**Introduction**

"Get your rain boots and umbrella's because today everyone is going to be a meteorologist!" I will then explain to the students what a meteorologist is and what they do. After that I will tell the class we will be studying thunder, rain, snow, and tornadoes. We will then, as a class, brainstorms all the things they know about the 4 different types of weather. Then they will research a different type of weather a day and record their findings in their weather log book. Also, they will draw a picture of the type of weather they are researching. After that I will give the students their weather log books.

**Task**

At the end of this project, the students will have a complete weather log book. They will research the different websites I gave them to find all of their information. They will have the date that they researched the type of weather and all the information they found about that type of weather for the day. In their journal they should have at least one paragraph about why this type of weather happens, how it happens, when it happens (including day or night and time of year), and lastly a detailed drawing of the type of weather.

**Process**

1. I will introduce the lesson to the class.

2. I will then brainstorm with you what you already know about the different types of weather (rain, snow, thunder, and tornadoes).

3. Then you will be assigned to groups of 3 students each.

4. I will then hand out everyone's weather log book.

5. I will then hand out your weather log books and explain what we will be doing.

6. Each group with work on a different weather for the day. For today, groups 1 and 8 will work on rain, 2 and 7 will do thunder, 3 and 6 will do tornadoes, and 4 and 5 will do snow. Each day it will change.

7. You will use the websites i provide below to find information about each type of weather.

<http://www.weatherwizkids.com/thunderstorm.htm> (This website has information about all four types of weather.)

<http://www.fema.gov/kids/tornado.htm> ( Tornadoes)

<http://fun.familyeducation.com/childrens-science-activities/winter/35037.html> (Snow)

<http://www.fema.gov/kids/thunder.htm> (Thunder)

8. You will then write down all the information you find and record it in your journal.

9. After you find the information you will then draw a picture that represents that type of weather.

**Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exceeds** (3 pts) | **Meets** (2 pts) | **Falls Below Expectations** (1 pt) |
| **Students use the websites provided to find information.** (1, 25%) | Facts about the type of weather is correct and organized. Clear understanding of the different types of weather is shown. | Most facts are correct. Websites are used. Information is clear and there is little spelling mistakes. | Little or no facts are used. Log book is unorganized and hard to understand. Many spelling mistakes. |
| **Picture of weather** (1, 25%) | Picture is very well drawn with great detail. Well organized and goes along with the assingned type of weather for the day. | Picture goes along with type of weather assigned for the day. Picture is a good size and easy to recognize. | No picture is drawn or the picture does not go along with the weather assigned for that day. |
| **Weather Log books** (1, 25%) | Books are well organized with the correct weather for each day. No lose papers or unnecessary drawings. Information and picture is clear to read. Information about the weather is correct. | There is the correct information for each kind of weather on the assigned day. A picture is drawn for each type of weather. Information is easy to read. | Log book is unorganized. Lose papers and unnecessary drawings on long book. No picture or wrong picture drawn for the assigned weather. |
| **Information about weather** (1, 25%) | Correct weather for assigned day is well researched. Information is complete and correct. Information is well detailed with little to no mistakes. | Information is correct and easy to read. Some spelling mistakes. | Information is incorrect and unorganized. Many spelling mistakes and hard to read |

**Conclusion**

After completing this lesson, the students will have a better understanding of the different types of weather. After they complete their weather log books they will share their information with their classmates. Then As a class, we will combine all the different facts they found for the different types of weather onto a poster. We will then compare our brainstorming poster with out "post" poster to see how much we learned in this lesson. I will then hang the poster up that we created as a class in the classroom so the students can be reminded of their great work.

**Credits and References**

www.fema.gov/kids/thunder.htm

[http://www.fema.gov/kids/tornado.htm](http://http://www.fema.gov/kids/tornado.htm)

[www.weatherwizkids.com/thunderstorm.htm](http://www.weatherwizkids.com/thunderstorm.htm)

[fun.familyeducation.com/childrens-science-activities/winter/35037.html](http://fun.familyeducation.com/childrens-science-activities/winter/35037.html)

Thank you to these websites for providing information for my students to help complete their weather log books.

