

# INV. 2 ACTIVITY—DAILY WEATHER OBSERVATIONS

## Introduction

Your child will make a daily weather observation over the course of a month.

**Focus question: What kind of weather are we having today?**

## Activity

Explain to your child that you are going to observe the weather every day for four weeks. Together, go outside for a few minutes and ask your child what the weather is today? Ask,

- How does the air feel?
- Is the air moving? Can you see anything that shows moving air?
- What kind of weather conditions do you see?
- What are the clouds like?
- Is anything falling from the sky?
- What questions do you have about weather?

Explain that when people talk about the conditions of the air outside, they are usually talking about weather. Discuss how the Sun is a source of light that warms the air, water, and land, and affects the weather.

Show your child the **Weather Record** (calendar) and the **Weather Symbols** (see next 2 pages).

Explain that a **meteorologist** is a person who studies the weather and that they will become a meteorologist at home. Look at the symbols together and then read each of the following sentences and point to the matching symbol:

- When it is bright and the Sun is shining and there are few or no clouds, it is \_\_\_\_\_ (sunny).
- When it is sunny, but there are some clouds in the sky it is \_\_\_\_\_ (partly cloudy).
- When the sky is gray and cloudy, but it is not raining or snowing, it is \_\_\_\_\_ (overcast).
- When it is cloudy and raining or drizzling, it is \_\_\_\_\_ (rainy).
- When it is cloudy and snow is falling, it is \_\_\_\_\_ (snowy).

Together look at the blank Weather Record (calendar). Fill in the dates for the current month to turn this into a calendar. Cut out the Weather Symbols and place them in an envelope. Place the calendar somewhere you will see it daily and each day tape or glue the best weather symbol to the correct date.

Have your child answer the focus question using the following sentence frame:

Today the weather is \_\_\_\_\_ .

Most observations can happen by looking out the window but do go outside and repeat this activity when new weather conditions occur. Take time to watch clouds, feel the temperature, and think about how windy it is. In one month, you will look at this completed Weather Record for Investigation 4.

# WEATHER RECORD






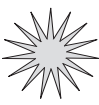








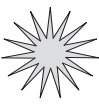














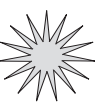







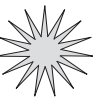
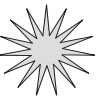
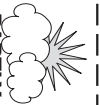


From \_\_\_\_\_ To \_\_\_\_\_

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

# WEATHER SYMBOLS

Cut symbols apart and place in cups or envelopes for daily use with class calendar.

 OVERCAST	 OVERCAST	 RAINY	 RAINY	 SNOWY	 SUNNY	 SUNNY	 PARTLY CLOUDY
 OVERCAST	 OVERCAST	 RAINY	 RAINY	 SNOWY	 SUNNY	 SUNNY	 PARTLY CLOUDY
 OVERCAST	 OVERCAST	 RAINY	 RAINY	 SNOWY	 SUNNY	 SUNNY	 PARTLY CLOUDY
 OVERCAST	 OVERCAST	 RAINY	 RAINY	 SNOWY	 SUNNY	 SUNNY	 PARTLY CLOUDY
 OVERCAST	 OVERCAST	 RAINY	 RAINY	 SNOWY	 SUNNY	 SUNNY	 PARTLY CLOUDY

# INV. 2 ACTIVITY—OBSERVING THE MOON

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## Introduction

With students at home, this is a perfect time to observe and record the Moon over time and look for patterns. Check the local newspaper or website to find out the phase of the Moon and what time it “rises” and “sets.” That will help you plan for the time to look for the Moon from your home. Determine what time of day the Moon is visible, whether it is during the day or night, and make a schedule for observations.

To make night-sky observations, take your child outside at about the same time each evening (when it is dark) and observe the sky. Take a few minutes to enjoy the night sky together. Discuss what you see. For example, if it’s cloudy, you won’t see anything but clouds. If it’s clear you will see stars (you might want to point out a constellation of two), planets (points of light that appear larger and brighter than stars), and the Moon (if it is visible).

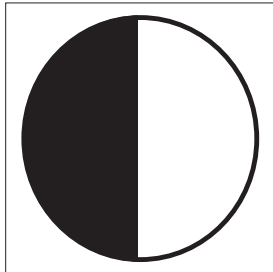
Discuss the changes in the night sky from night to night, especially the changing appearance of the Moon and where you see it in the sky.

And if you don’t see the Moon during the night, look for it during the day. The local newspaper or the Internet can provide information about when the Moon appears to rise in the East and when it appears to set in the West. **NOTE:** Be careful not to look directly at the Sun when you are searching for the Moon during the day. **Caution your child that it is very dangerous to look directly at the Sun.**

Have your child record each Moon observation, writing the date and time. Below is a sample of what a recording might look like. They should make a recording several times a week for a month.

On the next page, there is a sheet of Cut-and-Stick Moons. As an alternative to drawing the Moon, you can work with your child to find the image that best represents what the Moon looks like each day/night and use that on the recording. The Cut-and-Stick Moons can also be assembled on a large wall calendar.

## Sample Recording

<p><u>Monday, February 28 6:10 p.m.</u> Date and time</p> <p><u>Half of the Moon is bright (the right side).</u></p> <p><u>The sky is clear. I can see stars.</u></p> <p>_____</p>	
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# CUT-AND-STICK MOONS

