

# Building a Weather Station

## WHAT YOU NEED



outdoor thermometer



rain gauge



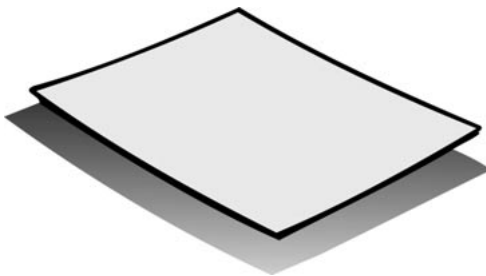
straw



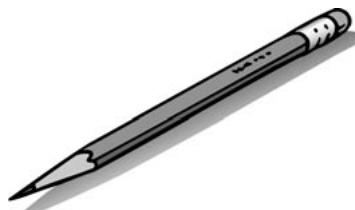
tape



straight pin



construction paper



pencil with eraser

### Find Out

Do this activity to see how weather changes from day to day.

### Process Skills

**Measuring**  
**Communicating**  
**Observing**

### Time

- 30 minutes to get started
- 10 minutes twice a day for three weeks

# WHAT TO DO

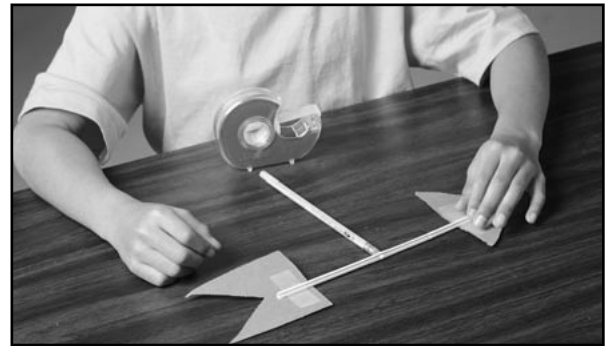


1. Put the thermometer in the shade and the rain gauge in a place away from buildings and trees.
2. Make a weather vane. Cut a triangle shape out of the construction paper. Cut out a shape like the end of an arrow. Tape a cutout to each end of the straw. Push a pin through the middle of the straw and into the eraser end of the pencil.

**Safety!** Be careful with sharp objects.



3. Make a chart like the one shown.
4. **Measure** the temperature and the rainfall each morning and afternoon at the same time. **Record** the measurements.
5. Take the weather vane outside each morning and afternoon at the same time. **Observe** what happens when the wind blows. Which direction is the wind blowing? Is it a light, strong, or very strong wind? **Record** what you find out.



Make a chart like the one below. **Record** what you find out about the weather.

<b>Date</b>	<b>Time of Day</b>	<b>Temperature</b>	<b>Rainfall</b>	<b>Wind Direction</b>	<b>Wind Speed</b>
	morning				
	afternoon				
	morning				
	afternoon				
	morning				
	afternoon				

# Conclusions

1. What weather changes did you observe?

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2. Did you see any patterns in the weather?  
Describe the patterns.

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# New Questions

1. What could you find out if you took weather measurements all year long?

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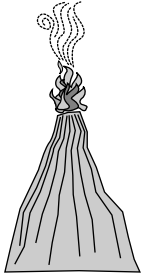
2. Write a new question you have about weather.

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Name \_\_\_\_\_



# ACTIVITY

## Observing the Water Cycle

**Draw** what you see after the hot water is poured into the jar.

A large, empty rectangular box with a black border, intended for the student to draw their observations of the water cycle after pouring hot water into a jar.

**Draw** what you see after you put the ice cube on the lid.

A large, empty rectangular box with a black border, intended for the student to draw their observations of the water cycle after putting an ice cube on the lid. In the bottom right corner of the box, there is a small illustration of three ice cubes melting, with water droplets and a puddle forming around them.

Name \_\_\_\_\_

## What Happened

① What formed inside the jar?

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② Where did it come from?

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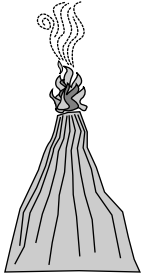
## What If

What would happen if you used salty water instead of tap water? Would the drops on the side be salty?

