

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

Title: What's the Weather Today?

Subject(s): Michigan, Weather, Geography, Reference Skills with maps, graphs, and charts available on INTERNET

Intended Grade Level(s): Fourth Grade

Description:

Each student will have the opportunity to be the "meteorologist for the day" by locating weather information about the local area in which he or she lives in Michigan by using the INTERNET. The student will visit the Weather Underground Web Site, recently featured in NEA TODAY, January 1998 issue, at <http://www.wunderground.com>. A map of the United States will appear with regional current temperatures and the student will click on the state of Michigan. The student will then type the name of the city, state, and zip code of his or her community in the space provided. A chart of up-to-date weather information is provided for the student to scan weather conditions for many Michigan cities. In addition, the student can access information on temperature, wind direction, precipitation, storms, ski conditions and other pertinent weather data at this web site. The student will use the printer and print off the weather report and then record and graph the day's weather on a large WEATHER BOARD in the classroom. Each student will have a turn at being the "meteorologist for the day" and will orally report the day's weather to classmates several times throughout the year during this daily class activity. The Weather Underground Web Site can be used to access weather information in a similar way for many locations in the state, in the country, and in the world. This lesson could be suited for other upper elementary-aged students.

Curriculum Benchmarks:

Benchmarks are taken from Michigan Curriculum Framework

MI.SOC.V.1.LE.1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.

MI. SOC.V.1. LE 2. Organize social science information to make maps, graphs, and tables.

MI. SOC.V.1. LE 3. Interpret social science information about local, state, and

national communities from maps, graphs, and charts.

MI.SOC. V. 2. LE 1. Pose a social science question about Michigan or the United States.

MI.SOC. V. 2. LE 2. Gather and analyze information using appropriate technologies to answer the question posed.

MI.SOC. V. 2. LE 3. Construct an answer to the question posed and support their answer with evidence.

Materials/Hardware/Software

* Computer workstation, with printer, and access to INTERNET

*WEATHER BOARD, wipe-off markers available:
THE CLASSROOM COLLECTION
1997-1998 EDITION,

Catalog 12
Calloway House, Inc.
451 Richardson Drive
Lancaster, PA. 17603-4098
1-800-233-0290

*United States wall map

*Michigan wall map

*Rand McNally Children's Atlas of the United States, revised printing 1996

*Everything You Need to Know About Geography, Scholastic Homework Reference Series, February 1997 printing

Activities/Procedures:

1. Reporting the daily weather will be a daily classroom activity that each student will have his or her turn at several times throughout the year.
2. As "meteorologist for the day", the student will have access to the computer workstation so that he or she can visit the Weather Underground Web Site at <http://www.wunderground.com>.
3. At the Web Site, the student will view a map of the United States with regional temperatures. The student will click on the state of Michigan.

4. In the space provided, the student will type in the name of the city, state, and zip code of his or her community.
5. A chart of many cities in Michigan will appear and the student will scan the list for his or her community or the one nearest to it.
6. The student will read and interpret the current weather information.
7. The student will use the Web Site to gather information about the current temperature, precipitation, wind direction, storm conditions, cloudy or sunny conditions, extended forecast, moon phases, and any other pertinent data that would be beneficial to understanding the weather that day.
8. The student will use the printer to print a copy of the up-to-date weather information acquired through the use of technology on INTERNET.
9. The student will then organize and transfer the information gained through the use of INTERNET onto the WEATHER BOARD with wipe-off marks. The WEATHER BOARD has a thermometer to record temperature, graphs and charts to write information on, and spaces provided for other recordings of weather related data.
10. The student will present his or her findings about the day's weather orally to the classmates, using the WEATHER BOARD as a visual tool to enhance explanation.
11. As "meteorologist for the day" the student will answer the question "What's the Weather Today?" by reporting the weather findings to classmates and engaging classmates in a discussion of how the weather conditions may impact and apply to their daily lives; such as appropriate dress, outdoor plans, and other routine activities at home, in school and in the community.
12. The same procedure can be applied to acquire information about locations other than Michigan. Weather information can be gathered for locations throughout the nation and world in a similar manner at the Weather Underground Web Site on INTERNET at : <http://www.wunderground.com>.

Assessment/Evaluation:

Student learning will be evaluated within the Michigan Curriculum Framework, Social Studies Standards and Benchmarks, February 1997.

A student, throughout the year, will be provided many opportunities to be the "meteorologist for a day". Throughout the year, a student will show continuous progress and growth toward proficiency in:

- *Using technology to locate information about the local, national, or world weather
- *Interpreting the weather information on the INTERNET Web Site
- *Organizing the weather information and writings findings on the WEATHER BOARD
- *Applying the weather data acquired through technology to an oral presentation to classmates about the day's weather
- *Reporting orally the day's weather with the use of graphs, maps, charts, thermometer on the WEATHER BOARD
- *Engaging in conversation with classmates about the topic of the day's weather and how the weather impacts us locally, nationally, and/or worldwide

Follow-up Activities:

- *Have students visit other weather- related web sites on INTERNET to enhance the study and understanding of weather locally, nationally and worldwide.
- *Have students use the globe, classroom wall maps, and other relevant book sources to enhance the study of weather, geography, and its impact on our lives.
- *Video tape the student being "meteorologist for a day" for the student, parents, classmates and other classes to view.
- *Video tape students throughout the year for assessment purposes to show growth toward expected student learning goals.

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