

INV. 4 ACTIVITY—ANALYZING WEATHER DATA

Introduction

In Investigation 2, you started collecting weather data on a calendar. Today you will look at that data and look for patterns over the month. You will create a graph of the different types of weather you saw. (Use teacher master 27 on the next page)

The focus question: How can we describe the weather over a month?

Activity

Look at the weather calendar together. Discuss what you see.

Ask questions such as:

- How many rainy days did we have? Sunny days? Cloudy?
- Did we have more rainy days or sunny days this month? More sunny days or cloudy days?

Explain that counting is one way to keep track of the numbers of days of different kinds of weather, but sometimes a graph makes comparison easier.

Now you will make a bar graph like the one in this picture. Use the Weather Graph master on the next page.

Pick one of the weather conditions, such as rainy, count the number of rainy days on your calendar, cut out that many pictures and tape or glue them onto one column of the weather graph. Start by taping one image at the bottom of the graph and keep all of one type of weather in its own column.

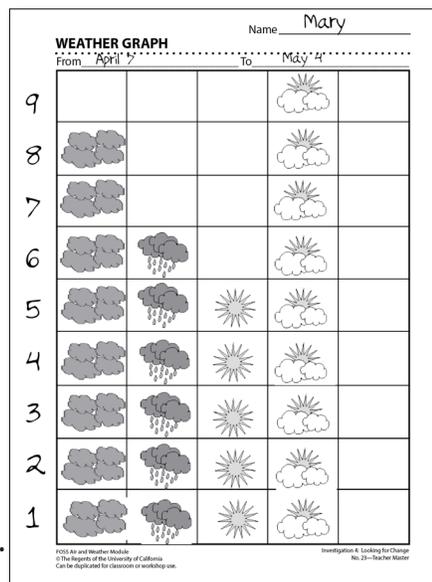
Help your child do one or two weather conditions, and then let them do the others on their own. Confirm if they are doing this correctly.

When you are done, discuss the weather graph:

- Which type of weather did we have the most of? How many days?
- Which type of weather did we have the least of? How many days?
- How many days was it sunny? How many days was it rainy?
- How can we compare the number of days of different kinds of weather?
- What questions do you have about weather?

Answer the focus question. You might want to use this sentence frame:

During the last four weeks we had mostly _____ days. We did not have many _____ days.



Name _____

WEATHER GRAPH

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From _____ To _____

INV. 4 ACTIVITY—MOON CALENDAR ANALYSIS

Focus Question: What does the Moon look like at different times during month?

Some weeks ago you started the Moon investigation at home. Each day you located the Moon in the sky during the day or night and noted the Moon's shape. You and your child recorded this information on a calendar.

When you have 4 weeks of Moon shape-data, work with your child them to look for patterns.

- What have you observed about the shape of the Moon? [It changes a little bit each day.]
- Does the Moon appear to be getting bigger or smaller? [Getting smaller now.]
- Can you predict what the Moon will look like tomorrow?
- How long did it take for the Moon to get back to the shape that we observed on the very first day? [About a month.]
- How does the Moon change over a single day? [Appears to rise in the sky from the east and sets in the west. This can happen at different times during the day but forms a pattern over a month.]

It is a lot to expect primary students to fully understand Moon phases, but they should show some beginning understandings of how the Moon changes each day over a 4-week period, getting smaller then bigger in a pattern that repeats each month. They should be able to draw several different shapes of the Moon, and say that the Moon can be seen sometimes at night and sometimes during the day.