

## WEATHER MODULE

### Materials List

Detailed information on the websites, labs and activities listed below is provided on each daily lesson plan.

#### Days 1 & 2

Large calendar bulletin board; small baggies with pictures of weather symbols; markers; push pins; lists of students for each class; student science notebooks; hurricane charts; colored pencils; a variety of clothing and other items used in warm, cold, windy and wet weather conditions (coat, bathing suit, umbrella, shorts, fur lined boots, flip-flops, hat, scarf, etc.); overhead and transparencies; computer; Websites: for daily weather information – [www.srh.weather.gov](http://www.srh.weather.gov); for basic definitions and background information – [www.42explore.com/weather.htm](http://www.42explore.com/weather.htm) and <http://epa.gov/climatechange/kids/climateweather.html>

*Teacher note: If your textbook has pages with definitions of weather, climate, meteorology and meteorologists, you might choose to do this along with the websites provided.*

#### Day 3 –

Weather video, DVD or filmstrip, such as, Eyewitness Series, Discovery Channel Video, etc. (one source may be the public library); science notebooks; computer; website: [www.srh.weather.gov](http://www.srh.weather.gov); hurricane charts and weather calendar

#### Day 4 –

Science notebooks, art paper, crayons and/or scissors and glue sticks, hurricane chart, weather calendar and computer; textbook (Harcourt pp. D6 – D9, or related pages if using another series) and/or Teacher websites: (for teacher background information) <http://liftoff.msfc.nasa.gov/academy/space/atmosphere.html> and [www.windows.ucar.edu/](http://www.windows.ucar.edu/) (after reaching the Windows to the Universe site type in the “Search” box, “Layers of the Earth’s Atmosphere”, choose the first entry in the listing, then choose “Beginner” in the levels listed at the top)

Student website: [www.starhop.com/Elementary/Layers-4.pdf](http://www.starhop.com/Elementary/Layers-4.pdf) (3<sup>rd</sup> and 4<sup>th</sup> pages have teacher information)

#### Days 5 & 6 –

Computer, weather calendar and hurricane chart;  
Website for teacher info: <http://floatingclassroom.tamu.edu/TrainingInfo/Pressure.pdf>  
Demo: 3 large (12” round) balloons, 1 wooden dowel (approx. 30” to 36” long), string, scissors, 1 pin, balloon inflator (may be purchased at party supply stores, very inexpensively)  
LAB: “Air – The Unseen! Part I”; lab boxes with: 1 (10 oz.) plastic cup; 1 flat-bottomed, plastic container; 1 plastic packing peanut; paper towel, water, shallow tray, goggles and lab sheets

## Science Select 4<sup>th</sup> Grade

Days 7 & 8 –

LAB: “Air – The Unseen! Part II”; Lab boxes with: 1 (10 oz.) clear, plastic cup with a small hole in the lower side, covered with duct tape (the more rigid the cup is, the better); 1 flat-bottomed, plastic container; paper towels, water, and shallow tray; goggles, lab sheets; computer, weather calendar and hurricane charts

Website: [http://kids.earth.nasa.gov/archive/air\\_pressure/index.html](http://kids.earth.nasa.gov/archive/air_pressure/index.html) and/or appropriate pages in your textbook; lab sheets (Materials for demo: 1 plastic gallon milk jug with a tight fitting lid, hot water)

Days 9 & 10 –

Hurricane charts; computers; weather calendar; meter stick, sun cut-out, tape, chalk or stick, science notebooks, 1 two-liters plastic bottle, 1 balloon (approx. 7” round), electric hair dryer

Website for teacher background:

[www.msucleus.org/membership/html/jh/earth/atmosphere/lesson3/atmosphere3a.html](http://www.msucleus.org/membership/html/jh/earth/atmosphere/lesson3/atmosphere3a.html)

Day 11 –

Hurricane charts; computers; weather calendar; websites: <http://epa.gov/climatechange/kids/greenhouse.html> to use with students and [www.ucar.edu/learn/1\\_3\\_2\\_12t.htm](http://www.ucar.edu/learn/1_3_2_12t.htm) for teacher background; and/or textbook (Harcourt pp. D10 – D12 or related pages if using another series); science notebooks

Day 12 –

Hurricane charts; computer; weather calendar; LAB: “The Greenhouse Effect”, lab boxes each with: 2 student thermometers, large, clear glass jar, timer, gooseneck lamps or sunlight; lab sheets; red and blue crayons or map pencils; rulers and goggles

Days 13 – 15

Website: [www.nws.noaa.gov/om/brochures/OllieSkywarnBrochure.pdf](http://www.nws.noaa.gov/om/brochures/OllieSkywarnBrochure.pdf); group booklets; textbook pages, if available on major weather related events such as hurricanes, tornadoes, thunderstorms, winter storms, flooding, etc. (Harcourt pp. B72 – 74); science notebooks; rulers, hurricane charts, computer and weather calendar

*Teacher note: An alternate choice for gathering information on the above weather events would be books from the library.*

Large size (18” X 24”) art paper and/or construction paper, crayons, scissors, glue, staplers, backing for puzzle (i.e. poster board, manila folder, lightweight cardboard, etc); sample, assembled puzzle; transparency to model drawing of jig-saw puzzle pieces

Days 16 & 17 – Review

Textbook, lab sheets, science notebooks and review study handout, computer, weather calendar and hurricane charts

Day 18 – Assessment

Student assessments, privacy folders, computer, weather calendar and hurricane charts