

Weather Reporter Unit

Upper Grade

Unit Introduction

You Will Need:

- Meteorologist Journals: Students will be completing the f
- pages of the Meteorologist Journal titled "Weather and Y
- these already put together or hand out the pap
- it them together before you begin th

Weather Forecast Script

You Will Need:

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

Instructions:

- The final pr
- at least one
- watch. Have

meteorologist

Weather Forecast Video Script

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). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____

Mid Day: _____

Night: _____

Average: _____

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?

Draw a Picture

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

Weather and You

Weather is constantly changing and it affects our every es. 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?

Print
Version

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 and how they observe and predict the weather.

Days 3-16: Meteorologist Journal
Students will fill out their Meteorologist Journal. The journal has 3 sections: Temperature, Weather, and Draw a Picture. Each day students will record 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 outline and decide who will do what.

Days 18-19: Weather Forecast Rehearsal
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 pages of the Meteorologist Journal titled "Weather and You!" You can have these already put together or hand out the papers and have the students put them together before you begin the lesson.

Meteorologist Lesson

You Will Need:

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

Instructions:

- Have students get out their Meteorologist Journals. They will need to fill in the page "About Meteorologists" throughout the lesson.
- Ask students what they know about the meteorologists. If students don't know, discuss the definition of a meteorologist. The definition of a meteorologist is a science dealing with the weather. Have students look in the news and they see the weather people who are explaining the weather are meteorologists.
- Measurements of temperature, air pressure, and rain fall and measurements to predict upcoming weather.
- Weather forecast on TV, the radio, the newspaper.
- What meteorologists need to use to perform their job: a meteorologist uses most and their tools.
- What the temperature outside is, the amount of rainfall, the air pressure, the wind velocity (speed and direction) of the wind, and the amount of information, give the students a chance to write. If they missed any part, have them write it for you to give them a hint to the next day.

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. Students will use these three numbers to calculate the average temperature for the day. Do not give this answer to them. Let them get some math practice!
- 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.

Weather Forecast Script

You Will Need:

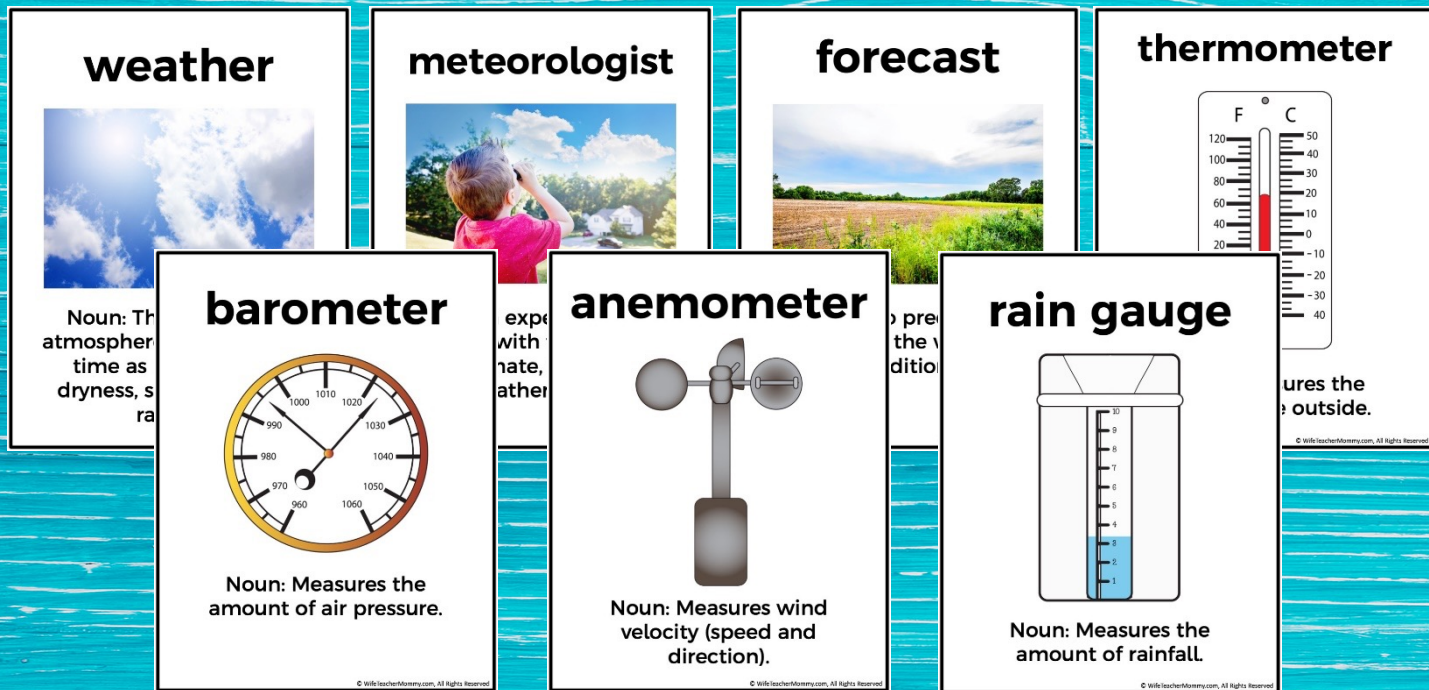
- Meteorologist Journals (Weather Forecast Video Outline)
- Scratch paper

