

Area/Skill - Science	Cognitive Skill Level - Application	Correlation to Framework - 03.03/03.06	Lesson Number - 22
<p><b>Activity Title - Weather Maps</b></p> <p><b>Goal/Objective</b></p> <p>To understand and interpret information on a weather map in order to construct a graph.</p> <p><b>Lesson Outline</b> <b>Introduction</b></p> <p>Discuss how the weather affects people's daily lives as they prepare for work and plan activities, events, and vacations. Talk about the need to be aware that weather not only impacts us as individuals, but also impacts our communities, state, nation, and the world.</p> <p><b>Activity</b></p> <p>Briefly discuss the degree of awareness that students have of the weather. Identify the different sources that contribute to their awareness (radio, television, Internet, newspapers, personal experiences, etc.). Provide students with the weather page from a local newspaper. Discuss map legends, where to find the high and low temperatures on the map and in the text listings, specific areas that are shown, etc. Have the students list the high and low temperatures for five cities in the United States. Next, have them use an appropriate format to graph their information.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Have the students share their graphs with the class. Discuss what each graph reveals and assess whether or not the type of graph chosen was appropriate to display the information. Discuss whether or not the information can be used to predict highs/lows for the upcoming week. Why or why not?</p>		<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Newspaper with weather map included</li> <li>• Paper and pencils</li> <li>• Graphing paper or poster board</li> <li>• Rulers</li> <li>• Colored markers, pencils, water paints, clay</li> </ul>	
<p><b>Real-Life Connection</b></p> <p>Weather forecasts and maps increase people's awareness of the world around them and helps them to plan and prepare for the day. This may include deciding what to wear to work or to an event, activity, or even on vacation. Awareness of the weather can also assist people in preparing for extreme weather conditions such as hurricanes. Have students discuss how the weather impacts their lives.</p>		<p><b>Extension Activity</b></p> <p>Have students gather weather information from the radio, television, Internet, etc. Have them identify cities in other states or countries and graph the high/low temperatures for a specific day or number of days. Students may wish to compare temperatures of places where they have relatives or friends living.</p> <p><b>ESE/ESOL Accommodations</b></p> <p>Provide maps/texts with less information on the page.</p> <p>Enlarge the graphics and texts.</p> <p>Provide alternate materials with similar content at lower reading levels.</p> <p>Provide a variety of ways to gather information: radio, phone, Internet, calling television stations, etc.</p> <p>Provide think-pair-share activities.</p>	

## GED 2002 Teachers' Handbook of Lesson Plans

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### Activity Title - Weather Map Graphing

#### Introduction

*Say:* The weather affects our daily lives as we prepare for work and school, plan activities and events, or even decide where to go on our vacation. Weather not only impacts us as individuals, but also as a community, a state, and a nation. The effects of the weather can also have a major impact on the Earth.

#### Main Activity

*Say:* Today, let's discuss your own personal awareness of the weather. *Ask:* How aware are you of today's weather? How did you prepare for today in relation to the weather? Are the clothes that you are wearing the result of your checking today's weather? How did you obtain information about today's weather?

*Say:* There are many sources that we can go to for information about the weather—radio, television, the Internet, newspapers, etc. Today, we are going to look in the newspaper at a weather map that provides us with lots of data.

Provide students with copies of the weather page from a local newspaper. Discuss map legends and graphics, listings of the high/low temperatures, areas covered by the map, etc.

*Say:* Now that you are aware of all the different information that you can obtain by looking on the weather page, I want you to select five cities. For each of these cities, list the high and low temperatures. When you are done, draw a graph to display your information.

Have students work independently constructing their graphs. Have available different colors of paper, graph paper, poster board, colored pencils, markers, etc. When students have finished, debrief the activity.

#### Closure/Conclusion

Have each student present his/her graph to the class. *Ask:* What information does your graph depict? Why did you choose that specific type of graph to display the information.

Discuss the purpose of the different types of graphs, e.g. line graphs depict trends, bar graphs show basic data or comparisons, circle graphs show parts of a whole, etc. *Ask:* Can you use the information to accurately predict future weather conditions? Why or why not?

#### Follow-up Lessons/Activities

- Have students compare and graph temperature or rainfall in other states or countries. Have them locate the most extreme high/low temperatures.
- Have students make predictions about specific regions (latitude, longitude, hemisphere) based on the data contained in the map.
- Discuss how weather impacts world populations, economics, world trade, world relations.