Science Kindergarten Unit 05 Exemplar Lesson 01: Observing and Describing Weather

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students’ needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child’s teacher. (For your convenience, please find linked the TEA Commissioner’s List of [State Board of Education Approved Instructional Resources](http://www.tea.state.tx.us/index2.aspx?id=6148) and [Midcycle State Adopted Instructional Materials](http:).

**Lesson Synopsis**

Students begin to observe daily weather and develop the vocabulary (sunny, rainy, windy) used to describe that weather. They use a set of symbols that will be used to record the weather each day. These records will be saved for a future lesson where they will look for similarities, differences, and patterns.

**TEKS**

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at [http://www.tea.state.tx.us/index2.aspx?id=6148](http://www.tea.state.tx.us/index2.aspx?id=6148).

<table>
<thead>
<tr>
<th>K.8</th>
<th>Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.8A</td>
<td>Observe and describe weather changes from day to day and over seasons.</td>
</tr>
<tr>
<td>K.8C</td>
<td>Observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun.</td>
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</tbody>
</table>

**Scientific Process TEKS**

<table>
<thead>
<tr>
<th>K.1</th>
<th>Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.1B</td>
<td>Discuss the importance of safe practices to keep self and others safe and healthy.</td>
</tr>
<tr>
<td>K.2</td>
<td>Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:</td>
</tr>
<tr>
<td>K.2D</td>
<td>Record and organize data and observations using pictures, numbers, and words.</td>
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<tr>
<td>K.3</td>
<td>Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:</td>
</tr>
<tr>
<td>K.3B</td>
<td>Make predictions based on observable patterns in nature such as the shapes of leaves.</td>
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<tr>
<td>K.4</td>
<td>Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:</td>
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<tr>
<td>K.4A</td>
<td>Collect information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks timing devices, including clocks and timensor-standard measuring items such as paper clips and clothespins weather instruments such as demonstration thermometers and wind socks materials to support observations of habitats of organisms such as terrariums and aquariums.</td>
</tr>
<tr>
<td>K.4B</td>
<td>Use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment.</td>
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**GETTING READY FOR INSTRUCTION**

**Performance Indicators**
Observe and record weather on a daily recording chart using appropriate symbols to match the weather conditions, including temperature (hot, warm, cool, cold), wind conditions (calm, breezy, windy), and precipitation (none, some, lots).

AND

In small groups, give a “weather report” to the class of the current weather conditions, including relative temperature (hot, cold), wind conditions, precipitation, and appropriate clothing for the day.

Standard(s): K.2D, K.3B, K.4B, K.8A

ELPS: ELPS.c.1E, ELPS.c.3E

Key Understandings

- Weather can be observed and described.
  - What does the weather look like today?
  - How does the weather feel?
  - What words describe the weather today?
- Weather has patterns.
  - What kind of patterns can you observe from the weather graph?
- Weather changes from day to day.
  - Is the weather the same today as it was yesterday?
  - How is it the same? Different?
- Knowing the weather will help us plan what we will wear and what we will do.
  - Look at the weather. What would be a good activity to do today?
  - What should you wear on a day like today? Why?
  - What should you not wear? Why?
- Heat from the Sun warms the air and objects around you.
  - Where would you sit to cool off outside on a hot day? Why?
  - Where could you stand if you need to warm up on a cool day?

Vocabulary of Instruction

- weather
- sunny
- clear
- cloudy
- calm
- windy
- rainy
- snowy
- hot
- cold
- warm
- breezy

- some
- cool
- none
- lots

Materials

- bag (to hold objects, see Advance Preparation, per class)
- books (about weather, fiction and non-fiction, see Advance Preparation, per class)
- calendar (large desk or any other, see Advance Preparation, per class)
- camera – from previous activity (standard or digital, per class)
- clip (from a TV weather report, see Advance Preparation)
- crayons or colored pencils (per group)
- index cards – from previous activity (“weather word cards”, 3” x 5”, per class)
- index cards (3” x 5”, to record description words, per class)
- markers (different colors to record description words, per class)
- objects (weather related, see Advance Preparation, per class)
- paper (drawing, 1 sheet per student)
- pictures (weather, see Advance Preparation, 1 per pair of students)
- sentence strips (from Weather Sentence Strips, see Advance Preparation, 1 per student)