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 vocabulary of their script.
- Once they have finished their draft, they will trade with another group to peer edit their script. Walk around and observe the students as they do this. Look at each of the scripts as they edit and make sure they catch any spelling or grammatical errors.
- 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:

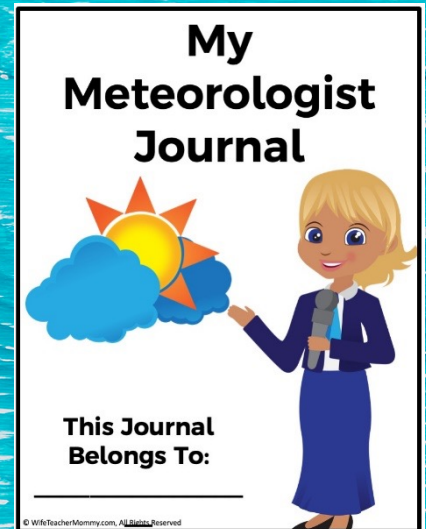
- **Temperature:** Students will record the temperature for the morning, mid day, and night. They will calculate the average temperature and mark it on a thermometer.
- **Weather Conditions and Predictions:** The students will write down their observations from the weather that day and predict what the 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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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


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 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?

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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 worksheets to help students make connections between the weather and themselves.

“About Meteorologists” Worksheets to Help Students Learn About the Importance of Meteorologists

**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!

Meteorologist Definition:

Things a Meteorologist does at work:

1.) _____

2.) _____

3.) _____

4.) _____

5.) _____


Tools a Meteorologist uses:

1.) _____

2.) _____

3.) _____

4.) _____



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We have developed the “About Meteorologists” worksheet to help students 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 #5: _____

Temperature
Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C"). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____
Mid Day: _____
Night: _____
Average: _____

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 the majority 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"). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____
Mid Day: _____
Night: _____
Average: _____

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 the majority 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.

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

Number of Days

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.

[illegible]

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Thorough Easy To Follow Grading Rubrics for Each Project

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 incomplete.
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 and some are descriptive. Morning, mid day, and night are usually all 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.	Sensible weather predictions are included most days, but some may be missing. Sometimes they are based off observation and data.	Sensible weather predictions are included most days, but some may be missing. Sometimes they are based off observation and data.

Meteorologist Journal Rubric p. 2				
	10 points	7 points	5 points	3 points
Data	Mathematical data for recording temperature and graphing are mostly accurate. Less than 5 spelling or grammatical errors throughout.	Mathematical data for recording temperature and graphing are mostly accurate. Fewer than 10 spelling or grammatical errors throughout.	Mathematical data for recording temperature and graphing are mostly accurate. Several spelling and grammatical errors.	Mathematical data for recording temperature and graphing are not very accurate. Several spelling and grammatical errors.
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.
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.	The script has 6-8 spelling or grammatical errors. Handwriting is sloppy.	The script has 9-12 spelling or grammatical errors. Handwriting is illegible.
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 is not engaging. Voices are not clear. Students may break character often or not at all. Props are not used appropriately.	The performance is not engaging. Voices are not clear. Students may break character often or not at all. Props are not used appropriately.

Weather Forecast Rubric p. 2				
	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 small problems, but is able to resolve any issues on their own.	Students divide their work evenly and each team member does their fair share of the work. The team may have small problems, but is able to resolve any issues on their own.	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 is somewhat thought out. Student's personalities are sometimes evident.	The script and performance is not thought out. Student's personalities are not evident.

