

FOSS TREES AND WEATHER MODULE—WEEK 3

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Hello Teachers and Families,

This package includes **Home/School activities for Trees and Weather Investigation 3—Observing Weather** on the FOSS website

<https://www.fossweb.com>.

Families can access Home/School Connections and other resources (multimedia, streaming video, and *FOSS Science Resources* interactive e-book) on FOSSweb through the class pages set up by the teacher. The teacher will need to provide the class user name and password for full access.

If the teacher has not set up Class Pages, families can still access the **Home/School Connections Center** page from the main FOSSweb login page. No registration is necessary for this access.

The Home/School Connections for each module are active investigations that can be conducted at home (inside or outdoors).

If you haven't used FOSSweb resources before, here's how.

For Students and Families: To sign in to FOSSweb, use the user name and password provided by your teacher. This might be a Common Class or Individual Student login. Here's a short video to get you started on FOSSweb

For Student and Families Sign in Video: <https://youtu.be/Fcfjbt7Li2k>

For FOSSweb help: <https://www.fossweb.com/student-parent-help>.

FOR TEACHERS: For help in setting up and using Class Pages, use the Walk-through Videos on FOSSweb:

<https://www.fossweb.com/fossweb-walkthrough-videos>

Visit the Home/School Connection for each module you teach, select the specific assignments that will be most relevant to your students at this point in instruction. Communicate with families about which content you are assigning through the Class Pages Notes on FOSSweb or through any other established parent communication channel your school has in place.

Tech support on FOSSweb: <https://www.fossweb.com/contact-us#jotform>

Sincerely,

The FOSS Team at the Lawrence Hall of Science

HOME/SCHOOL CONNECTION—WEEK 3, A

Investigation 3: Observing Weather

Here are things to do at home with this investigation.

Look at the Home School Connections for Investigation 3. (See teacher master 26 on the next page)

Make wind chimes with your child. Collect a number of things you have at home that could make some interesting sounds when they hit each other in the wind. Connect the objects together in a way that the objects will hit each other when the wind pushes on them. Hang your wind chime in a location that will be exposed to the wind.

Ask your child why the wind chime makes the sound(s) it does.

HOME/SCHOOL CONNECTION—WEEK 3

Investigation 3: Observing Weather

Wind Chimes

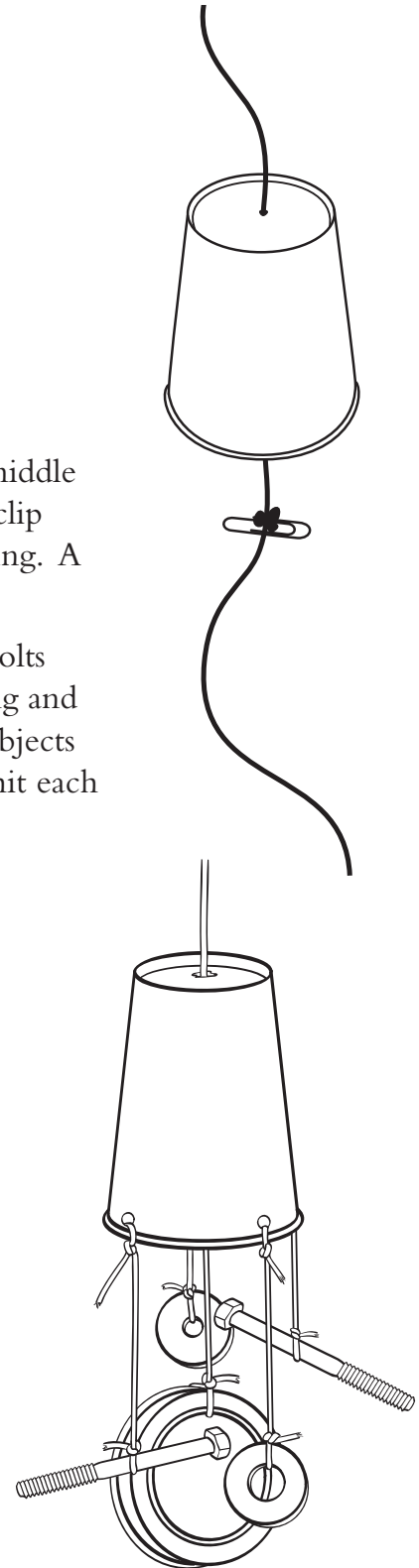
Materials

- Large cup, paper or plastic
- Paper clip
- String
- Metal objects of various kinds *

Activity

1. Poke a hole in the middle of the cup's bottom.
2. Pass a string through the hole. Tie a paper clip to the middle of the string so when the string is pulled up, the paper clip will hit the inside bottom of the cup and secure the string. A length of string will remain trailing down.
3. Use string to attach metal washers, discarded flatware, bolts or machine screws, jar lids, and so on to the center string and to strings attached to the lip of the cup. The hanging objects should all hang at about the same distance so they can hit each other in the wind.
4. Hang the wind chime outdoors to clatter and ring in the breeze.

