

Focus on: Weather Tools

This lesson is meant to support the unit on Earth's Systems, Structures and Processes. It requires your school garden to have weather instruments in the garden. If your school garden does not have weather instruments, consider asking your garden coordinator if you can help organize the effort to get them. This lesson is best completed after the lessons on thermometers and rain gauges in the weather unit. It would also be best to complete the unit if it had previously rained during the week.

Clarifying Objectives:

This investigation supports the Kindergarten *Science as Inquiry* statement found in the NC Essential Standards, which reads, "Students develop simple skills of observation, measurement, and number sense as they actively participate in simple investigations. During investigations, students must have the opportunity to use tools such as magnifiers, thermometers, rulers, or balances to gather data and extend their senses. They must have ample time to talk about their observations and compare their observations with those of others. They should be encouraged to employ oral language, drawings and models to communicate results and explanations of investigations and experiments."

Key Vocabulary:

Definitions can be found at <http://learnersdictionary.com>

- Observation
- Measurement
- Investigations
- Magnifiers
- Thermometers
- Rulers
- Rain Gauges
- Windssocks

Focus Question(s):

What information can we learn from the weather instruments in the garden?
Why is this information important to gardeners and farmers?

Materials:

School Garden
Science Notebooks
Weather tools located in the school garden such as thermometers, rain gauges, weathersocks, etc.

Activities:

1. Review the weather tools you have been learning about in class – thermometers, rain gauges and windssocks.
2. Tell students you will be visiting the school garden to look for those instruments.
3. Visit the garden to search for those instruments. Remind students to always walk in the garden. When you find the instruments, ask the Guiding Questions to encourage the discussion. Record the observations in the science notebooks.
4. (A weather vane may be available in the garden as well. Although it was not introduced during the lesson on wind direction, you can discover and discuss it during your visit to

Guiding Questions:

Discussing each tool:

- What senses can you use to feel the hot or cold? To feel the wind? What instruments help us to measure the temperature, wind or rain?
- What is this tool?
- What is it used for?
- What is it telling us about the weather right now?
- If we visited the garden tomorrow, would the information from this tool be the same or different? Why do you think that? What if we visited next week?

the garden.)

5. Discuss the Focus Questions: *What information can we learn from the weather instruments in the garden? Why is this information important to gardeners and farmers?*
6. Visit the garden the following week to see if the weather tools give you the same or different information about the garden. Discuss. Compare the results to the previous week in the science notebooks.

- How is this tool the same as or different from the ones we used during our science lessons in our classroom?
- Why would a farmer or gardener need to have that information?