
PERFORMANCE TASK : Weather Reporter

BIG IDEA:

- Local weather changes based upon a number of environmental factors.
 - Forecasting the weather is important for keeping safe during severe weather possibilities.
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ESSENTIAL QUESTIONS:

- How does the weather change daily?
 - Why do we try to forecast the weather?
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OVERVIEW:

The weather is different all over the world. In some places the weather is cool. In other places the weather is hot. What is the weather like where you live? People report the weather so that other people can know what to wear. This is called forecasting. Knowing what the weather is can also help to keep you safe. People want to know if it is going to be sunny. They also want to know if it is going to rain or snow. Predicting the weather is very important. Predicting the weather is telling people ahead of time what the weather might be like.

GOAL:

Your goal is to help your friends learn about the weather. You should also help them learn about predicting the weather.

ROLE:

The local television station is looking for a classroom to help report the weather. Your classroom is hoping to be chosen.

AUDIENCE:

Your audience will be your classmates and people who watch the news. They want to learn more about the weather and how it is predicted.

SITUATION:

The weather is different all over the world. In some places the weather is cool. In other places the weather is hot. What is the weather like where you live? People report the weather so that other people can know what to wear. This is called forecasting. Knowing what the weather is can also help to keep you safe. People want to know if it is going to be sunny. They also want to know if it is going to rain or snow. Predicting the weather is very important. Predicting the weather is telling people ahead of time what the weather might be like.

PRODUCTS:

Accurate Weather Prediction Chart

- Watch the local weather forecast. Make a chart showing what the weatherman said the weather is supposed to be for each day of the week. You should tell the predicted temperature, rain or snow fall, and if it's supposed to be windy. (You will need to watch a 7 day forecast.) Then, keep track of each of those things for each of the days of the forecast. What was the actual temperature? Did it rain or snow? Was it windy? Was the weatherman right? Were the predictions (guesses) better in the beginning of the 7 day forecast? How close were they? Be ready to share what you discover.

(This activity can be done as a whole class keeping one chart. Local weather reports can be pulled up on the Internet and shown to the entire class. You can also add variables by breaking the students in groups and showing different forecasts to see whose are more accurate.)

Guess The Season Bag

- Pick a season. Put at least four things in a paper bag that would be something you would use or wear during that season. Have other students guess which season it is based on the items in the bag. Which item was the one that helped them the most? Why?

Illustration

- **suggested starting product:**

Draw a picture of different types of weather.

Journal Prompt

- **Suggested final product can be written or orally dictated.**

Tell me what you learned about weather and why it is helpful to know what is predicted ahead of time.

Storm Preparedness Poster

- **PART A**

What kinds of storms do we get in our area? Make a poster that shows the different storms we get. You can use pictures from books, the Internet, or you can draw them. Write the name of each storm next to its picture. Arrange the storms on your poster by the seasons in which they occur.

PART B

Discuss each of the storms on your poster. What kinds of things happen during each storm? What things should you do in order to stay safe in each type of storm? What should your class do to stay safe if one of these storms happen during school? How do you learn about possible severe weather? Make a plan and put it on your poster next to where you have your picture of the storm. Hang it in the classroom.

RUBRICS:

Accurate Weather Prediction Ch - Weather Reporter

Weights	1	2	3	4
Oral Presentation (x1)	Does not communicate scientific ideas through oral explanation. Does not describes people, places, things, and events with relevant details, or express ideas and feelings clearly.	Shows little communication of scientific ideas through oral explanation. Describes little about people, places, things, and events. Uses few relevant details. Expression of ideas and feelings is unclear.	Somewhat communicates scientific ideas through oral explanation. Somewhat describes people, places, things, and events with relevant details, expressing ideas and feelings.	Clearly communicates scientific ideas through oral explanation. Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Penmanship (x1)	Writing is very sloppy.	Writing is somewhat sloppy.	Writing is neat.	Writing is very neat and easy to read.
Labeling (x1)	Few of the items that need to be identified have labels. Title is missing or not suitable for drawing.	Some items that need to be identified have labels. Includes a title.	Most items that need to be identified have labels. Drawing includes an accurate title.	Every item that needs to be identified has a label. Drawing includes an accurate title.
Scientific Thinking (x1)	Does not demonstrate an understanding of scientific thinking. Gave a limited explanation of local weather patterns observed using data.	Somewhat demonstrates an understanding of scientific thinking by explaining local weather patterns observed using some data.	Mostly demonstrates an understanding of scientific thinking by explaining local weather patterns observed using data.	Clearly demonstrates an understanding of scientific thinking by explaining local weather patterns observed using a variety of data.
Conventions (x1)	Few of the words are spelled correctly in the title, labels, and caption.	Some of the words are spelled correctly in the title, labels, and caption.	All familiar words are spelled correctly in the title, labels and caption. One or two scientific words may be misspelled.	All words are spelled correctly in the title, labels and caption.
Content (x2)	Chart contains little data from forecast predictions and data collected daily by the student. It includes little of the required information including: temperature, precipitation, and winds.	Chart contains some data from forecast predictions and data collected daily by the student. It includes some required information including: temperature, precipitation, and winds.	Chart contains data from forecast predictions as well as data collected daily by the student. It includes most required information including: temperature, precipitation, and winds.	Chart contains data from forecast predictions as well as data collected daily by the student. It includes all required information including: temperature, precipitation, and winds.

