AGENDA FOR THE WEEK: COMPARING WEATHER MAPS *DATES October 4-8*

	MONDAY	TUESDAY (A) A3 11:45-13:26 A4 13:30-15:00 *GOOD OBSERVATION DAY	WEDNESDAY (B)	THURSDAY (A) A3 11:45-13:26 A4 13:30-15:00 SUBSTITUTE TEACHING TASNEEM'S A-DAY *GOOD OBSERVATION DAY	FRIDAY (B) SUBSTITUTE TEACHING TASNEEM'S B-DAY
	B-day Mr. Pieniazek only teaches classes on A-days.	**Objective(s): SWBAT** * Predict local effects of cold, warm, and stationary fronts and their direction of motion * Compare and contrast weather maps to find how local weather is influenced by atmospheric movement * Illustrate the symbols for cold and warm fronts and the direction of movement	B-day Mr. Pieniazek only teaches classes on A-days.	**Objective(s): SWBAT** * Label areas of high and low pressure and warm and cold fronts on a weather map * Discuss and share findings across the country from the selected date with their peers * I can describe the way weather is getting more extreme and provide potential solutions to problems	**Sub plans given by Tania Tasneem**
P		**Engage:** Pressure related to temperature short video and discussion. Video summarizing cloud formation. Students showed the cloud formation process through illustration or a description, so this is just a reinforcer especially about the fact that a condensation nuclei is needed for clouds to form (the smoke particles in cloud in a bottle)		**Engage:** Circle time: Have you ever been caught in bad/extreme weather? Where were you and what did you do?	
L A		**Explore:** Surface analysis map. Students will find a paste a photo of the weather map for the US today. They will locate areas of high and low pressure as well as place where they see a front. They will take note of this region/city moving forward into the Null School simulator. **Explain:** Class recall: cold fronts, warm fronts, stationary fronts and the directions the fronts move when viewed on a map. Students will use Null School to further investigate their region/city of choice by observing precipitation and wind. Insight		**Explore:** Finishing up "Comparing Weather Maps" using the various overlays (Wind, Temp, 3HPA, MSLP). *For students who finished, emphasize having them find anything that catches their eye using the various overlays. This is also a time to ensure missing work gets completed/submitted. Where is the highest current recording of 3HPA? Where are you seeing the strongest winds across the globe? **Explain:** Class gallery walk where each group will share their findings from the simulation about their areas. This will allow us to compare and contrast national weather for the given day	

		will be recorded on a student sheet. **Elaborate:**		**Elaborate:** Studnets will watch one of the two videos on the choice board related to climate change and answer a question on blend as their exit ticket.	
N		**Evaluate:** -Surface analysis/Null school student sheet **Summary:** Students will apply what they learned last week concerning clouds, fronts, and weather to read, interpret, compare, and contrast weather maps. They will work together to pick and observe areas of high and low pressure while using the simulation to give evidence of their findings. Readings such as wind speeds, temperatures, precipitation, and pressure will be reported to back findings. **Assessment(s):** -Null School student sheet		**Evaluate** - Gallery walk - Exit ticket **Summary:** Students will complete their student sheets and now be given the change to compare them among other areas in the country. A gallery walk will be conducted to allow for discussion and the sharing of data where a collaborative data table will be constructed. Students will then access the choice board to watch a video on climate change in order to complete an exit ticket. Today will also be used for students to catch up on any work they have not turned in. **Assessment(s):** - Null school student sheet - Exit ticket	
Resources:		**Resource Requirements:** -Chromebook/computer		**Resource Requirements:** - Chromebook/computer - sticky notes - posterboard -sharpies	