

**Grade Level** - 2nd Grade

**Time** - 4-5 class periods: 30-40 minutes each

**Topic** - Types of weather

**Science Standards -**

**TEKS**

(8) Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:

(A) measure, record, and graph weather information, including temperature, wind conditions, precipitation, and cloud coverage, in order to identify patterns in the data;

(B) identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation; and

(C) observe, describe, and record patterns of objects in the sky, including the appearance of the Moon.

**NGSS**

● 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid

**Background/Summary**

Children have been experiencing weather their entire lives—whether playing in the snow, chasing leaves in the wind, jumping in rain puddles, or bundling up against the cold. Exploring weather with children and building on their prior experiences helps them understand the different kinds of weather phenomena they experience every day.

Weather is an important part of our lives on Earth. People often look outside to see what the weather is before they begin their day. Observing weather can give us clues that help us dress for the day, plan activities, or prepare for a storm. In this media-rich lesson plan, children will observe, identify, and describe different types of local weather. They will investigate the four factors that describe weather—state of sky, temperature, wind, and precipitation—as they engage with interactive media and hands-on activities.

**Learning Objectives:**

● Children can identify and describe the factors of various types of weather (sunny, cloudy, rainy, snowy, warm, cold, windy) using key vocabulary.

- Children can compare the factors of different types of weather and identify similarities and differences.
- Children can collect and organize data on various types of weather.

Vocabulary words:

- Breeze: a gentle, moderate wind
- Blizzard: severe winter snowstorms that typically continue for at least 3 hours, produce high winds over 35 miles per hour, and create low-visibility conditions
- Cloudy: clouds cover much of the sky, preventing sunlight from reaching Earth's surface
- Flood: an overflow of water beyond natural boundaries that can cause damage
- Gust: a sudden, strong rush of wind
- Lightning: a visible flash of light produced by a thunderstorm when electricity moves between clouds or clouds and the ground
- Meteorologist: a scientist who studies the atmosphere and its phenomena, particularly weather and climate
- Precipitation: any form of water in the atmosphere that falls to Earth's surface, such as rain, snow, hail, sleet, etc.
- Rain: liquid water that falls in drops to the ground
- Severe weather: a dangerous weather phenomena that can cause serious damage or disruption
- Snow: ice crystals that form when water vapor freezes in the atmosphere and fall from the clouds to the ground
- Storm: a violent state of the atmosphere that produces strong winds and typically rain, thunder, lightning, or snow
- Sunlight: light and heat from the Sun
- Temperature: a measure that describes how hot or cold something is at a particular time
- Thunderstorm: rain storms that produce thunder and lightning and are typically associated with high winds, flooding, and Tornadoes
- Weather: a mix of factors (sunlight and clouds, wind, precipitation, and temperature) happening in a certain place at a certain time
- Weather factor: a component that describes weather—sunlight and clouds, wind, precipitation, temperature
- Weather phenomena: a weather event that can be seen or felt
- Wind: the movement of air that happens when a difference or change in air pressure and temperature occurs
- Windstorm: a storm with strong, heavy winds but little

Materials:

Classwork:

- Chart paper
- Interactive journals
- Paper and clipboards
- Writing utensils
- Chromebooks

Inquiry Questions:

- What is weather?
- What are the differences and similarities between the types of weather?

STEM

S - Weather patterns and types of weather

T - Interactive powerpoint, videos, weather games and research

E - wind cars and kites

Kites

Supplies

- paper lunch bags
- yarn or strong twine/string
- popsicle stick
- scissors
- streamers
- tape
- scissors
- embellishments: stickers, paint, markers, crayons, construction paper, washi tape

### Directions

1. Have the kids decorate the paper bags using a variety of embellishments. Stickers and washi tape work really well to add some fun prints and colors! They could also draw designs with markers and crayons or add polka dots and stripes using washable paints. Just make sure the paint is dry before moving on to the next step.
2. Using a pair of scissors, snip a little hole on the bottom base of the bag. This will be used for the kite string.
3. Cut a piece of yarn or string about 18-24 inches long. Tie one end to the middle of a popsicle stick and feed the other end through the hole in the bag. The popsicle stick will keep the kite string from pulling out when it's flying.
4. Attach streamers to the open end of the bag using tape.
5. Go fly your kite!

