorologist Uses:

1.
2.
3.
4.



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Day #1: _____

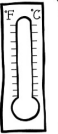
Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow?

Draw a Picture

Draw a picture of what the weather looked like for most of the day today.

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Day #1: _____

Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow?

Draw a Picture

Draw a picture of what the weather looked like for most of the day today.

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Day #2: _____

Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow?

Draw a Picture

Draw a picture of what the weather looked like for most of the day today.

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Day #2: _____

Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow?

Draw a Picture

Draw a picture of what the weather looked like for most of the day today.

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Day #3: _____

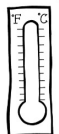
Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? Have you noticed any patterns during the week yet?

Draw a Picture

Draw a picture of what the weather looked like for most of the day today.

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Day #3: _____

Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? Have you noticed any patterns during the week yet?

Draw a Picture

Draw a picture of what the weather looked like for most of the day today.

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Day #4: _____

Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? Have you noticed any patterns during the week yet?

Draw a Picture

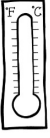
Draw a picture of what the weather looked like for most of the day today.

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Day #4: _____

Temperature
Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____
Mid Day: _____
Night: _____



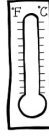
Weather Conditions & Predictions
What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? Have you noticed any patterns during the week?

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Day #5: _____

Temperature
Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____
Mid Day: _____
Night: _____




Weather Conditions & Predictions
What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? Have you noticed any patterns during the week?

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Day #5: _____

Temperature
Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____
Mid Day: _____
Night: _____




Weather Conditions & Predictions
What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? Have you noticed any patterns during the week?

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Day #6: _____

Temperature
Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____
Mid Day: _____
Night: _____




Weather Conditions & Predictions
What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? What patterns have you noticed throughout the week?

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Day #6: _____

Temperature
Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____
Mid Day: _____
Night: _____




Weather Conditions & Predictions
What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? What patterns have you noticed throughout the week?

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Day #7: _____

Temperature
Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____
Mid Day: _____
Night: _____



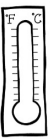
Weather Conditions & Predictions
What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? What patterns have you noticed throughout the week? What type of weather was the most common this week?

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Day #7: _____

Temperature
Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____
Mid Day: _____
Night: _____



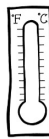
Weather Conditions & Predictions
What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? What patterns have you noticed throughout the week? What type of weather was the most common this week?

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Day #8: _____

Temperature
Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____
Mid Day: _____
Night: _____




Weather Conditions & Predictions
What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? What patterns have you noticed throughout the week?

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Day #8: _____

Temperature
Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____
Mid Day: _____
Night: _____



Weather Conditions & Predictions
What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? What patterns have you noticed throughout the week?

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[illegible]

Day #9:

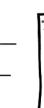
Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

Write down the weather conditions you expect for each time of the day: morning, mid day, and night. Based on your observations, make predictions for the weather conditions you think you will see the most.

Draw a Picture

Draw a picture of what the weather looked like for each time of the day today.

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Day #10: _____


Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units (°F or °C).

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

Write the weather conditions and predictions for the day. Make sure to include observations, what you are based on, and what you are predicting for tomorrow. Write the pattern you see in the weather.

Draw a picture

Write a picture of what the weather looked like for most of the day.

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Day #10:

E V I E W

Temperature

Write the temperature for each time of day in morning, mid day and night. Make sure to label your units (°F or °C)

Morning	Mid Day	Night



Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? What patterns have you been seeing the most?

Draw a Picture

Draw a picture of what the weather looked like for most of the day today.

Day #11:

Temperature

Write the temperature for each morning, mid day, morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____

Mid Day: _____

Night: _____

Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? What patterns have you been seeing the most?

Draw a Picture

Draw a picture of what the weather looked like for most of the day today.

Write Teacher's Name: _____

Write Student's Name: _____

Write Date: _____

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Day #11: _____

REVIEW!

Temperature

Write the temperature for each time of day: morning, midday, and night. Make sure to label units (F or C).

Morning: _____

Mid Day: _____

Night: _____

Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? What patterns have you been seeing the most?

Draw a Picture

Draw a picture of what the weather looked like for most of the day today.

Day #12:

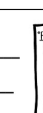
Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ('F' or 'C').

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Write your observations down.

What do you predict the weather will be like tomorrow? What patterns have you seen in the weather over the last week?

Draw a Picture

Draw a picture of what the weather looked like for most of the day today.

EVIE

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Day #12:


Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F or "C).

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? What patterns have you seen so far this week?

Draw a Picture

Draw a picture of what the weather looked like for most of the day today.

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Day #13:


Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units (°F or °C).