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.
**Advance Preparation**

1. Collect weather related objects from home, such as an umbrella, mittens or gloves, a sweater, a scarf, and sunglasses. Put them in a bag for the lesson.
2. Copy the Weather Picture Sentences page, and cut them apart. Each student needs one sentence.
3. Collect enough weather pictures for every two students in your class to have a picture to discuss. Find 2–3 examples of the following kinds of weather: sunny, cloudy, windy, rainy, and snowy. Do NOT use pictures that show extreme weather conditions. These pictures will be used to develop vocabulary to describe weather that students usually experience in your area. Pictures should also represent different seasons or temperatures (hot and sunny, cold and sunny, windy and cold, cold and rainy, etc.)
4. Get a large desk calendar, or another calendar that you can use, to record the weather daily. The monthly calendars should be saved for discussions and comparisons later in the year. The spaces need to be big enough to record the weather and temperature symbols. Symbols can be drawn or they can be cut and glued on. Some examples are included.
5. If time allows in the Explain section, prepare a short recorded clip from a TV weather report showing the weather person “predicting” or “reporting”.
6. If you are going to teach a weather song, write the words on a chart to use when you are teaching the song. Use a weather song to reinforce letter and word work concepts in language arts, when appropriate. (see Instructional Notes)
7. Collect fiction and non-fiction weather books for students to “research and read” and some for you to read aloud to the students at story time.
8. If you have a creative dramatics center, you might want to set it up as a weather station or newsroom. This would be great next to a window, if possible, so students can look out the window and record their observations with words or pictures in a weather journal kept by the window. You could also include a pair of binoculars. Other ideas might include a desk, Texas and US maps, pointers, weather pictures, thermometer, toy microphone, etc. Students can collect weather pictures and data from the newspaper to post in the center, too.
9. Prepare attachment(s) as necessary.

**Background Information**

This lesson gives students the opportunity to observe, describe, and illustrate what they are learning about the natural world, including clouds. During this lesson, students will build vocabulary to communicate the changes and patterns that they observe about the weather around them. These are observations that will require students to use their senses, and by recording these observations, they can discover patterns, trends, and changes.

Weather changes from day to day, but patterns in weather (precipitation, temperature, and wind) are too slow to notice with a short study of weather. By making regular observations over time, these changes become more apparent.

**INSTRUCTIONAL PROCEDURES**

<table>
<thead>
<tr>
<th>Instructional Procedures</th>
<th>Notes for Teacher</th>
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<tbody>
<tr>
<td>ENGAGE – Observing Weather</td>
<td>NOTE: 1 Day = 30 minutes</td>
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<tr>
<td>1. Sit down with a bag containing sunglasses, mittens or gloves, a sweater, an umbrella, and a scarf.</td>
<td>Suggested Day 1</td>
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**Materials:**
2. Explain to students that you didn’t know what you might need when it was time to go home today, so you had to bring all of these things.

3. Take out each item, and have students identify it, tell its use, and explain when you would need it. Ask students to help you decide which things you might need when you leave today. If students do not suggest checking the weather, lead the discussion in that direction.

4. Explain that weather changes all the time, so we can observe the weather to notice patterns. Weathermen observe weather patterns, study those patterns, and make predictions about weather based on those patterns. But because weather can change so easily, it is difficult to make completely accurate predictions. Scientists who study the weather are called meteorologists. We are going to observe and record changes in the weather like a scientist would. To get a good look at today’s weather, we are going outside together.

5. Take the students outside, and find a spot to sit for a few minutes and observe the sky. Take a clipboard, paper, and pencil with you. Record student observations.

6. After observing for a few minutes, move to a new location and observe again. Record student comments and descriptions. Try different sides of the building to see if the Sun or wind is different. Ask:

   - Where would you sit to cool off outside on a hot day? Why? You would want to sit in the shade or in a place where there was a breeze.
   - Where could you stand if you need to warm up on a cool day? You would want to stand in a sunny place because the Sun warms the air around us.

