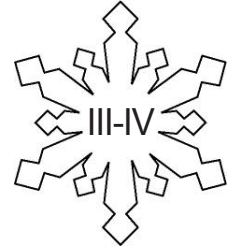


Weather Observation Journal _____

Levels



Grades 5-8

Overview:

Elders and scientists alike use Weather Observation Journals to note patterns in the weather and to have a written record of stories and information to share with others that can be used to predict and prepare for the weather. In this activity, students will keep a weather journal for one month. At the end of the month, they will examine their entries and note any patterns or connections they find between various weather features.

Objectives:

The student will:

- observe their surroundings;
- listen for stories and sayings regarding the weather;
- compare classmates' observations; and
- look for patterns and connections between various weather phenomena.

GLEs Addressed:

Science

- [5-8] SA1.1 The student demonstrates an understanding of the processes of science by asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating.
- [5] SE2.1 The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by investigating a problem or project over a specified period of time and identifying the tools and processes used in that project.

Materials:

- STUDENT WORKSHEET: "Weather Observation Journal"
- STUDENT WORKSHEET: "Analyzing Weather Observations"
- Stapler
- Staples
- Scissors

Activity Procedure:

1. Distribute the STUDENT WORKSHEET: "Weather Observation Journal" and a pair of scissors to each student. Make enough copies of the second page of the worksheet for students to have enough entries for each day of the month. Instruct students to fold and cut the worksheet as shown to create a weather journal. They will need to staple the pages together at the folded edge and write their name on the journal.
2. Explain that each day for one month students will be given a few minutes during class to record their weather observations for that day. At the end of the week, students will share their observations among their classmates and look for connections between weather phenomena, such as cooler temperatures when the wind blows from the south, and patterns, such as it was cold for three days and then warmed up for three days.
3. Read Chester Noongwook's Rules of Weather Observation as a class.
4. Provide students a few minutes to write in their journals on that day. Repeat this step during class every day for the remainder of the month.

5. After writing their last journal entry, hand out the STUDENT WORKSHEET: “Analyzing Weather Observations.” Divide students into groups, then instruct them to share their journal entries with each other. The easiest way to do this is to have each student read his or her entry for Monday, discuss, and then continue with the next day. The discussion should include similarities and differences among entries.
6. After students have had sufficient time to share their weather journals, instruct them to complete the STUDENT WORKSHEET: “Analyzing Weather Observations.”
7. Allow students to keep their journals, encouraging them to add quarter-fold paper and continue their entries for themselves and to share with friends and family.

Answers:

Weather Observation Journal: Answers will vary.

Analyzing Weather Observations: Answers will vary.

Step 5: Staple here

Name:

Weather Observation Journal

Step 3: Cut here
Step 1: Fold here

Step 4: Cut here

Chester Noongwook's Rules of Weather Observations:

- First thing, get out early in the morning, and check the wind and the sky conditions, whether the sky is cloudy, and also whether it is cold or warm in terms of your body feeling;
- In the old days, we always used to go down to the sea shore every morning—to check the ice and weather conditions at the water (sea level), how the current is moving, and where is the tide;
- Always talk to other people about weather and ice conditions; listen to other people's minds to see whether it is good to go out hunting;
- Check for any change in wind and weather condition; we are told to watch out for weather all the time, either we are on the ice or on shore—every hour, every minute or listen to other boats what they are saying;
- Keeping watch for any change in water because of currents or clouds or waves—any sign of water change is very important;
- You can never make a good forecast for tomorrow based upon today's weather. Better go out and check it in the evening. Make a guess and check it next day: it is better to see whether it is correct or not.

Step 2: Fold here

Date: _____

Wind: _____

Sky: _____

Ice/Water: _____

Observations of others: _____

Observations of others: _____

Observations of others: _____

Ice/Water: _____

Ice/Water: _____

Sky: _____

Sky: _____

Wind: _____

Wind: _____

Date: _____

Date: _____

Date: _____

Date: _____

Wind: _____

Wind: _____

Sky: _____

Sky: _____

Ice/Water: _____

Ice/Water: _____

Observations of others: _____

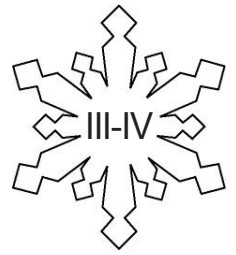
Observations of others: _____

Name: _____

Analyzing Weather Observations

Student Worksheet

Levels



Directions: Use the Weather Observation Journal to fill in the calendar below. For each day, list the wind direction, the strength of the wind (no wind, a little windy, very windy, etc.), the sky conditions (rain, snow, clear, cloudy), and the relative temperature (colder, warmer, very cold, etc.).

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

1. Which weather events occurred together the most times?

2. Which weather events were connected (when one happened, the other almost always happened)?