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? How did you feel based on the weather? What are your predictions for the weather tomorrow? How far in advance can you see the weather? How far in advance can you see the weather?

tomorrow the so far in advance can you see the weather?

Draw a Picture

Draw a picture of what the weather looked like for most of the day today.

REVIEW

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Day #13: _____

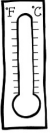
Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? What patterns have you noticed the most?

Draw a Picture

Draw a picture of what the weather looked like for most of the day today.

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Day #14: _____

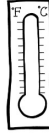
Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? What patterns have you noticed the most?

Draw a Picture

Draw a picture of what the weather looked like for most of the day today.

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Day #14: _____


Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? What patterns have you noticed the most?

Draw a Picture

Draw a picture of what the weather looked like for most of the day today.

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Day # ____: _____


Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? What patterns have you noticed the most?

Draw a Picture

Draw a picture of what the weather looked like for most of the day today.

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Day # ____: _____


Temperature

Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C").

Morning: _____

Mid Day: _____

Night: _____



Weather Conditions & Predictions

What were the weather conditions throughout the day: morning, mid day, and night? Based on your observations, what are your predictions for the weather tomorrow? What patterns have you noticed the most?

Draw a Picture

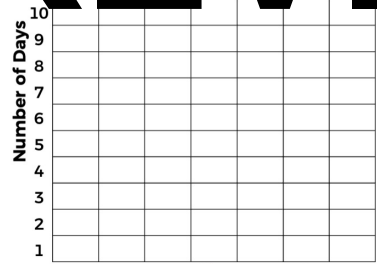





Draw a picture of what the weather looked like for most of the day today.

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Weather Conditions

As you record the weather each day, fill in the bar graph with the weather condition you observe. You may be able to make more than one prediction for each day. Mark any day for which you have no observations. In the box, you should mark a day for each of those days.

Number of Days	10	9	8	7	6	5	4	3	2	1

Weather Conditions

Weather Forecast Video Outline

My group members are: _____

And our jobs are: _____

Weather Patterns from our Meteorologist Journals: _____

Our Weather Predictions: _____

Weather Forecast Words to Use: _____

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Weather Forecast Video Outline

My group members are: _____

And our jobs are: _____

Weather Patterns from our Meteorologist Journals: _____

Our Weather Predictions: _____

Weather Forecast Words to Use: _____

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Weather Forecast Video Outline

My group members are: _____

And our jobs are: _____

Weather Patterns from our Meteorologist Journals: _____

Our Weather Predictions: _____

Weather Forecast Words to Use: _____

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Weather Forecast Video Script

Write a few sentences about your weather forecast video and then draw a picture of what you plan to do in your video.

Lined area for writing the script.



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Weather Forecast Video Script

Lined area for writing the script.



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Weather Forecast Video Script

Lined area for writing the script.



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Weather Forecast Video Script

Weather Forecast Video Script

Write a few sentences about your weather forecast video and then draw a picture of what you plan to do in your video.

Lined area for writing the script.



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Weather Forecast Video Script

Lined area for writing the script.



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Lined area for writing the script.



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Weather Forecast Video Script

Lined area for writing the script.



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Meteorologist Journal Rubric p. 1

	10 points	7 points	5 points	3 points
Completeness	All pages are filled in with necessary information.	Most pages are filled in, but some information may be missing.	A good portion of pages are filled in, but it is sloppy or has incorrect information.	Few pages are filled in. Information is sloppy and incorrect.
Observations	Clear, descriptive observations are recorded. Morning, mid day, and night are included.	Observations are recorded and some are descriptive. Morning, mid day, and night are usually all included.	Observations are recorded, but a few may be missing or lacking detail. Morning, mid day, and night are sometimes included.	Observations are sometimes recorded. Morning, mid day, and night may or may not be included.
Weather Predictions	Weather predictions are included each day. They are off and on and not predicted.	Weather predictions are included most days, but some may be missing. Sometimes they are not based off observation data.	Weather predictions are sometimes included but many are missing. Some may be based off observation data.	Weather predictions are sometimes included but many are missing. They are not based off observation data.