Journal Prompt - Weather Reporter

Weights	1	2	3	4
Content (x1)	Response contains a limited amount of accurate, factual information.	Response contains some accurate, factual information about the topic.	Response contains mostly accurate, factual information about the topic.	Response contains accurate, factual information about the topic.
Science of Weather (x1)	Does not demonstrate understanding of the importance of weather prediction or differences in weather precipitation.	Somewhat demonstrates understanding of the importance of weather prediction. Does not include examples of different types of weather and precipitation and how we can prepare.	Mostly demonstrates understanding of the importance of weather prediction. May include examples of different types of weather and precipitation and how we can prepare.	Demonstrates solid understanding of the importance of weather prediction. Gives examples of different types of weather and precipitation and how we can prepare.
Conventions (if student response is written) (x1)	Entry does not indicate an attempt at phonetic construction.	Entry includes phonetic construction of words. Does not include capitalization or punctuation.	Entry includes some sight words spelled correctly and phonetic construction of unknown words. May include capitalization or punctuation.	Entry includes sight words and phonetic construction of unknown words. May include capitalization or punctuation.
Oral Dictation (if journal response is given orally) (x1)	Student response is not audible and lacks coherent sentences	Student response is partially audible and uses somewhat coherent sentences.	Student response demonstrates audible speaking in mostly coherent sentences.	Student response demonstrates audible speaking in coherent sentences.

Illustration - Weather Reporter

Weights	1	2	3	4
Illustration (x1)	Illustration is unclear and is not connected to the concept.	Illustration is somewhat clear and demonstrates minimal connection to the concept.	Illustration is clear and demonstrates some connection to the concept.	Illustration is clear and demonstrates connection to the concept.

Poster - Weather Reporter

	Weights	1	2	3	4
Labeling (x1)	Few of the items that need to be identified have labels. Title is missing or not suitable for drawing.	Some items that need to be identified have labels. Includes a title.	Most items that need to be identified have labels. Drawing includes an accurate title.	Every item that needs to be identified has a label. Drawing includes an accurate title.	
Content and Accuracy (x1)	Poster includes little of the assigned information including: all storms for the area and the seasons in which they occur. Information is inaccurate.	Poster includes some assigned information including: all storms for the area and the seasons in which they occur. Some information is accurate.	Poster includes most assigned information including: all storms for the area and the seasons in which they occur. Most information is accurate.	Poster includes all assigned information including: all storms for the area and the seasons in which they occur. All information is accurate.	
Conventions (x1)	Few of the words are spelled correctly in the title, labels, and caption.	Most of the words are spelled correctly in the title, labels, and caption.	All familiar words are spelled correctly in the title, labels and caption. One or two scientific words may be misspelled.	All words are spelled correctly in the title, labels and caption.	
Penmanship (x1)	Writing is very sloppy.	Writing is somewhat sloppy.	Writing is neat.	Writing is very neat and easy to read.	
Oral Presentation (x1)	Does not communicate scientific ideas through oral explanation. Does not describes people, places, things, and events with relevant details, or expressing ideas and feelings clearly.	Shows little communication of scientific ideas through oral explanation. Describes little about people, places, things, and events; Uses few relevant details. Expression of ideas and feelings is unclear.	Somewhat communicates scientific ideas through oral explanation. Somewhat describes people, places, things, and events with relevant details, expressing ideas and feelings.	Clearly communicates scientific ideas through oral explanation. Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
Science Connection (x1)	Information included on the poster does not demonstrate an understanding of weather for the local area.	Information included on the poster somewhat demonstrates an understanding of weather for the local area.	Information included on the poster mostly demonstrates an understanding of weather for the local area.	Information included on the poster clearly demonstrates an understanding of weather for the local area.	

Season Bag - Weather Reporter

Weights	1	2	3	4
Contents (x1)	Bag contains 1 item. Item may or may not be appropriate for season chosen.	Bag contains 2 items. Items are appropriate for season chosen.	Bag contains 3 items. Most items are appropriate for season chosen.	Bag contains 4 items. All items are appropriate for season chosen.
Scientific Connection (x1)	Student demonstrates very limited understanding of weather patterns. Choices are not supported.	Student demonstrates limited understanding of weather patterns. Supporting information is limited.	Student demonstrates understanding of weather patterns by supporting choices for bag using scientific facts.	Student demonstrates understanding of weather patterns by clearly supporting choices for bag using many scientific facts.