

Weather or Not
Weather Variety Show
GRASPS Based

Goal – Students will identify and describe different forms of precipitation and sky conditions.

Role – Students are cast members of **Weather or Not**, a weather variety show. This week, cast members are writing their own material.

Audience - Television viewers of all ages.

Situation – **Weather or Not** is a weather variety show that focuses on both teaching and entertaining its viewers on weather. Students have been asked to create a segment that is both fun and educational. Segments are usually 3-5 minutes long and focus on one topic. Groups range from 2-4 students, who play varying roles in the segment.

Product – In groups of 2-4, students will create a “segment” about one of the following topics – rain, snow, sleet, hail, clouds, or fog. The presentation should demonstrate the groups’ knowledge how it forms, where it is found, and its impact on people. Examples of presentations would be a song, an interview with the precipitation/condition, comedy skit, and/or dramatic skit. Each group should have at least one prop – poster, costume, etc. A student sheet is attached.

Standards – A rubric is attached to this activity.

Georgia Performance Standards

S4E3. Students will differentiate between the states of water and how they relate to the water cycle and weather.

e. Investigate different forms of precipitation and sky conditions. (rain, snow, sleet, hail, clouds, and fog).

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Name _____ Class _____

Topic _____ Date _____

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic. Demonstrates an in depth knowledge of how condition forms, where it occurs, and how it impacts people.	Shows a good understanding of the topic. Demonstrates a knowledge of how condition forms, where it occurs, and how it impacts people.	Shows a good understanding of parts of the topic. Demonstrates some knowledge of how condition forms, where it occurs, and how it impacts people.	Does not seem to understand the topic very well. Does not demonstrate a knowledge of how condition forms, where it occurs, and how it impacts people.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Props	Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses 1 prop that shows considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

Points earned _____ out of 20 Grade _____