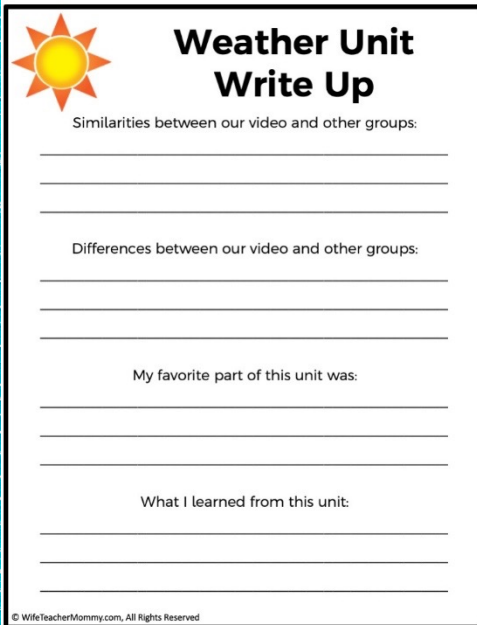

Total : ____/50 points

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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.

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



Weather Unit Write Up

Similarities between our video and other groups:

Differences between our video and other groups:

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 a Weather Unit Write Up page to help you understand what parts of the unit 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 by joining! <https://www.wifeteachermommy.com/teacher-mommy-club/>

If you have any questions about this product, feel free to email us at hello@wifeteachermommy.com

Rest easy now! ©

- Team Wife Teacher Mommy

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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 & Flipbook

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 on what to film for their group.

Days 18-20: Weather Forecast Writing

Students will write their weather forecast script. If their group has a video camera, they will record their rough draft to create a video 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 complete 14 pages of the Meteorologist Journal titled "Weather and You!" You can have these already printed out for students, or give the papers to students to fill out together.

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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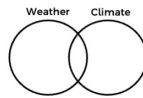
Weather vs. Climate Lesson

You Will Need:

- Weather vs. Climate Scoot Worksheets
- Weather vs. Climate Cards

Instructions:

- Introduce weather and climate, explain to the students the difference between the two.
- Weather: The state of the atmosphere at a place and time as regards heat, dryness, sunshine, wind, rain, etc.
- Climate: Climate is the average measurements of temperature, wind, humidity, snow, and rain in a place over the course of a long period of time.
- Draw a Venn diagram on the board and then have the students fill it in.



Weather and Climate:

- temperature
 - precipitation
 - humidity
 - wind direction and speed
 - Weather
 - measured over short term
 - day to day state of the atmosphere
 - reported as a forecast
 - looks at the day or week
 - Climate
 - measured over long period
 - state of the atmosphere over 30 years of collected data
 - reported as averages
- Hand out the Weather vs. Climate Scoot Worksheet and explain to students that they will walk around and read each card and decide if it represents the weather or climate.

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Meteorologist Lesson

You Will Need:

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

Instructions:

- Hand out the Meteorologist Journals. Students will need to complete the "About Meteorologists" section of the journal. If students know anything about meteorologists, they can write it on the board.
- Discuss the role of the meteorologist. The meteorologist's job is to observe the weather and predict what the weather will be like in the future.
- 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
- 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. Students will use these three numbers to calculate the average temperature for the day. Do not give this answer to them. Let them get some math practice!
 - Weather Conditions and Predictions: Students will write what the weather conditions are throughout the day morning, mid day, and night. They will be able to check the weather throughout the day. They will be able to predict what the weather they think will be like the next day.
 - Draw a Picture: Students will draw a picture of what the weather looks like. The major part of this will help them remember the day weather when they look through the 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 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 students do not feel comfortable being in front of the camera).
- The students will write the first draft of their script on scratch paper. If they have finished their draft, they will trade with another group and read it. They will be able to see if they have any errors. They will be able to edit their script. Walk around and observe the students as they work on each of the scripts as they edit and make sure they are using correct grammar or grammatical errors.
- The 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 original draft so there are no errors. Remind students that this is the final draft they will be graded on!

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Weather Forecast Video

You Will Need:

- Meteorologist Journals (Weather Forecast Script)
- Video camera (can be a camcorder, tablet/cell phone camera, etc.)
- (Optional) Props for video including microphone, raincoat, 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 10-20 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 invite the students to make level presentations.
- The students will be able to see their weather forecast video. They will be able to see if they have any errors. They will be able to edit their script. Walk around and observe the students as they work on each of the scripts as they edit and make sure they are using correct grammar or grammatical errors.
- The 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 original draft so there are no errors. Remind students that this is the final draft they will be graded on!

