

## Weather Maps (K)

### Focus Areas

Language Arts, Science,  
Technology

### Time Needed for Activity

60 minutes

### Software

*Kidspiration 2*

### System Requirements

#### Macintosh

Mac OS 8.x-9.x and Mac OS  
10.0 and higher  
Power Mac  
4 MB RAM  
35 MB for installation  
640 x 480, thousands of  
colors  
4x CD-ROM

#### Windows

Win 95, 98, ME, 2000, NT  
4.0, XP  
75 MHz or faster  
8 MB RAM  
25 MB for installation  
640 x 480, 16-bit color  
4x CD-ROM

### Supporting Software

*Graphers*

*The Graph Club*

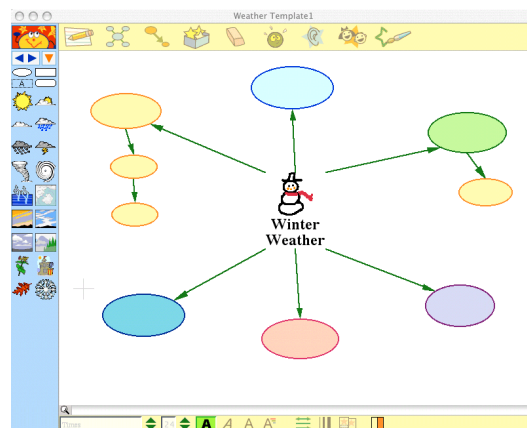
*World Book Reference Suite*

### Overall Objective

Children will document, discuss, and describe the weather for a specific period of time; then use software to create a mind map related to weather.

### Activity Description

Many children are fascinated by different weather forces. They are often curious about cloud formations, concerned with dark skies, and excited when they see snowflakes. As a class project, record the weather experienced during a three-day period. Encourage the children to discuss their feelings related to the weather and how weather may affect the way they feel (i.e., Do they feel different when it is sunny compared to when it is raining?). Create a template similar to the one shown below using Kidspiration 2. Ask the children to use the software and create a concept map showing the different kinds of weather. The children can expand their concept map with details related to the different forms of weather. Subtopics may include appropriate clothing and activities that correspond to various weather conditions.



## Learning Standards

### Children will:

#### Develop a topic using supporting information and ideas.

**Language Arts:** Communication Skills; Communication Strategies; Developing Research Skills; Participating in Society

**Science:** Science as Inquiry; Physical Science, Life Science; Science in Personal and Social Perspectives

**Technology:** Creativity and Innovation; Communication and Collaboration; Critical Thinking, Problem-Solving, and Decision-Making; Digital Citizenship; Technology Operations and Concepts

#### Use facts to support and describe a main topic.

**Language Arts:** Communication Skills; Applying Knowledge; Applying Language Skills

**Science:** Science as Inquiry; Physical Science, Life Science; Science in Personal and Social Perspectives

**Technology:** Communication and Collaboration; Critical Thinking, Problem-Solving, and Decision-Making; Digital Citizenship; Technology Operations and Concepts

#### Relate appropriate clothing with outdoor activities.

**Language Arts:** Communication Skills; Applying Knowledge

**Science:** Science in Personal and Social Perspectives

**Social Studies:** Culture; People, Places, and Environments

**Technology:** Communication and Collaboration; Digital Citizenship; Technology Operations and Concepts

#### Relate appropriate clothing to seasons.

**Language Arts:** Communication Skills; Applying Knowledge

**Science:** Science in Personal and Social Perspectives

**Social Studies:** Culture; People, Places, and Environments

**Technology:** Communication and Collaboration; Digital Citizenship; Technology Operations and Concepts

### Additional Activities:

- Use the World Book Reference Suite in a large group activity. As the children ask questions related to different types of weather, search for the information in the software. Ask the children to select a weather occurrence that they want to research. The children can use Kidspiration 2 to report what they discovered from their research.

## Notes

- Make a digital camera available so children can go outside and photograph different kinds of weather. Print photos of the various kinds of weather and post them near the area where large group activities are conducted (the photo collection will increase during the school year as the weather changes). As the various forms of weather are experienced, make a notation near the picture indicating that the weather occurred. The notation may be as simple as a tick mark or the date. Children will begin to recognize different types of weather on a single day.
- Use graphing software, such as Graphers or The Graph Club, to create a graph showing the children's weather preferences. Repeat this activity as the seasons change. During the year, compare the graphs and discuss any differences.
- As a weekend approaches, ask the children to record their outside activities for the weekend. Involve family members and ask them to assist in recording the activities. When they return to school, chart the various activities using Graphers or The Graph Club. Learn which activities were engaged in most frequently. Record separately the activities in which the children and their families participated. Encourage children to discuss their activities in relation to the weather they experienced over the weekend.
- Use Kidspiration 2 to create templates with one of several outside activities as the main topic. You might use topics such as sledding, skating, biking, swimming, or playing ball. Arrange the children in small groups and ask them to work together and find supports for "their" topic by adding the "gear" needed. As a large group, compare and discuss the results of groups who had the same topic. Encourage the children to discuss the results in relation to the weather needed for each outdoor activity.

## Notes

## Resources

### Books

- Cipriano, J. (2003). *All kinds of clothes*. Mankato, MN: Yellow Umbrella Books.
- Dodds, D. A. (2005). *Hello, sun*. New York: Penguin Group.
- Hendra, S. (2001). *Moley gets dressed for all weather*. New York: Penguin Group.
- Saunders-Smith, C. (1998). *Warm clothes*. Mankato, MN: Pebble Books.
- Schaefer, L. M. (2000). *A cold day*. Mankato, MN: Pebble Books.

### Web sites for children

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

### Web sites for families

<http://www.weather.com>  
<http://www.nws.noaa.gov/>  
<http://www.spaceweather.com/>  
<http://www.weatherbug.com/>  
<http://www.fema.gov/kids/thunder.htm>

### Web sites for teachers

<http://www.weather.com>  
<http://www.nws.noaa.gov/>  
<http://www.spaceweather.com/>  
<http://www.weatherbug.com/>  
<http://www.noaa.gov/tornadoes.html>  
<http://www.fema.gov/kids/thunder.htm>  
<http://nsidc.org/snow/>  
<http://teacher.scholastic.com/index.htm>