7. If available, take pictures with a camera of different things in the sky or of evidence of weather conditions (leaves blowing, hair blowing, shadows on the ground, clouds in the sky, etc.).

8. Go back to the classroom and Ask:

   - How does the weather feel? Answers will vary depending on the day’s weather conditions.
   - What does the weather look like today? Answers will vary depending on the day’s weather conditions.
   - What words describe the weather today? Answers will vary depending on the day’s weather conditions.

9. Inform students that they will be drawing a picture of today’s weather based on their observations outside. Review the observations that were recorded on the walk with the class.

10. Give students drawing paper and crayons. Walk around, and observe as they draw. Ask questions to encourage more detailed pictures. Remind students to write their names on the papers. Give each student a pre-cut sentence strip from the Handout: Weather Sentence Strips that says: “Today the weather was ______.” Students can draw a symbol or write a word in the blank.

11. Decide which word best describes today’s weather, and write it on the chalkboard, interactive whiteboard, or a chart tablet. Students may copy this word on their weather sentence strip, if appropriate. Scribe for those who still need it.

12. Have the students glue their pictures and sentences in their science notebooks.
### EXPLORE – Pairing Weather Words and Pictures

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<th>Suggested Day 2</th>
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<tr>
<td><strong>1.</strong> Give each pair of students a different picture of weather, such as, but not limited to, weather that is sunny, windy, rainy, and snowy.</td>
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<tr>
<td><strong>2.</strong> Have the students discuss the weather in their pictures and prepare to share with the class. Have the pairs give short descriptions of the weather in their pictures.</td>
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<tr>
<td><strong>3.</strong> As students are reporting, write down words that they use to describe the weather like hot, cold, windy, sunny, rainy, cloudy, dark clouds, shadows, puddles, puffy white clouds, blue sky, gray sky, etc. Record the words on index cards with a different color marker for each picture that is described. (These will be needed for tomorrow’s lesson.)</td>
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<tr>
<td><strong>4.</strong> Read a short story related to weather.</td>
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### Materials: |
- pictures (weather, see Advance Preparation, 1 per pair of students) |
- index cards (3” x 5”, to record description words, per class) |
- markers (different colors to record description words, per class) |
- book (about weather, per class) |

### Attachments: |
- Optional Handout: Weather Pictures (1 per group) |

### Instructional Notes: |
Do NOT use extreme weather pictures, such as hurricanes, tornados, and floods. The purpose of the pictures is to let students develop language for describing typical weather that they will be observing in your area throughout the year. The pictures also need to represent different temperatures. For example, you might have a picture of children swimming on a hot sunny day and someone skiing on a cold sunny day. Pictures like this can lead to questions like: “Would you rather be in the Sun or shade on a hot sunny day? Why? A cold sunny day? Why?”

### EXPLAIN

<table>
<thead>
<tr>
<th>Suggested Day 3</th>
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<tbody>
<tr>
<td><strong>1.</strong> Sit with students on the rug.</td>
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<tr>
<td><strong>2.</strong> Organize the words from yesterday with the matching picture in a pocket chart or in the middle of the carpet.</td>
</tr>
<tr>
<td><strong>3.</strong> Hold up a word card, and let the students decide on a symbol that could represent each kind of weather and temperature in the pictures. Examples: Sun for sunny day, cloud for cloudy day, kite for windy day, snowman for snowy day, rain drops for rainy day, happy face “sweating” for hot, happy face for just right, and happy face with a cap or earmuffs for cold.</td>
</tr>
<tr>
<td><strong>4.</strong> Show students a blank desk calendar, and tell them that they are going to keep track of the daily weather, just like meteorologists do, so they can observe patterns and changes in the weather and make more accurate predictions about the weather.</td>
</tr>
<tr>
<td><strong>5.</strong> Explain how each day a different student weatherman will report what the weather is like outside and mark the symbol for that kind of weather and temperature on the weather calendar.</td>
</tr>
<tr>
<td><strong>6.</strong> Take students outside for a few minutes to observe the weather. Help students to decide if it feels hot, cold, or just right. When back in the classroom, discuss how the temperature felt outside compared to how it feels inside the classroom. Agree on which symbol best represents today’s weather, and mark it on the weather calendar after returning to the room. After you model this for a few days, students can take over the task.</td>
</tr>
<tr>
<td><strong>7.</strong> Ask:</td>
</tr>
</tbody>
</table>
  * Do you think the weather reporter can make good predictions |