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Name: _____

Weather vs. Climate Scoot

Move around the room and read each card, decide if the card represents the weather or the climate by writing "weather" or "climate" in the coinciding box.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

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Name: **Answer Key**

Weather vs. Climate Scoot

Move around the room and read each card, decide if the card represents the weather or the climate by writing "weather" or "climate" in the coinciding box.

1	2	3	4	5
weather	climate	climate	weather	weather
climate	climate	climate	weather	climate
weather	weather	climate	weather	weather

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<p>1. _____ can _____ change within just a few minutes or hours.</p>	<p>2. _____ takes a very long time to change.</p>
<p>3. _____ is _____ measured over a long period of time.</p>	<p>_____ is _____ measured over a short period of time.</p>

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<p>5. _____ is reported as the _____ forecast.</p>	<p>6. _____ is reported as the _____ average.</p>
<p>7. It is usually cold in January in Utah.</p> 	<p>8. Texas has long, hot, humid summers.</p> 

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<p>9. It rained 3 inches last week in Honolulu, Hawaii.</p> 	<p>10. The snowy season is from December to March every year in Utah.</p> 
<p>11. It is cold outside, so I need to wear a coat.</p>	<p>12. The heat wave lasted 3 days in Sacramento, California.</p> 

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<p>13. In Mexico, A _____ gets an average of _____ inches of rain per year.</p> 	<p>14. Yesterday was cloudy and 62°.</p> 
<p>15. There will be a snowstorm next Saturday.</p> 	

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weather



Now: The state of the atmosphere at a place and time regarding heat, dryness, sunshine, wind, rain, etc.

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meteorologist



oun: An expert in science dealing with the weather and climate, also known as a weather forecaster.

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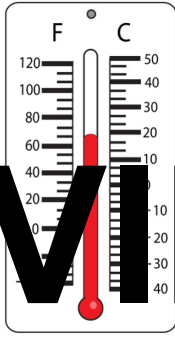
forecast



Verb: To predict or estimate the weather conditions.

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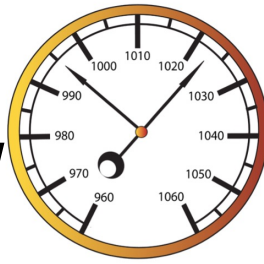
thermometer



Noun: Measures the temperature outside.

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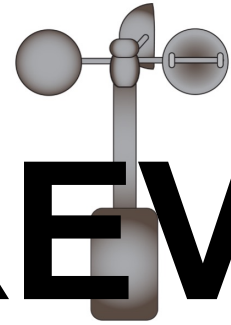
barometer



Noun: Measures the amount of air pressure.

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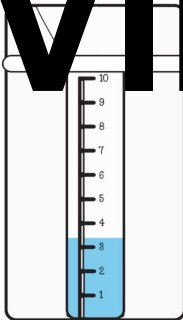
anemometer



Noun: Measures wind velocity (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. The weather journal includes the following components:

- Temperature: Students will record the temperature in the morning, mid day, and night. They will calculate the average temperature and mark it on a thermometer.
- 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



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 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 when it is raining and lightning?

What do you do during a thunderstorm?

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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!

Meteorologist Definition:

Things a Meteorologist does at work:

- 1.) _____
- 2.) _____
- 3.) _____
- 4.) _____

Tools a Meteorologist uses:

- 1.) _____
- 2.) _____
- 3.) _____
- 4.) _____



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Day #1: _____

Temperature

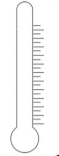
Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C"). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____

Mid Day: _____

Night: _____

Average: _____



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 the majority 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"). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____

Mid Day: _____

Night: _____

Average: _____



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 the majority 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"). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____

Mid Day: _____

Night: _____

Average: _____



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 the majority 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"). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____

Mid Day: _____

Night: _____

Average: _____



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 the majority of the day today.

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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"). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____

Mid Day: _____

Night: _____

Average: _____



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 the majority of the day today.

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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"). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____

Mid Day: _____

Night: _____

Average: _____



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 the majority of the day today.

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Day #7: _____

Temperature

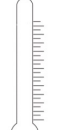
Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C"). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____

Mid Day: _____

Night: _____

Average: _____



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? What type of weather was the most common this week?

Draw a Picture

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

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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"). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____

Mid Day: _____

Night: _____

Average: _____



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 the majority of the day today.