* **SAFETY NOTE:** Avoid using any sharp or dangerous items.



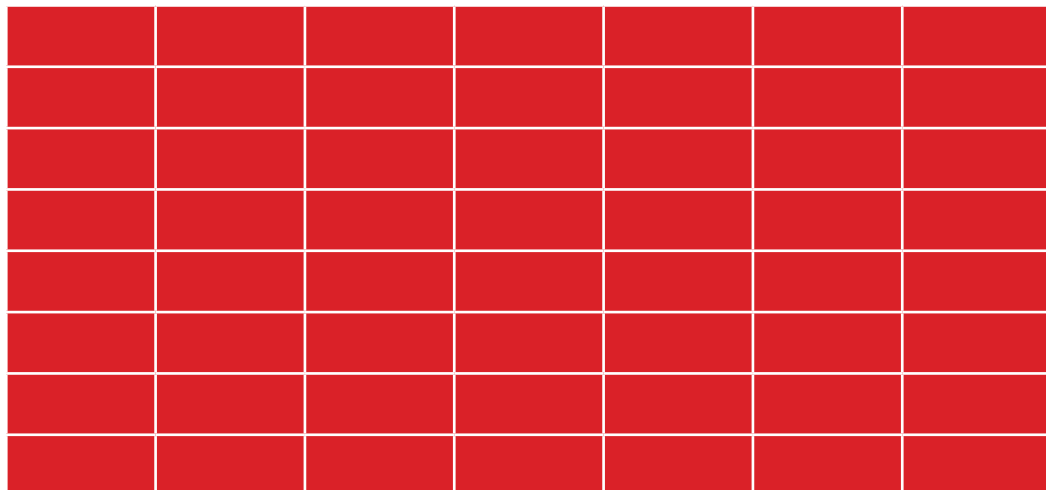
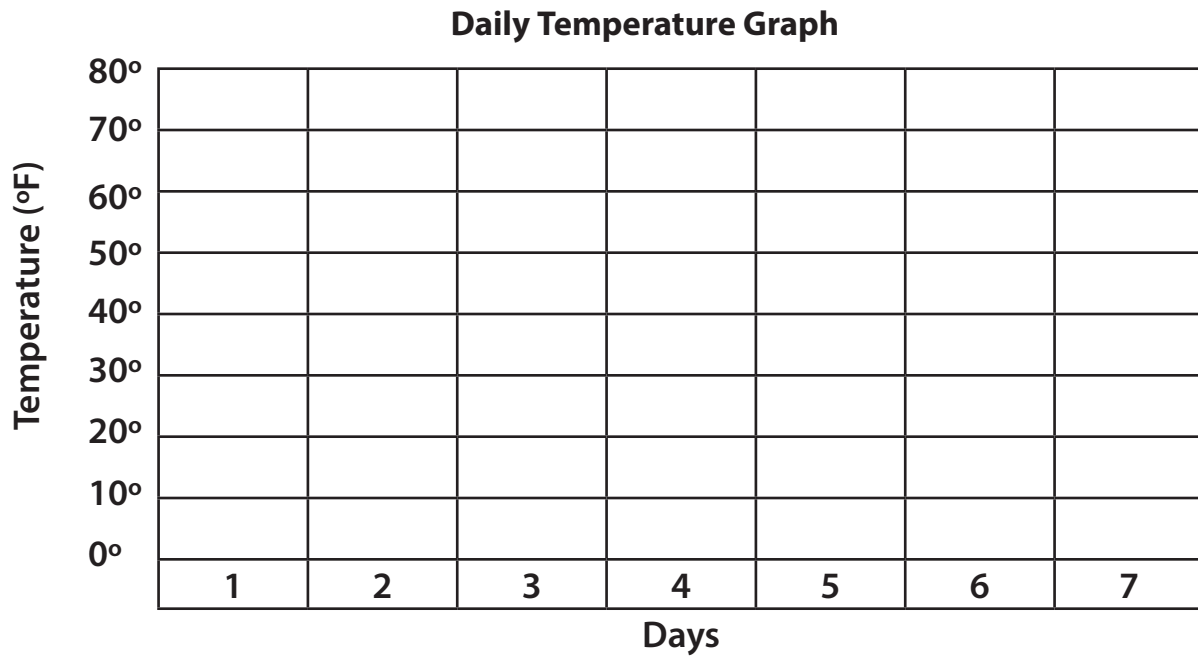
HOME/SCHOOL CONNECTION—WEEK 3, B