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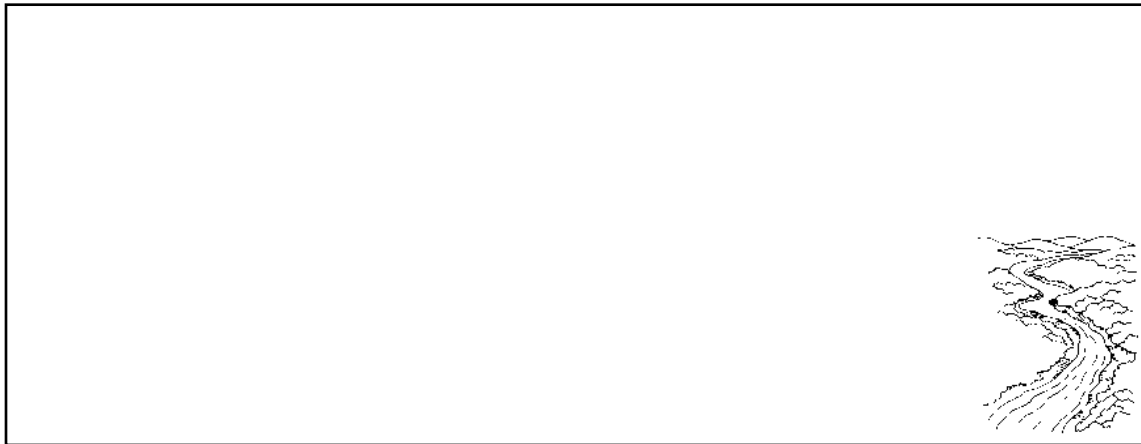
Name \_\_\_\_\_



# ACTIVITY

## Describing Earth's Resources

**Draw** a picture of one of Earth's natural resources.



**Draw** a picture of a way that people use a natural resource.



Name \_\_\_\_\_

## What Happened

**1** What natural resources did you find?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**2** **Tell** where you see fossil fuels being used in your collage.

\_\_\_\_\_

\_\_\_\_\_

## What If

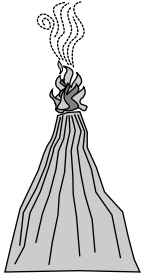
**Draw** links on your collage between resources and the materials made from the resources.

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\_\_\_\_\_



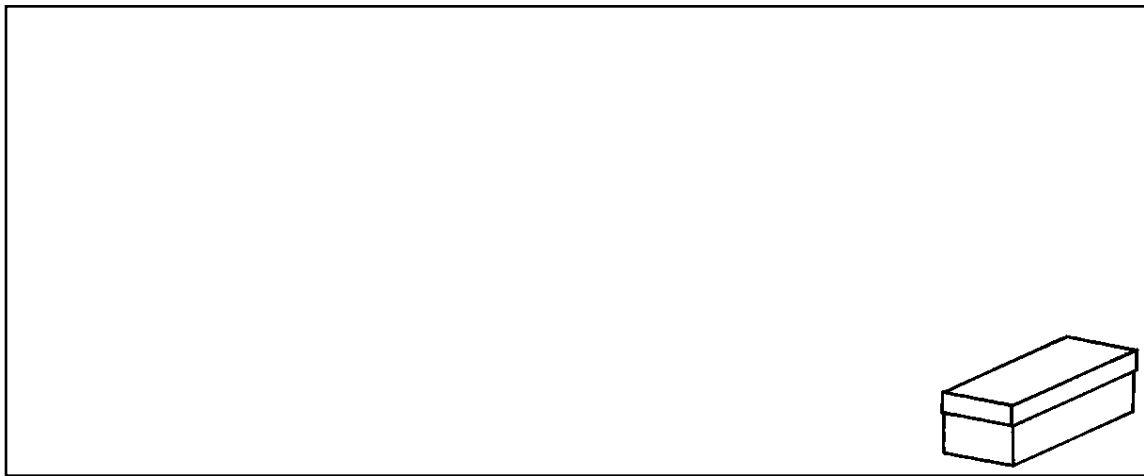
Name \_\_\_\_\_



# ACTIVITY

## Reusing Objects

**Draw** a picture of an object.



**Draw** a picture to show how you can use the object in another way.



Name \_\_\_\_\_

## What Happened

① How did you use your object in a new way?

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② How could reusing your object help the environment?

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## What If

What other objects could be reused?

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