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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). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____

Mid Day: _____

Night: _____

Average: _____



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 the most so far this week?

Draw a Picture

Draw a picture of what the weather looked like for the majority 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). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____

Mid Day: _____

Night: _____

Average: _____



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 the most so far this week?

Draw a Picture

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

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Day #11: _____

Temperature


Write the temperature for each time of day: morning, mid day, and night. Make sure to label your units ("F" or "C). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____

Mid Day: _____

Night: _____

Average: _____



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 the most so far this week?

Draw a Picture

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

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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). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____

Mid Day: _____

Night: _____

Average: _____



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 the most so far this week?

Draw a Picture

Draw a picture of what the weather looked like for the majority 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). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____

Mid Day: _____

Night: _____

Average: _____



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 the most so far this week?

Draw a Picture

Draw a picture of what the weather looked like for the majority 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). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____

Mid Day: _____

Night: _____

Average: _____



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 this week? How does this week compare to last week?

Draw a Picture

Draw a picture of what the weather looked like for the majority 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). Label the thermometer and graph the average temperature calculated using these three numbers.

Morning: _____

Mid Day: _____

Night: _____

Average: _____



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 so far this week?

Draw a Picture

Draw a picture of what the weather looked like for the majority 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.

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

Number of Days



Weather Conditions

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Weather Flipbook

You Will Need:

- Weather Flipbook Pages
- Crayons or Colored Pencils
- Glue Stick or Staples

Instructions:

- Introduce the weather flipbook by reviewing each of the weather unit components with the students as well as your expectations for their work.
- Each flap in the flipbook will be centered around a different aspect learned during this unit.
 - All About The Weather: this will be the top or cover of our flipbook.
 - What is weather?: Students will answer the question and explain what they know about the weather.
 - Meteorologists: Students will complete this page by identifying all the things they know about meteorologists.
 - Weather Effects: Students will identify the effects that weather has on other things like the choices they make regarding their clothing and daily activities.
 - Weather Instruments: Students will identify the instruments used to measure the weather.
- Types of weather: Students will identify each type of weather.

• The students will review each part of the unit while flipbook out the pages of the flipbook.

• Once the flipbook is complete, students will put out the page and assemble the flipbook by taping the pages together. The process of taping each smaller page to the next page is the process that the bottom portion of the flipbook is visible.

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All About The Weather




By: _____


What is weather?





Meteorologist



Weather Effects



Weather Instruments



Types of Weather

Weather Forecast Video Outline

My group members are:

And our jobs are:

Weather Patterns from our Meteorologist Journals:

Our Weather Predictions:

Weather Forecast Vocabulary to Use:

Weather Forecast Video Outline

My group members are:


And our jobs are:

Weather Patterns from our Meteorologist Journals:

Our Weather Predictions:

Weather Forecast Vocabulary to Use:

Weather Forecast Video Script



Weather Forecast Video Script



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Weather Forecast Video Script



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Weather Forecast Video Script



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Meteorologist Journal Rubric

	10 points	7 points	5 points	3 points
Science	All pages are filled with try information.	Most pages are filled with try information but some are missing.	A portion of pages are filled with try information but some are missing.	Few pages are filled with try information but some are missing.
Weather Observations	Clear, descriptive observations are recorded. Morning, mid day, and night are included.	Observations are recorded, but some are missing or lacking detail. 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. Some may be missing.	Weather predictions are sometimes included but many are missing. They are not based off observation or data.

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Meteorologist Journal Rubric

	10 points	7 points	5 points	3 points
Mathematics	Mathematical data for recording temperature and graphing are accurate. Less than 5 spelling or grammatical errors throughout.	Mathematical data for recording temperature and graphing are mostly accurate. Fewer than 10 spelling or grammatical errors throughout.	Mathematical data for recording temperature and graphing are sometimes accurate. More than 10 spelling or grammatical errors.	Mathematical data for recording temperature and graphing are very inaccurate. Several spelling or grammatical errors.
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 Content	The script is full of engaging vocabulary from weather forecasts. The weather discussion is accurate.	The script is fairly accurate. The weather discussion is accurate.	The script may or may not be accurate. The weather discussion is inaccurate.	The script is very inaccurate. The weather discussion is inaccurate.
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.	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 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 may not be clear. Students break character often AND props are used inappropriately.

