

Teacher's Guide for Appleseeds "Weather Alert!"

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- Prepare a table with a display of books and magazines about weather. During the study of the weather in Appleseeds, have students choose a book or article from the display and write a short report to be given orally to the class. They should make a chart or picture to accompany their report.

What's the Forecast? (pg. 2-3)

- After reading, discuss the fun verses about the weather. Have the class contribute ideas as you make up a two-line rhyme together. Use these as examples and then have students write several of their own. When finished, they can read them aloud to a partner or to the class.

Tornado Alley (pg. 4-6)

- After reading, find the Great Plains on the map and then locate Borger, Texas, where the story takes place.
- Ask students what they know about tornadoes and if they have experienced any situations involving tornadoes in places they have lived.
- Ask students if they think the actions the characters took when the tornado was coming was a good idea and ask students if they have other ideas of safe things to do.

Storm Safety (pg. 7)

- Before reading, ask students to see if they learn some new methods of safety during the different types of storms. After reading, discuss these methods.
- Have the students each choose a storm rule to illustrate and write the rule on a poster to be displayed in the room.

Reading Corner (pg. 8-9)

- Read the poems aloud together. Through discussion, compare and contrast the images and feelings of the two poems. Ask the students which poem they prefer and why.

Human Homes That Master the Weather (pg. 10-13)

- Before reading, show students the location of Tunisia, Brunei, and the area north of Brunei in Central Asia. Have students make a list of these three locations, and as they read, have them write about the kind of climate in each location and briefly describe the kinds of homes that each has made in order to adapt to that climate.

- After reading, discuss and compare the climate and types of dwellings.

Ready For Takeoff? (pg. 14-15)

Study questions:

- Where are the weather forecasters when they are collecting weather information?
- What are the three ways that they find out about weather conditions?
- What are some of the weather conditions that will postpone or abort a launch or landing?
- After reading the article, use the computer to visit the websites that are listed to find out more about the shuttle launches and landings.

Be a Weather Watcher (pg. 16-17)

- As a class project, set up the weather station as suggested. Have students take turns doing readings and keeping track of changes by jotting down the results in a notebook. Graphs could be made of the changes in temperature.
- On an especially windy, rainy, or snowy day, have students write a few paragraphs that describe the weather, how it affects them, and how they feel about it.

Flash!!! Lightning Lore (pg.18-20)

- After reading, have students choose one of these gods to research and write a report. Put the completed reports together to make a class book.
- In a biography of Benjamin Franklin, read to the class about Franklin's experiences with lightning.

"Eye on the Sky" Guys (p. 21)

- Bring the local newspaper to class and have a student "report" on the weather by reading the forecast from the weather page.
- Visit the Fairbanks Planetarium on the website.

Weather's Hand in History (pg. 22-24)

- After reading, discuss these questions: How did the weather affect the Vikings? The Spanish Navy? Captain Cook? George Washington's army?
- Have the students make a booklet of four pages. They should write a summarizing sentence about each event along with illustrations.

Draw Your Own Snowman Contest (p. 25)

- Send in the snowman drawings by January 31, 2008.

Extreme Weather in North America (26-27)

- Have students identify the geographical areas of the blizzards, hailstorms, hurricanes, and tornadoes.

Cloud Patterns (p.28-29)

Study questions:

- What is a fractal pattern?
- What causes the clouds to have such beautiful shapes?
- What are the differences between cumulus, stratus, and cirrus clouds?

On watercolor paper, have students use white crayon to draw large cumulus, stratus, or cirrus clouds. Use light blue watercolor paint to brush over the entire paper.

The Kansas Killer (pg. 30-31)

Study questions:

- In what ways was this tornado different from others?
- What was the extent of the destruction?
- What helped to keep most of the people safe?

Amazing Weather Facts (p.32-33)

- Give students a copy of a United States map. Have them locate the areas of the weather facts and draw the appropriate weather symbols on the map. Ask how the weather in these areas is similar or different from their own.