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Meteorologist Journal Rubric p. 2

	10 points	7 points	5 points	3 points
Data	The data is present and accurately represents the class's observations of temperature and weather. Student has completed the bar graph to the best of their abilities.	Most of the data is present and accurately represents the class's observations of temperature and weather. Student has completed the bar graph to the best of their abilities.	Some of the data is present and accurately represents the class's observations of temperature and weather. Student has completed some of the bar graph.	Very little data is present and accurately represents the class's observations of temperature and weather. Student has completed very little of the bar graph.
Artwork	Artwork is present and accurately represents the weather conditions. Student's artwork is very clear.	Artwork is somewhat present and accurately represents the weather conditions. Student's artwork is clear.	Artwork may be a little present and accurately represents the weather conditions. Student's artwork is somewhat clear.	Artwork is very little present and accurately represents the weather conditions. Student's artwork is very little clear.
Script Quality	The script is fun and engaging. It uses vocabulary from weather forecasts. The weather discussion is accurate.	The script is fairly fun and engaging. It uses some vocabulary from weather forecasts. Weather discussion is mostly accurate.	The script may or may not be fun and engaging. There is minimal vocabulary from weather forecasts. Weather discussion is inaccurate.	Few pages are filled in. Sloppy and incorrect information.
Conventions	The script has 5-7 spelling or grammatical errors. Handwriting is legible.	The script has 3-5 spelling or grammatical errors. Handwriting is legible.	The script has 5-7 spelling or grammatical errors. Handwriting is sloppy.	The script has many spelling or grammatical errors and handwriting is sloppy.
Performance	The performance is engaging. Voices are loud and clear. Students stay in character. (No laughing, etc.) Props are used appropriately.	The performance is mostly engaging. Voices are somewhat clear. Students may break character a little. Props are used appropriately.	The performance lacks engagement. Voices may not be clear. Students break character often or props are used inappropriately.	The performance lacks engagement. Voices are not clear. Students break character often AND props are used inappropriately.

Total : ____/50 points

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Weather Forecast Rubric p. 1

	10 points	7 points	5 points	3 points
Script Quality	The script is fun and engaging. It uses vocabulary from weather forecasts. The weather discussion is accurate.	The script is fairly fun and engaging. It uses some vocabulary from weather forecasts. Weather discussion is mostly accurate.	The script may or may not be fun and engaging. There is minimal vocabulary from weather forecasts. Weather discussion is inaccurate.	Few pages are filled in. Sloppy and incorrect information.
Conventions	The script has 5-7 spelling or grammatical errors. Handwriting is legible.	The script has 3-5 spelling or grammatical errors. Handwriting is legible.	The script has 5-7 spelling or grammatical errors. Handwriting is sloppy.	The script has many spelling or grammatical errors and handwriting is sloppy.
Performance	The performance is engaging. Voices are loud and clear. Students stay in character. (No laughing, etc.) Props are used appropriately.	The performance is mostly engaging. Voices are somewhat clear. Students may break character a little. Props are used appropriately.	The performance lacks engagement. Voices may not be clear. Students break character often or props are used inappropriately.	The performance lacks engagement. Voices are not clear. Students break character often AND props are used inappropriately.

Total : ____/50 points

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Weather Forecast Rubric p. 2

	10 points	7 points	5 points	3 points
Teamwork	Students divide their work evenly. Each team member does their fair share of the work. The team has no issues working together.	Students divide their work evenly and each team member does their fair share of the work. The team may have some problems, but is able to resolve any issues on their own.	Students divide the work, but not evenly. Some team members are doing more than the others. The team may have small issues working together.	The work is not divided evenly among all students. The group has major issues working together.
Script Quality	The script and performance is fun and engaging. The script has 5-7 spelling or grammatical errors. Handwriting is legible.	The script and performance is mostly fun and engaging. The script has 3-5 spelling or grammatical errors. Handwriting is legible.	The script and performance lacks engagement. The script has 5-7 spelling or grammatical errors. Handwriting is sloppy.	The script and performance lacks engagement. The script has many spelling or grammatical errors and handwriting is sloppy.
Performance	The performance is engaging. Voices are loud and clear. Students stay in character. (No laughing, etc.) Props are used appropriately.	The performance is mostly engaging. Voices are somewhat clear. Students may break character a little. Props are used appropriately.	The performance lacks engagement. Voices may not be clear. Students break character often or props are used inappropriately.	The performance lacks engagement. Voices are not clear. Students break character often AND props are used inappropriately.

Total : ____/50 points

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Weather Forecast Plan

My group members are: _____ and _____

Weather Patterns from our Meteorologist Journals:

Our Weather Predictions

Weather Forecast Words to Use:

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Weather Unit Write Up

Draw a picture of what you liked the most from this unit.

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Weather Unit Write Up

My favorite part of this unit was _____

What I learned from this unit _____

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My Meteorologist Journal

This Journal Belongs To: _____

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My Meteorologist Journal

This Journal Belongs To: _____

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Weather and You

The weather is constantly changing, and it affects our every day lives. How does the weather affect you? Let's find out.

What do you wear when it is sunny?

What do you do when it is sunny?

What do you wear when it is raining?

What do you do when it is raining?

What do you wear when it is snowing?