### Wind cars

#### Materials

- One 8x5' ' foam board with slit cut into center
- Two 5' ' long milkshake straws
- Two 8' long cake pop sticks
- One 5x5' ' cardstock square
- One large craft stick
- Four wooden wheels or pieces of cardboard cut into circles
- Stickers
- Tape
- Play dough

**Step one**, decorate your foam board with stickers or however you wish.

**Step two**, using tape attach the straws to both ends of the foam board.

**Step three**, slide the cake pop sticks through the straws. Cake pop sticks come in a variety of sizes, so I bought the longest ones I could find and cut them down to the size I needed.

**Step four**, slide the wooden wheels on to the cake pop sticks and cap it with the play dough to keep the wheels from falling off.

**Step five**, decorate the paper sail with stickers or however you want!

**Step six**, attach the sail to a craft stick with tape and insert the craft stick into the slit in the foam board. Now the wind car is ready to race!

M -Mathematics - Including math into this lesson will help the students to see and compare the patterns of weather to each other. Compare the weather week to week, month to month. By graphing the students will also be able to see the frequency of each type of weather.

Graphing and data collection

- 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (K-2-ETS1-1),(K-2-ETS1-3)
- 10 Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:
  - 10.A explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category;
  - 10.B organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more;
  - 10.C write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one; and
  - 10.D draw conclusions and make predictions from information in a graph

5E Lesson Plan	
<p><b>Engage</b>                      The purpose for the ENGAGE stage is to pique student interest and get them personally involved in the lesson, while pre-assessing prior understanding.</p>	<p>Weather investigation held outdoors (or from the classroom window).</p> <ul style="list-style-type: none"> <li>● Consider timing the weather activity for when children arrive at school or after recess, when they already have their outdoor clothes on.</li> <li>● Bring a sheet of paper and a clipboard outside so you can record weather-related ideas that surface during the discussion</li> </ul> <p>.</p> <p>Before heading outside, ask children the following questions. Record their responses so you can revisit them as they come up in the learning. This can be done as a whole group or in small groups. For small groups you will need to meet as a whole group after to record the answer on the board or chart paper.</p> <ul style="list-style-type: none"> <li>● What do you think weather is?</li> <li>● Why do you think weather is important?</li> <li>● What do you want to learn about weather? What questions do you have about Weather?</li> </ul> <p>Ask them to describe the weather. Encourage them to think beyond expected descriptions of weather, such as “It’s hot” or “It’s raining.” Prompt them to engage in richer descriptions of weather factors with questions such as:</p> <ul style="list-style-type: none"> <li>● I wonder why the grass feels wet today? Was it wet yesterday?</li> <li>● Look at [classmate’s name]’s hair blowing around. I wonder why his/her hair is moving?</li> <li>● What does the sky look like today? Did it look the same yesterday?</li> <li>● Why did you or did you not wear a jacket to school today?</li> <li>● What is making that sound on the window? In the tree?</li> <li>● How does the air smell today? Does it smell different sometimes? Why do you think that</li> </ul>

After 10 to 15 minutes, bring children inside and gather together as a whole group. Read aloud a few of the weather ideas you recorded outside as you transfer them to the “Ideas About Weather” chart. Then, give children an opportunity to deepen their discussion from earlier by revisiting the questions:

- What do you think weather is?
- Why do you think weather is important?

Note: As you go through the lesson, you may want to make notes to address any unanswered questions in extension activities following the lesson. Create a parking lot for questions that the students have throughout the lesson and go back to it regularly to see if the questions can be answered.

Introduce Meteorologist for the day.

To show the students how the weather impacts and can relate to their everyday life each student will have the opportunity to present to weather for a city of their choosing. This will get the students use to using and hear the vocabulary associated with weather.

[https://www.youtube.com/watch?v=avTkG9\\_Z3WA](https://www.youtube.com/watch?v=avTkG9_Z3WA)

Weather journals

- <https://www.youtube.com/watch?v=Uo8lbeVVb4M>
- Each day when the students come in (part of morning work) they will record what the weather is like outside. They will use their vocabulary, which will develop as the unit goes on, and they will illustrate what they see.
- For each day the students will record
- Temperature
- Wind speed
- Type of weather

- Cloud type (if clouds in the sky)

Encourage children to review what they know about the four factors that we use to describe different types of weather (sunlight and clouds, temperature, wind, and precipitation). Prompt them to identify observations that show evidence of these factors in their responses. You can ask questions such as:

- When you woke up this morning and looked out the window, did you see any clues that helped you know about the weather?
- Can you find clues in the classroom or outside that tells what the weather is outside (such as boots, mittens, sun)? Were the same clues here yesterday? Why do you think that is?
- How did the Peep, Chirp, and Quack know a storm was coming in the video PEEP and the Big Wide World Stormy Weather?
- What evidence did you observe that told you about the weather in the beginning of the video? In the middle?