Investigation 3: Observing Weather

Graphing Daily Temperature

Determine the high temperature for your area every day for 7 days. Have your child graph the high daily temperature for each day on the graph by cutting the red strips to the correct length for that temperature and gluing it onto the graph. Once your child has graphed a week's worth of temperatures, ask them to tell you which day had the highest temperature and which day had the lowest temperature. What is their evidence?

Daily Temperature Graph



HOME/SCHOOL CONNECTION—WEEK 3, C

Investigation 3: Observing Weather

Read “Up in the Sky” in *FOSS Science Resources: Trees and Weather eBook*

To access the interactive eBook, login to FOSSweb with the username and password provided by your teacher. Go to the Media Library and look for the eBook.

Introduce the title, “Up in the Sky.” Ask your child what they think the article will be about.

Read the article with your child. You can click on the speaker icon on each page to have the text read to your child as well. As you read the article together, answer the questions on the pages together. In addition, here are some things you can do together with the interactives on the pages. (Click on the movie clip icon to play the clips.)

- Pages 20–21: Ask your child what they have seen in the sky during the day. Make a list and have your child draw a picture to go with each item on the list.
- Page 22: Ask your child if all clouds look the same and have them draw pictures of different clouds they have seen.
- Page 23: These videos show footage of birds and a butterfly in the air. Ask your child how it is that birds and butterflies can be in the air.
- Page 24: Has your child ever seen a hot air balloon or a kite up in the air? Ask them what is needed to fly a kite?
- Page 25: Ask your child to name some things they can see in the sky at night? How is the list different from what they can see during the day?
- Page 26: Ask your child if they can ever see the Moon during the day (yes, at certain points in the Moon’s phases).
- Page 27: Ask your child why they can’t see stars during the day.
- Pages 28–29: Has your child watched a sunrise or sunset? Ask them to describe how they are different.

Extension activity

Go outdoors and list what they actually see in the sky during the day and then again at night.

HOME/SCHOOL CONNECTION—WEEK 3, D

Investigation 3: Observing Weather

Read “Weather in *FOSS Science Resources: Trees and Weather eBook*”

To access the interactive eBook, login to FOSSweb with the username and password provided by your teacher. Go to the Media Library and look for the eBook.

Introduce the title, “Weather.” Ask your child what they think the article will be about.

Read the article with your child. You can click on the speaker icon on each page to have the text read to your child as well. As you read the article together, answer the questions on the pages together. In addition, here are some things you can do together with the interactives on the pages. (Click on the movie clip icon to play the clips.)

- Page 32: Do you live in an area where it snows in the winter or has your child been to the snow? If so, have them describe what snow is like.
- Pages 34–35: Have your child describe what a rainy day looks like. Where does the water come from? Why do puddles form?
- Page 36: Have your child look closely at the sailboat on the page and then watch the video. How does the wind make the sailboat move over the water?
- Page 37: Have students compare the videos. Which video is a scene from a calm day and which from a windy day?
- Page 40: Ask your child to watch the video of the windsock. How does the wind interact with it?
- Page 41: Ask your child to look out the window at trees near your house. Can they tell which way the wind is blowing by looking at the trees?
- Pages 42–45: Talk about the weather scientists they may see on the news. They are called meteorologists. Have them listen to a weather report and ask them why it is important for these scientists to be on the news.

Extension Activity

Have your child go outside or look out the window and describe the type of weather that is happening. You can compare this with what the weather scientist (meteorologist) predicted too.

HOME/SCHOOL CONNECTION—WEEK 3, E

Investigation 3: Observing Weather

View the Streaming Video: *Come a Tide* (Chapters 3–4)

Access the video by logging in to your teacher’s Class Page. Click on “Streaming Videos” in the Media Library.

This video will show examples of severe weather and to be stay safe in severe weather.

Ask your child to think about your local weather and ask if they think the weather they experience is the same all over the world. Tell them that some places in the world have more severe (worse) weather than they do. Some places may have less severe weather than you do in your community.

Show your child Chapters 3 and 4 of the video. You may want to pause the video after each kind of severe weather and talk about it.

Talk about if they experience any of the severe weather they saw on the video.