What do you do when it is snowing?

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Weather Forecast Video Script

Write a few sentences about your weather forecast video and then draw a picture of what you plan to do in your video.

Lined area for writing the script.



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Weather Forecast Video Script

Lined area for writing the script.



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Weather Forecast Video Script

Lined area for writing the script.



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Weather Forecast Video Script

Lined area for writing the script.



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Meteorologist Journal Rubric p. 1

	10 points	7 points	5 points	3 points
Data	Most pages are filled in with necessary information.	Most pages are filled in, but some information may be missing.	A good portion of pages are filled in, but it is sloppy or has incorrect information.	Few pages are filled in. Information is sloppy and incorrect.
Weather Observations	Clear, descriptive observations are recorded. Morning, mid day, and night are included.	Observations are recorded and some are descriptive. Morning, mid day, and night are usually all included.	Observations are recorded, but a few may be missing or lacking detail. Morning, mid day, and night are sometimes included.	Observations are sometimes recorded. Morning, mid day, and night may or may not be included.
Weather Predictions	Sensible weather predictions are included each day. They are based off observation and data collected.	Sensible weather predictions are included most days, but some may be missing. Sometimes they are based off observation and data.	Weather predictions are sometimes included, but may be random and not based off observation.	Weather predictions are sometimes included but many are missing. They are not based off observation or data.

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Meteorologist Journal Rubric p. 2

	10 points	7 points	5 points	3 points
Data	Most of the data is presented and accurately represents the class's observations of temperature and weather. Student has completed the bar graph to the best of their abilities.	Most of the data is presented and accurately represents the class's observations of temperature and weather. Student has completed the bar graph to the best of their abilities.	Some of the data is presented and accurately represents the class's observations of temperature and weather. Student has completed some of the bar graph.	Little data is presented and does not accurately represent the class's observations of temperature and weather. Student has completed very little of the bar graph.
Creativity	Artwork is thought out and can clearly show the weather conditions. Student's personality is evident.	Artwork is somewhat thought out and can clearly show the weather conditions. Student's personality is sometimes evident.	Artwork may be a little sloppy. The student's personality is usually not evident.	Artwork is very sloppy. Student's personality is not evident.

Total : ____/50 points

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Weather Forecast Rubric p. 1

	10 points	7 points	5 points	3 points
Script Quality	The script is fun and engaging. It uses vocabulary from weather forecasts. The weather discussion is accurate.	The script is fairly fun and engaging. It uses some vocabulary from weather forecasts. Weather discussion is mostly accurate.	The script may or may not be engaging. There is minimal vocabulary from weather forecasts. Weather discussion is inaccurate.	Few pages are filled in. Sloppy and incorrect information.
Conventions	The script has fewer than 2 spelling or grammatical errors. Handwriting is legible.	The script has 3-5 spelling or grammatical errors. Handwriting is legible.	The script has 5-7 spelling or grammatical errors. Handwriting is sloppy.	The script has many spelling and grammatical errors and the handwriting is sloppy.
Performance	The performance is excellent. Voices are loud and clear. Students stay in character. (No giggles, etc.) used appropriately.	The performance is good. Voices are mostly clear. Students stay in character. (No giggles, etc.) used appropriately.	The performance is fair. Voices are not very clear. Students stay in character. (No giggles, etc.) used inappropriately.	The performance is poor. Voices are not clear. Students do not stay in character. (No giggles, etc.) used inappropriately.

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Weather Forecast Rubric p. 2

	10 points	7 points	5 points	3 points
Teamwork	Students divide their work evenly. Each team member does their fair share of the work. The team has no issues working together.	Students divide their work evenly and each team member does their fair share of the work. The team may have problems, but is able to resolve any issues on their own.	Students divide the work, but not evenly. Some team members are doing more than the others. The team may have small issues working together.	The work is not divided evenly among all students. The group has major issues working together.
Creativity	The script and performance is thought out and creative. Student's personalities are evident.	The script and performance is somewhat thought out. Student's personalities are sometimes evident.	The script and performance are lackluster. The student's personalities are usually not evident.	The script and performance are sub par. Student's personalities are not evident.

Total : ____/50 points

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Weather Unit Write Up


Draw a picture of what you liked the most from this unit.

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Weather Unit Write Up

Draw a picture of what you liked the most from this unit.


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 **Weather Unit
Write Up**

My favorite part of this unit was _____

What I learned from this unit _____

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 **Weather Unit
Write Up**

My favorite part of this unit was _____

What I learned from this unit _____

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REVIEW

PREVIEW

REVIEW

PREVIEW

REVIEW

PREVIEW

REVIEW

PREVIEW