### Materials: |
- index cards – from previous activity (“weather word cards”, 3” x 5”, per class) |
- calendar (large desk or any other, see Advance Preparation, per class) |
- clip (from a TV weather report, see Advance Preparation) |

### Attachments: |
- Optional Handout: Symbols to Represent the Weather (1 per student) |

### Instructional Notes: |
Use any calendar you might be able to use for recording and save each month to make comparisons at the end of the year.

This is an on-going observation so that students can collect enough data to notice patterns and changes in the weather and seasons throughout the school year.
about the weather after only two days? (No)

- Do they have enough information to see any patterns in the weather? Scientists have to study the weather for a long time before they are able to see patterns.
- Is the weather the same today as it was yesterday? Answers will vary, depending on the weather at the time of this lesson.
- How is it the same? Different? Answers will vary, depending on the weather at the time of this lesson.

8. Explain to students that they will continue to observe the weather all year long and that later in the year, they will look at the information that they have collected to find patterns and changes.

9. If time allows, use a short recorded clip from a TV weather report showing the weather person “predicting” or “reporting.”

10. Teach students a short weather song to sing while the weatherman for the day records the appropriate symbols on the weather calendar.

Choose a time of day when it will be easy to observe the weather (like during recess), and record the symbols on the weather calendar. Try to record the weather and temperature (hot, cold, or just right) at the same time each day. Do not change the symbol for the day, even if the weather changes later in the day. If you want to record the change in weather on a particular day, draw another symbol and record the time the second observation was made.

ELABORATE – Using the Weather Graph

1. Show students the Handout: Weather Graph. Explain to students that they will each receive a copy in order to graph the weather daily.

2. Distribute the weather graphs.

3. Go over each of the weather icons, and explain what they mean.

4. Allow students to go outside and make an observation about today’s weather. This activity will continue for at least two weeks.

   Ask:
   - What should you wear on a day like today? Why? Answers will vary depending on the weather at the time of this lesson.
   - What should you not wear? Why? Answers will vary depending on the weather at the time of this lesson.
   - Look at the weather. What would be a good activity to do today? Answers will vary depending on the weather at the time of this lesson.

5. When back inside, model on your copy of the weather graph, how to color in the squares.

   Ask:
   - What kind of patterns can you observe from the weather graph? Answers will vary, but may include information about how many sunny, rainy, cloudy, hot, or cold days there have been in that month.

6. Students should do the last week of graphing on their own as this will be the completion of the first section of the Performance Indicator.

Materials:
- crayons or colored pencils – from previous activity (per group)

Attachments:
- Handout: Weather Graph (1 per student)
- Teacher Resource: Weather Graph

SAMPLE KEY

Instructional Notes:
The sample weather graph shows how a complete graph might look after 11 days. Each day the students observe the weather, they will fill in the squares that describe it. For example, the weather might be cloudy, windy, rainy and cool- so each of those categories would get one square colored in.

Misconceptions:
- Students may think that rain comes from holes in clouds.
- Students may think that clouds are made of cotton, wool, or smoke.
- Students may think that clouds foretell rain.
- Students may think that cold days are caused by the clouds covering the Sun.
Kindergarten Science Unit 05 PI 01

Observe and record weather on a daily recording chart using appropriate symbols to match the weather conditions, including temperature (hot, warm, cool, cold), wind conditions (calm, breezy, windy), and precipitation (none, some, lots).

AND

In small groups, give a “weather report” to the class of the current weather conditions, including relative temperature (hot, cold), wind conditions, precipitation, and appropriate clothing for the day.

Standard(s): K.2D, K.3B, K.4B, K.8A
ELPS: ELPS.C.1E, ELPS.C.3E

1. Refer to the Teacher Resource: Performance Indicator Instructions KEY for information on administering the assessment.

