

INV. 3 ACTIVITY—DAILY WEATHER OBSERVATIONS (1 OF 3)

Overview

If your child was learning in the classroom, they would be studying the weather. In this exploration at home, you will do daily weather observations. This can be built into your daily routine, perhaps done when eating breakfast or lunch. You do not have to go outside to do this, but we recommend doing so, because it will be easier to feel the wind and air temperature.

Exploration

To kick off the daily weather observations, go outside and ask your child the following questions,

- Where do we find weather?
- How does the air feel? Can you feel moving air?
- Do you see clouds in the sky? Are the clouds moving?
- What kind of weather do you see and feel? Does the air feel cool, warm, or hot?

Explain that when people talk about the conditions of the air outdoors, they are usually talking about the weather.

Show your child the **Weather Pictures** and together, read the word on each picture. (Find the Weather Pictures and Weather Record masters on the next pages.)

- Sunny weather is when it is bright and clear with few or no clouds.
- Partly cloudy weather is when it's sunny but there are lots of clouds in the sky.
- Overcast weather is when the sky is gray and cloudy but it is not snowing or raining.
- Rainy weather is when it's cloudy and raining or drizzling outdoors.
- Snowy weather is when it's cloudy and snow is falling.

Cut out the weather pictures and put them in an envelope.

Display the **Weather Record** (calendar) that they will use to keep track of the weather each day of the week over a month. You will tape or glue the appropriate weather picture on each date.

The focus question is: *What is the weather today?*

Record the answer here with pictures and words:

Today the weather is _____.

Follow up activities

- Think about the temperature each day. Make statements such as "It was cooler yesterday and it is warmer today." Or "In the shade of my tree, it is ____ than in the sun."
- Can you design a device that will help you think about which way the wind is blowing and how strong the wind is? Perhaps using a stick and a piece of string?


































WEATHER RECORD

From _____ To _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

WEATHER PICTURES

Cut pictures apart. Place them 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. 3 ACTIVITY—GRAPHING DAILY TEMPERATURE

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?