#### A Look at Weather Factors

- Introduce the A Look at Weather Factors interactive lesson to children.

#### Weather

Have children look at the image. Ask questions such as: Use a share out method for answering these questions.

- Can you describe the weather in the picture? What do you observe?
- How do you think the weather will change the boy's plans?
- How might knowing about the weather help the boy prepare for going outside?
- Have you ever had to change your plans because of the weather?

**Explore**

The purpose for the EXPLORE stage is to get students involved in the topic; providing them with a chance to build their own understanding.

Before you begin, you may want to:

- Introduce the “Ideas About Weather” (I wonder) chart. Explain that there are lots of different types of weather. Ask volunteers to name a few. Then explain that there are four factors that we use to talk about different types of weather—sunlight and clouds, temperature, wind, and precipitation. Emphasize that each factor gives us clues about weather. Encourage children to share their ideas about different types of weather before and after viewing each video to help them deepen their learning.

Begin the discussion by introducing the video [PEEP and the Big Wide World: Stormy Weather](#).

Have children share what they know about rainstorms. Then ask: Have you ever been outside in a storm? Can you tell us about it? What did you see and hear? What did you feel or smell? Did you run inside?

- You might want to share an experience you had in a storm, too.
- Safety Talk Idea: If children talk about thunder and lightning, expand the discussion to include mention of the danger of being out in a storm and how important it is to go inside until the thunder and lightning stop.

As children watch the video, encourage them to identify observations that help them describe the weather. You might say: You can look for weather clues in the sky, on the ground, or in the characters. You might even hear clues that tell about the weather.

- Play the video.

What Is Weather?

Record their ideas on the “Ideas About Weather” chart as you go through the lesson.

Tell children they are going to look for clues (evidence) that tell about different types of weather. Have them focus on one type of weather at a time and identify observations that show evidence of weather.

- Have children look out the window. Ask: What is the weather in outside today? Was it

the same yesterday? What was the same or different?

- Point out the image of the rainy day. Link - weather images  
<http://www.sciencekids.co.nz/pictures/weather.html>
- Ask children to pretend they are outside walking in the rain. Then encourage them to use their prior knowledge of rain to describe what they are experiencing.
- You may need to prompt children by asking what the sky looks like, what they feel, what they hear, or what they are wearing as they experience the rain.
- Repeat with the snow, sky and clouds, and wind images.

<https://www.youtube.com/watch?v=Uo8lbeVVb4M>

#### Different Types of Weather

Review what children learned about weather from Peep, Chirp, and Quack. Then explain to children they are going to watch a video called Different Types of Weather that shows real-life images of the types of weather. Encourage children to look for evidence in the real weather videos just like they did in the PEEP weather videos.

- Have the students share their experience with the different types of weather and weather factors (rain, wind, snow, temperature, sunlight, clouds). Have them use descriptor words and to describe their experience.
- Encourage children to find clues in the video that tell about wind. You may need to remind them where to look for clues, such as the sky, moving items, character's feathers rustling, etc.
- Instruct children to use their eyes and ears to help them identify evidence about different types of weather.
- Play the Different Types of Weather through once through without pausing.
- 

<https://www.pbslearningmedia.org/resource/buac17-k2-sci-ess-diffweather/different-types-of-weather/>

Play the video a second time. Pause as you ask questions such as: To answer questions use a mixture of share out method and think-pair-share.

- What does the sky tell you about the weather?
- What types of weather make sound in the video? Do they make the same sound?
- What do the moving flags tell you about weather?
- Have you ever been outside on a windy day? How did it feel? Look? Sound?
- Can you describe the weather in the playground image?
- How would you describe a snowy day to someone who has never experienced it? A windy day? A sunny, rainy day? A rain storm? A cold, sunny day?
- Have you ever seen the weather change? Can you describe what happened?
- What's one new thing you learned about weather that you didn't know before?
- What questions do you still have about weather?