Materials:

- crayons or colored pencils – from previous activity (per group)
- books (about weather, fiction and non-fiction, see Advance Preparation, per class)

Attachments:

- Handout: Weather Report PI (1 per student)
- Teacher Resource: Performance Indicator Instructions KEY
Weather Picture Sentences

Today, the weather is ________________.

Today, the weather is ________________.

Today, the weather is ________________.

Today, the weather is ________________.

Today, the weather is ________________.
Weather Pictures

## Symbols to Represent the Weather

<table>
<thead>
<tr>
<th>Sunny</th>
<th>Cloudy</th>
<th>Clear</th>
<th>Windy</th>
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</thead>
<tbody>
<tr>
<td><img src="image1" alt="Sunny" /></td>
<td><img src="image2" alt="Cloudy" /></td>
<td><img src="image3" alt="Clear" /></td>
<td><img src="image4" alt="Windy" /></td>
</tr>
<tr>
<td>Sunny</td>
<td>Cloudy</td>
<td>Clear</td>
<td>Windy</td>
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<td><img src="image5" alt="Calm" /></td>
<td><img src="image6" alt="Rainy" /></td>
<td><img src="image7" alt="Warm or Hot" /></td>
<td><img src="image8" alt="Cool or Cold" /></td>
</tr>
</tbody>
</table>

# Weather Graph

<table>
<thead>
<tr>
<th>Days</th>
<th>Sunny</th>
<th>Cloudy (No Clouds)</th>
<th>Clear (No Clouds)</th>
<th>Windy (No Wind)</th>
<th>Rainy</th>
<th>Warm Hot</th>
<th>Cool Cold</th>
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## Weather Graph SAMPLE KEY

<table>
<thead>
<tr>
<th>Days</th>
<th>Sunny</th>
<th>Cloudy (No Clouds)</th>
<th>Clear</th>
<th>Windy (No Wind)</th>
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<th>Warm Hot</th>
<th>Cool Cold</th>
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We can wear...

Draw a picture of today’s weather.
Today, it feels ☞ ☜. The wind is ☞ ☜. It is ☞ ☜ outside today.
Performance Indicator Instructions **KEY**

**Performance Indicator**

- Observe and record weather on a daily recording chart using appropriate symbols to match the weather conditions, including temperature (hot, warm, cool, cold), wind conditions (calm, breezy, windy), and precipitation (none, some, lots).  
  (K.2D; K.4B; K.8A)

  **AND**

- In small groups, give a "weather report" to the class of the current weather conditions, including relative temperature (hot, cold), wind conditions, precipitation, and appropriate clothing for the day.  
  (K.3B; K.8A)

**Materials:**

- crayons or colored pencils – from previous activity (per group)
- books (about weather, fiction and non-fiction, see Advance Preparation, per class)

**Attachments:**

- Handout: **Weather Report PI** (1 per student)

**Instructional Procedures:**

1. Students will continue to record on their weather graph for about a week after the conclusion of this lesson. They must be given the opportunity to make observations and record the data. The teacher may also want to keep a weather graph in order to evaluate the accuracy of the students' work.

2. For part two: Create student groups.

3. Inform each group when they will be responsible for the day's weather report. Distribute the Handout: **Weather Report PI** for each student in the group to complete. This is the evidence of the student's understanding.

4. Remind students that the word wall has vocabulary that will help complete the weather report.

5. Allow a few minutes for the group to make observations and then about five minutes to present the "report". The report should include information on the current weather conditions, including relative temperature (hot, cold), wind conditions, precipitation, and appropriate clothing for the day. Have the fiction and non-fiction books available for them to use to research and read.

6. The weather reports may take a week to assess depending on the number of students in the class and size of the groups.

**Instructional Notes:**

This lesson is only five days but the weather graph will take about a week longer to complete to fulfill the requirements of the first part of the Performance Indicator.

If you have a toy microphone or a pointer, let the 'weather reporters' use them (and any other props you might think appropriate). You can encourage students to start by saying their names and identifying themselves as reporters for the weather channel at ____ School. If you have a creative dramatics center, you might set it up as a weather newsroom.

It might be helpful to place informational (fiction and non-fiction) weather books in the center.