

# WATERDROPS

Weather Issue

## Teacher's Guide

Welcome to the Weather Issue of WaterDrops! As part of the Splash! water resources education program, the Southwest Florida Water Management District offers this water resources newsletter for elementary students. The newsletter is correlated to grades 3-5 of the Sunshine State Standards and provides an interesting way for students to increase their awareness and respect for water resources and our environment. To better prepare your students for testing, we have included WaterDrops Challenge, which contains items similar to those that may appear on the Florida Comprehensive Assessment Test (FCAT).

This issue of WaterDrops focuses on weather. It includes fiction, nonfiction, writing, problem-solving activities, a crossword puzzle and Web sites to explore. All of the information and activities are designed to teach students about weather. Let WaterDrops make a splash in your classroom today!

Many other free materials are available from the Southwest Florida Water Management District. We also offer water resources workshops for teachers in your county. Please contact us if you have any questions or suggestions about our water resources education programs.

Sincerely,



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affected by weather conditions include the following: taking a bike ride, having a picnic, going to the beach, fishing, etc. For additional information on weather, visit the Web sites presented on page 8 of the newsletter.

Sunshine State Standards: SC.A.1.2.2, SC.D.1.2.3, SC.D.1.2.4, SC.H.2.2.1

### Page 1

### Water Drips & Drops

It's fun to learn facts about our weather and climate. Discuss the difference between the meaning of weather and climate. Ask students to describe Florida's climate during fall, winter, spring and summer. Then select a place much farther north and describe its climate for the different seasons. Ask students why they think Florida attracts so many people.

Sunshine State Standards: SC.H.2.2.1

### Pages 2 & 3

### Feature Story

Read the story together. Use the cloud illustrations to emphasize that not all clouds are the same. Emphasize that all clouds are part of the hydrologic cycle. Then ask students to complete the writing activity.

Sunshine State Standards: LA.A.2.2.5, LA.B.2.2.3, LA.B.2.2.5, SC.A.1.2.2, SC.D.1.2.3, SC.D.1.2.4

### Page 4

### Take It Home

Prepare your students for the activity that they will do at home. You may want to do a demonstration of the experiment in the classroom. Make sure that students have all of the materials required. Ask students to read the directions for making a rain gauge and encourage them to try the experiment at home. Ask students to share their notes and draw conclusions about what they learned while collecting rainfall.

Sunshine State Standards: SC.D.1.2.4, SC.H.1.2.5, VA.A.1.2.1, MA.A.4.2.1, MA.B.1.2.2, MA.B.4.2.2

### Page 1

### Hello Readers!

Weather plays an important role in our lives and affects us in many ways. People often must rely on the weather for several activities. Activities that may be

Ask students if they have ever seen lightning strike or heard the sound of thunder. Then select two students to play the roles of Ashley and Water Cycle Wanda. Ask the students to read their parts. For an additional activity, ask students to draw a picture that illustrates the connection between lightning and thunder.

*Sunshine State Standards: SC.B.1.2.2, SD.B.1.2.3, SC.H.2.2.1, MA.B.3.2.1*

Review the different parts of the hydrologic cycle and discuss how weather is related to the cycle. Ask students when they have followed weather forecasts and have them share their experiences. Study the five-day forecast and then have students take the quiz.

**Answers: The first statement is False. The other statements are True.**

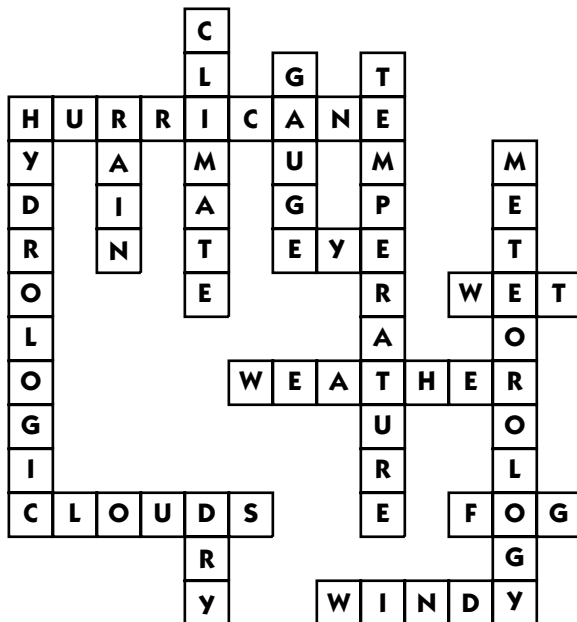
*Sunshine State Standards: LA.A.2.2.8, SC.A.1.2.2, SC.D.1.2.3, SS.H.2.2.1, SC.H.3.2.2*

Ask students to share any experiences they may have had with violent storms. Read about hurricanes, which are some of the most violent storms. Then ask students to complete the fill-in-the-blank exercises. Locate additional information about hurricanes by visiting the Web sites listed on page 8 of the newsletter.

**Fill-in-the-blank answer key: eye, prepare, Weather**

*Sunshine State Standards: SC.D.1.2.3, SC.D.1.2.4, SC.H.2.2.1*

**Weather Crossword Puzzle Answer Key**



A lot of information about weather is available on the Internet. Visit the sites listed as a launching point to help your students learn more about weather. Most of the sites listed include several links for more in-depth information.

Discuss the importance of understanding our weather. Ask students to think about what they learned from completing the newsletter. Then have them list four important weather facts they learned from the newsletter.

**WATERDROPS Challenge**

Items included in the Challenge are similar to those presented on the Florida Comprehensive Assessment Test (FCAT). Make copies of the Challenge and distribute them to students. Emphasize that taking the Challenge will provide good practice for preparing for the FCAT. Students should be allowed to use the *WaterDrops* issue if necessary.

**Answers to multiple-choice items: 1-b, 2-c, 3-b, 4-d**

**Answers to extended response items:**

The response should include a general description of how clouds are formed and include facts presented in the feature story.

Answers should demonstrate an understanding of the importance of weather and emphasize how meteorologists keep us informed about weather conditions.

*Sunshine State Standards: LA.A.2.2.5, LA.B.2.2.3, LA.B.2.2.6, SC.D.2.2.1, SC.G.2.2.1*

Many other free materials are available from the Southwest Florida Water Management District. We also offer water resources workshops for teachers in your county.

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# **WATERDROPS** Challenge

## **Directions:**

Let's see how much you have learned about weather.  
Do your best and meet the challenge!

*Choose the best answer.*

1. Clouds may exist in many shapes and sizes, but they can be grouped into three basic forms of clouds. What are they?

- a. **nimbostratus, stratus and cumulus**
- b. **stratus, cirrus and cumulus**
- c. **cumulus, stratus and fog**
- d. **hurricane, stratus and fog**

2. What causes lightning?

- a. **a special type of cloud near the ground called fog**
- b. **mostly sunny weather conditions**
- c. **static electricity that builds up inside clouds**
- d. **a person turning on a light inside clouds**

3. What is the purpose of using a rain gauge?

- a. **to measure the temperature**
- b. **to measure how much it has rained**
- c. **to make forecasts about tomorrow's weather**
- d. **to measure how fast the wind is blowing**

4. Where can you get weather forecasts for your area?

- a. **on TV**
- b. **on the radio**
- c. **at Internet sites**
- d. **all of the above**

# WATERDROPS Challenge

Clouds may exist in many shapes and sizes. They are part of the hydrologic cycle. Describe how clouds are formed. Use facts that you learned from the feature story.

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You already know that a meteorologist is a person who studies and predicts weather. But why are meteorologists important to us? List several reasons based on what you learned about weather.

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