End the discussion of different types of weather by asking children to use what they now know about weather to describe a windy day; a sunny, rainy day; a rainstorm; and a sunny, snowy day.

Stations -

Station #1 - Technology

- The students will use the chromebooks to research types of weather and watch different videos on the topic of weather.
  - <https://www.weatherwizkids.com/>
  - <https://www.weather.gov/cae/justforkids.html>
  - <http://www.weatherforkids.org/>
  - <https://kidsweatherreport.com/>
  - <https://climatekids.nasa.gov/menu/weather-and-climate/>

Station #2 - Graphs and data collection

- The students will create graphs based off of weather reports from different cities and states both past and present

- <https://www.wunderground.com/history/>
- <https://weather.com/>
- <https://www.weatherwizkids.com/>
- <https://kidsweatherreport.com/>

#### Station #3 - Books

- Students will read and look at books pertaining to the topic of weather
  - Guiding questions -
    - What kinds of weather are there?
    - How are each type of weather the same and different?

#### Station #4 - Differentiated lesson with the teacher

- Lower groups and middle group - Review of the material already taught
- Higher group - Difference between climate and weather

#### STEM - Wind Activity

“E” - The students will create wind cars, wind mills, and kites to experience wind.

Wind is a difficult concept for my students to understand since it cannot be seen.

Wind cars

Materials

- One 8×5' ' foam board with slit cut into center
- Two 5' ' long milkshake straws
- Two 8' long cake pop sticks
- One 5×5' ' cardstock square
- One large craft stick
- Four wooden wheels or pieces of cardboard cut into circles
- Stickers

- Tape
- Play dough

**Step one**, decorate your foam board with stickers or however you wish.

**Step two**, using tape attach the straws to both ends of the foam board.

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**Step four**, slide the wooden wheels on to the cake pop sticks and cap it with the play dough to keep the wheels from falling off.

**Step five**, decorate the paper sail with stickers or however you want!

**Step six**, attach the sail to a craft stick with tape and insert the craft stick into the slit in the foam board. Now the wind car is ready to race!

“E” - Kites -

Materials

- paper lunch bags
- yarn or strong twine/string
- popsicle stick
- scissors
- streamers
- tape
- scissors
- embellishments: stickers, paint, markers, crayons, construction paper, washi tape

Directions

1. Have the kids decorate the paper bags using a variety of embellishments.

Stickers and washi tape work really well to add some fun prints and colors! They

	<p>could also draw designs with markers and crayons or add polka dots and stripes using washable paints. Just make sure the paint is dry before moving on to the next step.</p> <ol style="list-style-type: none"> <li>2. Using a pair of scissors, snip a little hole on the bottom base of the bag. This will be used for the kite string.</li> <li>3. Cut a piece of yarn or string about 18-24 inches long. Tie one end to the middle of a popsicle stick and feed the other end through the hole in the bag. The popsicle stick will keep the kite string from pulling out when it's flying.</li> <li>4. Attach streamers to the open end of the bag using tape.</li> <li>5. Go fly your kite!</li> </ol>
<p><b>Explain</b> The purpose for the EXPLAIN stage is to provide students with an opportunity to communicate what they have learned so far and figure out what it means.</p>	<p>After viewing, PEEP and the Big Wide World: Stormy Weather, ask questions to prompt children to identify observations that help them describe different weather they observed in the video. For example: To give the students an opportunity to use the vocabulary they have been learning and to get up out of their chairs use a concentric circle. This is where the students sit in two circles, one inside the other, and one of the circles will turn around the other. This will give the students the opportunity to speak with their different classmates.</p> <ul style="list-style-type: none"> <li>● What clues did you observe when it was raining?</li> <li>● How does the weather change throughout the day?</li> <li>● How does the weather affect the characters?</li> <li>● How are the two types of weather different? How are they the same?</li> <li>● Have you ever had to change your plans because of the weather? Explain.</li> </ul> <p>Safety Tip: Ask children why they think Peep and his friends ran into the can when they heard thunder and saw a lightning flash. Explain that thunder and lightning storms can be dangerous. You might say: Playing in a rainstorm can be fun, and watching and listening to a thunder and lightning storm can be exciting—but be sure you watch it from a safe place. Thunderstorms make lightning flashes that can be very dangerous, so when you hear a loud</p>

KABOOM, it's time to go inside!