**Introduction**

This lesson was developed to help the children get a better understanding of nature. By researching weather, the children will understand that the different things in the world effect the weather. For example, if it is warm outside, it is most likely to thunder. If the children have a better understanding of why this weather is occurring they will have a better understanding of how mature works.

This lesson is about the children discovering the different types of weather and how they work. The students are to work in groups of three and work with their classmates. They are to research thunder, rain, snow, and tornadoes. After they research the weather they will record their findings in their weather log books. The students will also draw a picture that has to go with the type of weather. In this lesson they students are required to work with their classmates and have fun with the lesson. This lessons also allows them to explore the computer in a safe way. I will provide the websites so I know what the children will be looking at. The will working as a team to answer questions and have a better understanding of weather. This will be a very fun and interesting lesson for the children.

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**Learner**

This lesson is recommended for 3rd or 4th grade students. This lesson requires both science and art skills. Science because they are learning about the different kinds of weather and art because they have to draw a picture of the type of weather. The students will have to know which kinds of weather they will be researching (snow, rain, thunder, tornadoes). Then they will find out all the information about the weather on the websites I gave them. They will have to know how to use a computer but for 3rd and 4th grades i do not think that will be a problem.

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**Standards**

PA.SCI.3.1.4.C

Illustrate patterns that regularly occur and reoccur in nature. Identify observable patterns (e.g., growth patterns in plants, crystal shapes in minerals, climate, structural patterns in bird feathers).

PA.SCI.3.1.4.C.1

>--- Use knowledge of natural patterns to predict next occurrences (e.g., seasons, leaf patterns, lunar phases).

PA.SCI.3.1.4.E

Recognize change in natural and physical systems.

PA.SCI.3.1.4.E.4

>--- Describe the change to objects caused by heat, cold, light or chemicals.

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**Reflection on Standards**

PA.SCI.3.1.4.C

Illustrate patterns that regularly occur and reoccur in nature. Identify observable patterns (e.g., growth patterns in plants, crystal shapes in minerals, climate, structural patterns in bird feathers).

**The students will observe the different kinds of weather. They will observe both why and how it occurs.**

PA.SCI.3.1.4.C.1

>--- Use knowledge of natural patterns to predict next occurrences (e.g., seasons, leaf patterns, lunar phases).

**They will use the knowledge they know to figure out where and when the type of weather occurs. Including both day and or night and what time of year the weather occurs most**.

PA.SCI.3.1.4.E

Recognize change in natural and physical systems.

**The children why and how weather changes. They will also research the different things that causes weather to change.**

PA.SCI.3.1.4.E.4

>--- Describe the change to objects caused by heat, cold, light or chemicals.

**The will describes which types of weather are effected by heat or cold. For example does temperature have to do with thunder?**

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**Resources**

[www.weatherwizkids.com/thunderstorm.htm](http://www.weatherwizkids.com/thunderstorm.htm)

[www.fema.gov/kids/thunder.htm](http://www.fema.gov/kids/thunder.htm)

[www.fema.gov/kids/tornado.htm](http://www.fema.gov/kids/tornado.htm)

[fun.familyeducation.com/childrens-science-activities/winter/35037.html](http://fun.familyeducation.com/childrens-science-activities/winter/35037.html)

 There will only be one teacher needed to help implement this lesson. However if there is a helper then that will be fine. The students will be working in their groups so the teacher will just need to make sure the students are working together and they are doing their assigned work. Also to be able to answer any of the questions that students might have.

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**Evaluation**

I will know this lesson is successful if the students complete all the tasks I ask them to complete. If they fill in their weather log books with the correct information and also draw the correct picture for the specific type of weather. I will know this lesson is successful if the students have fun with the lesson, and become interested in the different types of weather. I will make sure the students  answers the questions correctly with the information I have provided with the different websites. I will be walking around the classroom or computer lab to make sure all students are participating in this lesson. If a student is just sitting there and letting the rest of his/her group do the work then I will take the student aside and speak with them. I will ask the students questions at the end of the lesson and if the student does not know any of the answers then it will be clear that they did not participate in this lesson.