Weather and Temperature

Content Area: **Science**
Course(s):
Time Period: **Undefined**
Length: **All Year**
Status: **Published**

Unit Overview

Essential Questions

What is weather?

Why does weather change?

How do I determine the weather?

How do I dress for the weather?

Content

Vocabulary

Skills

Observing and identifying basic types of weather

Matching weather manipulatives to current outside weather

Making association between weather and types of dress

Recording/drawing

Predicting

Describing

Sorting

Assessments

Teacher observation and question

Student response

Lessons/Learning Scenarios

1. class job: weather watcher: observing weather, reporting to class and placing correct picture on board

2. class job: froggy's stylist- dress frog according to weather

3. use wind toys outside: helicopter flyers, scarves, kites, paper planes, flags, etc

4. trace your partner's shadow

5. looking for shadows

6. using computer to check weather

7. using thermometers

8. bringing snow into the classroom: use with thermometers, watch melt

9. pictures books

10. class books with pictures of students dressed for the season

11. chart daily weather

12. sort pictures by weather/season

13. draw pictures

Standards

SCI.PK.5.1.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
SCI.PK.5.1.2	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).
SCI.PK.5.1.3	Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter

	[solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).
SCI.PK.5.1.4	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
SCI.PK.5.1.5	Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).
SCI.PK.5.2.3	Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).
SCI.PK.5.4.3	Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).
SCI.PK.5.5.1	Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

Resources