

What's the Weather Like Today?

Grade Cluster - K-2

NETS-S – 2 - Communication & Collaboration

Quick Look:

Students observe and record the daily weather conditions and share their findings with global partners.

Scenario:

"Weather Teams, it's time for your Friday reports," calls out the teacher. Every morning this week, students have been working in small groups with [digital voice recorders](#) and digital cameras, keeping track of daily general weather information, including such items as clouds, wind, temperature and precipitation. They have recorded their findings in a table they created using one of the class [netbooks](#). "Which team would like to share first?" The Cloud Team reports that Monday and Tuesday had dark rain clouds. Wednesday and Thursday had lots of puffy white clouds, but there were no clouds today, just lots of sunshine. The team shares prints of the digital images that they took each morning and the class hears a playback of the daily audio recording and sees the group's information displayed in a large format through the [interactive whiteboard](#) (6a). The Wind, Temperature, and Precipitation groups also share their aspects of the days' weather (2b).

After each group has shared, using a projection system for all to see, the teacher adds the facts to a monthly online calendar, using weather codes and symbols that students have created (2d). Digital images of the weather and audio files are also added to the class' weather web page (2a). The class dictates to the teacher a brief weather summary, including a description of how the weather affected their choice of clothing and activities during the past week (2b, 6b).

"I wonder how our week's weather compares with our partner school in Argentina," comments the teacher. For the past several weeks, the class has been communicating with a partner school they found through [Global SchoolNet](#) (2c). The class checks their partner school's weather web site and then use [Skype](#) to talk with their Argentine friends about the weather they've observed (2b).

Later in the day, the class works with upper grade science buddies to assemble a weather station where students learn how to use different weather instruments to measure and record the temperature, wind direction, precipitation and humidity using [Pasco sensors](#) (6d). Data is collected and represented on graphs that they may later share on their web page for their global pals (2a, d).

Student Standards - The following NETS-S are noted in the Scenario:

2. Communication and Collaboration – A, B, C, D
6. Technology Operations and Concepts – A, B, D

Teacher Standards - Teachers who teach this unit address the following NETS-T:

1. Facilitate and Inspire Student Learning and Creativity - A, B, C, D
2. Design & Develop Digital-Age Learning Experiences/Assessments – A, B, C
3. Model Digital-Age Work and Learning – A, B, C, D
4. Promote and Model Digital Citizenship and Responsibility – B, C, D
5. Engage in Professional Growth and Leadership – A, B, C

Content Grade Expectations

The scenario writer has identified the following content grade expectations that s/he felt might be assessed in this scenario. In most of these scenarios, there may well be opportunities to assess other or additional content grade expectations across a variety of disciplines. If you are interested in developing a unit or lessons based on the following scenario, and you don't see any grade expectations in your content area, we encourage you to capture the ideas presented in the scenario and make it your own by adding components that address the grade expectations you are most interested in assessing.

Earth/Space Science

SPK-K:48 Students demonstrate their understanding of Processes and Change over Time within Earth Systems by...

- Observing and describing weather daily throughout a school year.

S1-2:48

- Observing and recording weather data through the seasons and identifying and drawing conclusions based on the **patterns** in the data collected.

Science Inquiry

S1-2:1 Students demonstrate understanding of SCIENTIFIC QUESTIONING by...

- Posing observational **questions** that compare things in terms of number, shape, texture, size, weight, color, motion, etc. (e.g., How fast does a Lady Beetle move compared to a Bess Beetle?).
- Investigating and completing **questions** to identify a variable that can be changed (e.g., What will happen if...? or I wonder if I change...?).
- Generating new **questions** that could be explored at the end of an investigation. Mathematics Grade Expectations: Grade 2

Standard 7.9: Data, Statistics, and Probability Concepts

M2: 23 Interprets a given representation (pictographs with one-to-one correspondence, line plots, tally charts, or tables) to answer questions related to the data, or to analyze the data to formulate conclusions.

M2: 25 Organizes and displays data using diagrams, models, tally charts, or tables to answer questions related to the data, to analyze the data to formulate conclusions.

Government & Society

H&SS1-2:14 Students act as citizens by...

- Describing what it means to be a responsible member of a group.
- Demonstrating positive interaction with group members (e.g., working with a partner to complete a task).
- Participating in setting and following the rules of the group, school, community.