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Lesson 2 weather patterns answer key

Photo credit: Clipart.com to help students understand how time changes a few from day to day. Context This lesson is the first in a series in two parts on time. The study of time in these early years is important because it can help students understand that some events in nature have a repeated model. It is also important for students studying the land repeatedly because they require years to acquire knowledge they need to complete the image. The full image requires the introduction of these concepts such as temperature, water cycle, etc. (Benchmark For Science Literacy, p. 66.) Weather 1: What is the weather? It focuses on the phrase in the benchmark: "time changes a few from day to day." As stated in the benchmark, some events in nature have a repeated model. So to make this lesson, students should already have familiar with the models. This lesson requires students to relate what they learn about what the models already know. Students look for simple models in non-atmospheric phenomena for the first time. Then identify and record several meteorological parameters to analyze the models. Part of the analysis is the construction of simple bar graphs. It is important that students are able to make a chart. In this lesson, students hold daily temperature records, precipitation and wind. Track their data and look for high and low models without being deeply in the nature of the climate. A Weather 2: What are the seasons? Students focus on the second portion of the benchmark: "Things such as temperature and rain (or snow) tend to be high, low or medium in the same months each year." Students identify seasonal models in temperature and precipitation. Planning Next This lesson is destined to be made for a week or down to students observing / record meteorological data every day. The following sheets for using the student can be found on the Utah Education network site: Watch Watch Symbols My Weather Graph My Weather Chart that you may want to read the time on the national site of scientific education standards for an example of how you could use A meteorological station in your school. First the motivation, take students to speak only of time in general. Ask questions like: What is the weather like today? What was like yesterday? How can you find out what will be time in advance? Do you know what it will be like tomorrow? Time affects what you can do (for example, can't play out if it rains)? So ask: Can you find clues around the class that indicate what time is? (The examples could include umbrellas, waterproof, shorts, t-shirts, snow boots, etc.) Would you find the same types of objects in the room yesterday? (If yesterday's time was very similar to today, then they will answer yesterday. If yesterday's time was very different, then they will respond to no.) If not, why not? (The time has changed.) Now, students use meteorological models for students to visit the warm weather on different clothes for the different weather. So talk to them of the types of clothes showed there. Ask us: what types of clothes you see in the picture when the weather is hot? (The answers should include a hat, a t-shirt, shorts, sandals, sunglasses and swimsuits.) Why should you be good types of clothes to wear when time is hot? (These are good clothes to wear when time is hot because they help you get cool and protect you from the sun.) Can you think of any other type of clothing that could be added to those you see? (Accept all logical answers.) So students go in rainy weather and talk to them clothes showed there. Ask them the same kinds of questions above Finally, the students go cold and talk to their clothes showed there. After watching and discussing all the photos, consider reading a book related to the weather for your students as: bear "intense year: a book up By March Leonard Magic Monsters Discover the time, of Sylvia Tester What to wear a bear to wear?. From the development of Laura Rossiter The goal of this section is for students to observe and record the time for a week and then analyze it. What time does time? An activity on the Utah Education network, offers instructions and worksheets of students for the collection and data graph. Provide students from the copies of meteorological clock symbols, my meteorological graph and my meteorological diagram. Dies the students who will observe and record the time for a period of a week. At the end of each day of school, students should use the symbols available on the Weather Watch symbols page to indicate what time was like for that day, cutting out the symbols and gluing them on the graph. At the end of every day, ask students questions like: what did you observe time today? Was it cold / hot out? The sun shines was the sun? Were there clouds in the sky? At the end of a week, students should use the information they recorded on their chart to fill the graph of my meteorological graph. By filling out the chart, students will create a bar chart that will show the model of time for the week. Ask students the guidelines included in step 6 in online activity and those suggested here: what kind of time did you see more? The minimum? What other types of time could you have seen? How will you represent those on a chart? How many days it had rain (or snow, etc.)? How many days did the same type of time? How many days they had more than one type of time? After students generally observed, chart, and analyzed time, asking them as they could do even better observations and as they think that time people on TV do observations. This conversation should eventually bring to the use of instruments (for example, rain gauges, meteorological bays). Perhaps the students also used tools in the above observations; if so, you could talk about those here. If you believe that your students would benefit from actually acting that involve the use of meteorological tools, so you can make them do some of the activities found on your meteorological station site. Students should follow the indications to make the goods resistant to the weather, the gauge of rain and the vane. You may want to print the instructions to also give groups. After built the boxes, you will need to put them outside in an appropriate position. Evaluation A way to evaluate student understanding is to see how much they can apply what they have learned and thinks beyond this week's time. Ask questions like: What would your chart look like last week? What do you think your chart would seem in a different month? In a different season? Looking at your meteorological diagram, was the time the same as a day to day? Ask students to appoint other phenomena related to the earth, could observe / record on a daily basis. For example, the sun time stands and tax: The phases of the moon, etc. Extensions You can extend ideas in this lesson Taking your students through the Science Netlinks lesson series on the sky, which encourages students to regularly observe the day and night regularly to identify changes sequences and watch regularly for models in these changes. The first lesson of the series is: Sky 1: objects in the sky. How's time today? He asks students to think of time in their area and introduce them to meteorological trends and temperature in different latitudes of the United States. Look at the weather map today and record high temperatures for some cities. Yes Drawing images of themselves outdoors in their christmas city and in another place that has different time. For mathematical / graphics extension, see what time is time? On the Lighting website. Activities in this lesson focus on the study of a chart that reports the number of students wearing sweaters at school every day for a week. Information is shown in a block block Students are asked to discuss and describe the information and then predict what happened on the basis of the information provided. They are encouraged to write an explanation to defend their forecasts. Web Weather for children has more specific information on meteorological phenomena such as clouds, hurricanes, storms, tornadoes and winter storms. It includes stories, games and activities for students. They can even try your hand at predicting the weather. Send us feedback on this lesson> Weather and climate are related, but it is worth determining the difference between them. The time is the physical condition of the lower layer of the atmosphere, characterized by a complex of meteorological elements simultaneously observed at one or another point on the surface of the earth and formed under the influence of solar radiation, the circulating atmospheric processes, and also the properties of the underlying surface. In the same city, the weather can change every few hours: a fog appears in the morning, a storm begins to dinner, and at night the sky is cleared from the clouds. The climate is a long-term repeated time regime, characteristic of a certain locality. The climate affects the soil, water, flora and fauna. What are the weather patterns? The weather patterns are a set of constantly changing values of meteorological and atmospheric phenomena observed elements at a given moment in time at a particular point in space. Question Answer Air Mes AN _____ Forms When a large high pressure system lingers over an area for several days an example of a maritime _____ Air is a mass of polar air mass that forms over the North Atlantic Temporativo the first phase A _____ I when clouds form, this the dry continental air masses of cumulus phase that exists above the earth are called A _____ "massaging l" hurricane _____ is the most destructive storm on earth occluded An _____ front forms of a cold front moving rapidly recovers with a slow moving tornado in the United States than elsewhere. the more dense pushes cOLD AIR IN HOT AIR MASS WHY IS _____ TROPICAL air that is formed in close proximity to the equator is A _____ STORM FRONT a boundary between MASSE TWO LOW PRESSURE aIR is A _____ system in a _____ . RISING air cools and condenses water vapor, the and clouds forming THUNDER The air molecules rapidly growing next to a lightning bolt causing a sound that refers to come _____ Hurricane (another name) other names for a tropical cyclone A _____ are tropical cyclone and typhoon a _____ warm front forms when a cold front in rapid motion capture with a warm front face in the slow motion movement

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