

'Round the Weather Instruments

Students should be in groups of 2-3. One half of the groups will be working on a flipbook for weather instruments while the other half will be investigating the different weather instruments in a Round Robin.

Flipbook – Each student will make their own flipbook. Supplies are as follows –

Materials

2 sheets of paper

stapler

pen/pencil

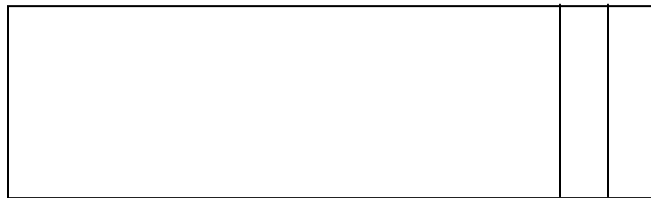
scissors

staples

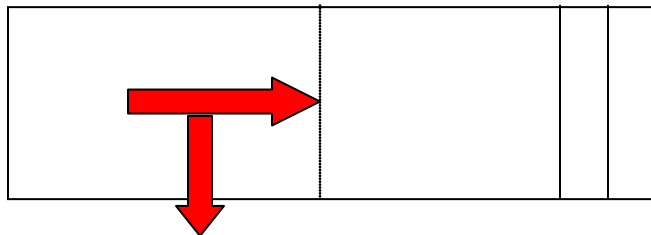
colored pencils

Directions

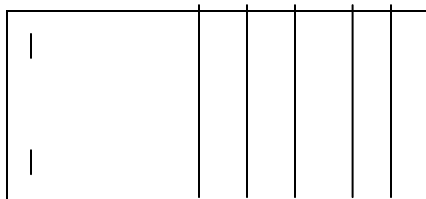
1. Fold the two sheets of paper long ways in half – fold.
2. Cut both pieces in half along the fold lines. Keep three of the strips – put the other to the side.
3. Stack the papers on top of each other.
4. Shift the papers over so that there is approximately one centimeter between each one.



5. At the middle of the stack, fold the papers under so that each tab is about a centimeter across.



Staple.



6. Label as follows.

— — Weather Instruments
Thermometer
Barometer
Wind Vane
Rain Gauge
Anemometer

Above each term, students are to write what each instrument measures and what the different measurement indicates. (Ex. Barometer – measures air pressure. High pressure indicates good weather, whereas low pressure indicates stormy weather.) Students should also sketch the instrument.

Flipbooks (or foldables) are a great way for students to organize data and prepare for assessments. (No more boring notes!!!!) For more color, use colored paper – neon colors work especially well!!!!

‘Round Robin - Students should be in groups of 2-3.

Materials

rain gauge
thermometer
barometer
wind vane
anemometer
timer
copies of questions

Directions

1. Arrange the weather instruments in “Stations” around the room. Keep in mind the “flow of traffic”.
2. In their groups, have students assign a leader and a recorder. Each group will turn in one paper.
3. Each group will have 5-7 minutes at each station before they go on to the next one. With their partner(s), student should discuss and answer each one of the questions.
4. When the timer goes off, students go to the next station.

Georgia Performance Standards

S4E4. Students will analyze weather charts/maps and collect weather data to predict weather events and infer patterns and seasonal changes.

a. Identify weather instruments and explain how each is used in gathering weather data and making forecasts (thermometer, rain gauge, barometer, wind vane, anemometer).

‘Round the Weather Instruments

Station 1

Identify the instrument.

What condition does it measure?

How does it work?

What units of measure does it use? (Fahrenheit, millibars, Celsius, miles per hour)

What is the current reading for the instrument. Explain.

What does the current reading tell you?

Station 2

Identify the instrument.

What condition does it measure?

How does it work?

What units of measure does it use? (Fahrenheit, millibars, Celsius, miles per hour)

What is the current reading for the instrument. Explain.

What does the current reading tell you?

Station 3

Identify the instrument.

What condition does it measure?

How does it work?

What units of measure does it use? (Fahrenheit, millibars, Celsius, miles per hour)

What is the current reading for the instrument. Explain.

What does the current reading tell you?

Station 4

Identify the instrument.

What condition does it measure?

How does it work?

What units of measure does it use? (Fahrenheit, millibars, Celsius, miles per hour)

What is the current reading for the instrument. Explain.

What does the current reading tell you?

Station 5

Identify the instrument.

What condition does it measure?

How does it work?

What units of measure does it use? (Fahrenheit, millibars, Celsius, miles per hour)

What is the current reading for the instrument. Explain.

What does the current reading tell you?