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Weather Forecast Rubric p. 2

	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 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 students' 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

Similarities between our video and other groups:

Differences between our video and other groups:

My favorite part of this unit was:

What I learned from this unit:

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Weather Unit Write Up

Similarities between our video and other groups:

Differences between our video and other groups:

My favorite part of this unit was:

What I learned from this unit:

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<p>1.</p> <p>_____ can change within just a few minutes or hours.</p>	<p>2.</p> <p>_____ takes a very long time to change.</p>
<p>3.</p> <p>_____ is _____ed over a long period of time.</p>	<p>4.</p> <p>_____ is _____ed over a short period of time.</p>

<p>5.</p> <p>The _____ is reported as a forecast.</p>	<p>6.</p> <p>The _____ is reported as the "average".</p>
<p>7.</p> <p>_____ is usually cold in January in Utah.</p>	<p>8.</p> <p>Texas has long _____, humid summer _____.</p>

<p>9.</p> <p>It rained 3 inches last week in Honolulu, Hawaii.</p>	<p>10.</p> <p>The snowy season is from December to March every year in Utah.</p>
<p>11.</p> <p>It is cold outside, so I need to wear a coat.</p>	<p>12.</p> <p>The _____ wave lasted _____ days in Sacramento, California.</p>

<p>13.</p> <p>_____ gets an average of 9 inches of rain _____.</p>	<p>14.</p> <p>_____ is _____ed 62°F _____.</p>
<p>15.</p> <p>There will be a snowstorm next Saturday.</p>	

My Meteorologist Journal



This Journal Belongs To: _____




My Meteorologist Journal



This Journal Belongs To: _____




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 thundering? _____
	What do you do when it is thundering? _____

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!

Meteorologist Definition:

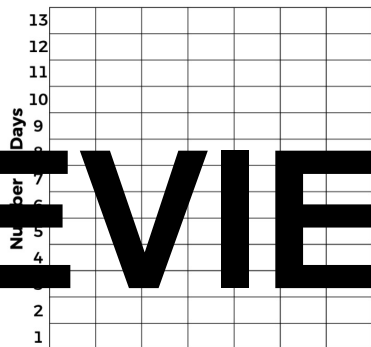
Things a Meteorologist does at work:

- 1.) _____
- 2.) _____
- 3.) _____
- 4.) _____
- 5.) _____

What a Meteorologist uses:

- 1.) _____
- 2.) _____
- 3.) _____
- 4.) _____

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.



Weather Conditions

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By: _____

What is weather?

Meteorologists

Weather Effects

Weather Instruments

Weather Forecast Video Script

[illegible]

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Weather Forecast Video Script



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Weather Forecast Video Script

[illegible]

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Weather Forecast Video Script

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Meteorologist Journal Rubric

	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 are not 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. Some may be missing.	Weather predictions are sometimes included, but many are missing. They are not based off observation or data.

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Meteorologist Journal Rubric

	10 points	7 points	5 points	3 points
Data	Mathematical data for recording temperature and graphing are accurate. Less than 5 spelling or grammatical errors throughout.	Mathematical data for recording temperature and graphing are mostly accurate. Fewer than 10 spelling or grammatical errors throughout.	Mathematical data for recording temperature and graphing are sometimes accurate. More than 10 spelling or grammatical errors.	Mathematical data for recording temperature and graphing are not very accurate. Several spelling and grammatical errors.
Artwork	Artwork is thought out and clearly shows the weather conditions. Creativity is evident.	Artwork is thought out and clearly shows the weather conditions. Creativity is evident.	Artwork may be a copy. The creativity is not evident.	Artwork is very sloppy. The creativity is not evident.

Total : ____/50 points

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Weather Forecast Rubric p. 1

	10 points	7 points	5 points	3 points
Quality	The script is fun, engaging, and easy to read. It includes a variety of weather forecasts. The weather discussion is clear and concise.	The script is fun, engaging, and easy to read. It includes a variety of weather forecasts. The weather discussion is clear and concise.	The script is fun, engaging, and easy to read. It includes a variety of weather forecasts. The weather discussion is clear and concise.	The script is fun, engaging, and easy to read. It includes a variety of weather forecasts. The weather discussion is clear and concise.
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.	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 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 may not be clear. Students break character often AND props are 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 and 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 divided evenly among all team members. 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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Weather Unit Write Up

Similarities between our video and other groups:

Differences between our video and other groups:

My favorite part of this unit was:

What I learned from this unit:

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Weather Unit Write Up

Similarities between our video and other groups:

Differences between our video and other groups:

My favorite part of this unit was:

What I learned from this unit:

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