

**TITLE:** Patterns  
**Grade Level:** K-3

**OVERVIEW:** During season similar temperature patters occur.  
**CONNECTIONS TO THE CURRICULUM:** Science and Math

**STANDARDS:** Program of studies: MA-P-AT-S-PRF1 – Students will identify and describe patterns in real life and in numerical and geometric situations.  
Core Content: MA-EP-5.1.1-Students will extend a simple pattern.

**GEOGRAPHIC SKILLS:** Choose the skills that pertain most to your lesson:  
Acquiring Geographic Information  
Analyzing Geographic Information

**TIME:** 5-10 minutes each day for at least 2 weeks

**MATERIALS REQUIRED:** Mesonet live data, Chart paper, and markers of two different colors

**OBJECTIVES:** The student will observe the temperature at noon each day for a week. The student will make temperature predictions for the coming week based on the patterns that they have observed. The student will explain why the prediction is appropriate.

**SUGGESTED PROCEDURE:**

Opening: Review what students have learned about seasons. What season is it now? What temperatures can we predict at noon during this season?

Strategies/Activities: Use Mesonet Data to find out what the temperature is at noon each day. Make a chart to show the temperature each day. Make predictions before collecting and recording data each day.

Monday's temperature \_\_\_\_\_  
Tuesday's temperature \_\_\_\_\_  
Wednesday's temperature \_\_\_\_\_  
Thursday's temperature \_\_\_\_\_  
Friday's temperature \_\_\_\_\_

Closing: We have been collecting and recording temperatures each day. What patterns can we see from our chart? What predictions can we make about temperatures for next week? Use a different color marker to record their predictions. Have students explain how they made their predictions. Check the temperature each day at noon the following week to determine if their predictions were accurate.

**SUGGESTED STUDENT ASSESSMENT:** Students will be assessed by the correct responses they give during the class discussion. Students will be assessed by the temperature predictions they have made.

**EXTENDING THE LESSON:** Discuss factors that may have changed the temperature patterns that had been recorded.

**ADAPTIONS:**

**Challenged Learner:** The student will be prompted and assisted to a correct response.

**Challenging Learner:** The student will record the temperature on the chart using degrees and Fahrenheit.

**RELATED LINKS:**

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- [Kentucky Mesonet Website](#)
- [Oklahoma Mesonet Website](#)
- [Oklahoma EarthStorm Website](#)
- [National Weather Service Website](#)

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