

Technology-Weather Project

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Goal- To have the children understand that weather has patterns and patterns differ within climatic zone using technology to assist them.

They will become capable information technology users, information seekers, communicators and collaborators. They will use technology responsibly.

Procedure: Children from the two classrooms will work as partners.

The teacher will model finding information about Pennsylvania on the presentation computer. Children will then access and record information in written packet on their own for a five day period. Pairs will be assigned states. they will repeat this process for their individual states and record information on the internet website packet. Then students will share and compare results. Information to be accessed through websites included in the packet or maps.

Information to be obtained includes:

1. The capital of the state
2. The seasonal changes in that particular city.
3. The bodies of water that are near or in that city.
4. The states that border that state.
5. The climate zone and hemisphere
6. Predominant weather pattern
7. Types of prevailing storms from that area
8. Weather patterns for one week
9. Compare their findings to the other states by filling in a graph

Children will:

Learn to turn off and on the computers (trash-shared folders)

Learn to access applications and to save work

Use the laptops with ease. (Learn to use it with and without the mouse).

Learn to put in the name and password

Access Type to Learn

Learn to put in and access favorites

Access -Google/ Franklin Institute website /LMSD and the other sites included in the packet.

States to be researched:

Hawaii	Minnesota	Louisiana	Washington
Alaska	North Dakota	Maine	Florida
Kansas	Wisconsin	Illinois	North Carolina
North Dakota	Indiana	Michigan	Pennsylvania
Wyoming	Arizona	Texas	New York
Alabama			

Prior to Cooperative Meeting

1. Pair students
2. Prepare name and password cards
3. Have students practice using passwords
4. Have students practice turning on/off computer
5. Practice Type to Learn- use space bar/shift key/locate numbers and letters
6. Choose states for students
7. Locate capitals and bodies of water and border states on maps/globes
8. Create hard copy for students to record findings

Day One

1. Have students open computers with password of one member of the pairs.
2. Practice accessing the internet website through accessing apple/server and Google.
3. Access www.weatherchannel.com and Franklin Institute. Add them to favorites and get familiar with those websites.(Record daily weather from either site.)
4. Locate <http://www.lmsd.org/staff/elemtech/techmnu2resources>. Access Internet copy of packet.Find the weekly chart and record weather for Pa.Teacher will model and lead students on presentation computer. to answer questions 1-3.

Day Two

1. On the second day the students will again fill in the chart on question 3.
2. Students will model finding the answers to questions 4,5 on the presentation computer.Students will use calculators to find averages.
3. Partners will repeat process cooperatively and record information in written packets.

Day Three

1. Students will again fill in daily weather on the chart.
2. Students will answer question 6-7 (seasonal patterns, prevailing storms)
3. Students will answer 8 on Tornado Alley and read about tornadoes from the websites.

Day Four

1. Students will again fill in the daily weather on the chart.
2. Students will answer question 9 on severe blizzards and read about historic blizzards. Students will share information on causes and effects of blizzards.
3. Students will answer question 10 on noteworthy hurricanes. They will compare answers and discuss characteristics, causes, and effects of them.

Day Five

1. Students will again fill in the daily weather on the chart in the packet.
2. Students will answer question 11 on major tornadoes. (Discussion after)
3. Students will reflect on their learning by answering 12-13 in packet.

Day Six through Ten

Students will repeat the daily process as outlined above for their own assigned state. This time the students will use the internet copy of the packet to answer all the questions.

Conclusion

Once the students have completed the assignment, the groups will return to their respective classrooms to discuss their findings.