Before continuing the interactive lesson:

If you have already viewed the individual sections of the Different Types of Weather video, which views the full video, or you may want to use the video as a review for children.

- Project page 7 of the interactive lesson on the screen or wall. If children are using individual devices, be sure they have the same page visible in full screen on each device.
- If you haven't already introduced the science term evidence to children, you might want to do so at this time. You can tell children that you want them to think like scientists and use the word evidence instead of clues, like scientists do when they are investigating. Then say: Let's think like scientists and look for evidence that tells about different types of weather.

Review with children what they know about weather. Talk about the PEEP and the Big Wide World video and different clues they observed that helped them describe weather in each of the videos. Encourage children to identify observations of weather factors that help them describe different types of weather. Record responses on the "Ideas About Weather" chart.

You can ask questions such as: Use a share out method or a think-pair-share to answer questions

- What is the weather outside today? Is it the same as yesterday? How is it the same or different?
- What clues do you see outside that tell you about the weather?
- Can you find clues in the classroom that tell what the weather is outside? (rain boots, mittens, etc.) Were the same clues here yesterday? Why do you think that is?
- What are the four factors that describe the weather?

Compare and contrast -

	<p>The students will use the compare and contrast worksheet to write the differences and similarities for different types of weather.</p> <p>*This will be used as a formative assessment to make sure that the students can describe the types of weather</p>
<p><b>Elaborate/Extend</b> The purpose for the EXTEND stage is to allow students to use their new knowledge and continue to explore its implications.</p>	<p>Review children’s understanding of different types of weather. Tell children they are going to become weather detectives and find clues that tell about the weather in each picture. Say: Look carefully for clues that tell about the weather in each picture. But look for clues that tell about the weather before the pictures were taken, too.</p> <p>Read the screen text aloud. Then have volunteers identify evidence that tells about the weather and about how the weather changed. Ask questions such as: Use a share out method or a think-pair-share to answer questions</p> <ul style="list-style-type: none"> <li>● What do you think the weather was like before this picture was taken? How do you know?</li> <li>● What evidence can you find that tells the weather changed? Explain.</li> <li>● How would you describe the weather to a friend?</li> <li>● Have you ever been outside when the weather changed? Can you describe what it was like? What did it feel like? Sound like?</li> </ul> <p>Close out the lesson with a brief discussion to allow children to reflect on their learning. Acknowledge all the new ideas children added to the “Ideas About Weather” chart throughout the lesson. Then have children observe and describe the weather outside. You might ask a few questions, such as: Use a share out method or a think-pair-share to answer questions</p> <ul style="list-style-type: none"> <li>● Can you describe one new thing you learned today about the weather?</li> <li>● What is your favorite type of weather? Why?</li> <li>● What else would you like to learn about weather?</li> </ul>

	<p>At the end of the lesson we will revisit the poster we have been working on since the beginning of the lesson unit. As a class we will answer any unanswered questions and add any facts that we have learned so far.</p>
<p><b>Evaluate</b> The purpose for the EVALUATION stage is for both students and teachers to determine how much learning and understanding has taken place.</p>	<p>Each student will create a “Type of Weather” poster. This poster will be present to the class. The presentation and the poster will be taken as grades. The student will be given the type of Weather.</p> <p>Rain, Snow, Wind, sunlight, types of clouds</p> <p>This can be completed in class or as an at home project.</p> <p>On the poster the students will be graded based off of the rubric included below.</p> <p>Requirements:</p> <ul style="list-style-type: none"> <li>● Definition of type of weather</li> <li>● Labeled</li> <li>● Accurate illustration</li> <li>● Presentation over the type of weather             <ul style="list-style-type: none"> <li>○ What causes this type of weather?</li> <li>○ What kind of damage can this type of weather cause?</li> <li>○ What can be done to prepare for this type of weather?</li> <li>○ What kind of clothing do you need for your type of weather?</li> <li>○ What activities can happen during this type of weather?</li> <li>○ Interesting facts</li> </ul> </li> </ul>

## Resources:

NASA , NASA, [climatekids.nasa.gov/menu/weather-and-climate/](http://climatekids.nasa.gov/menu/weather-and-climate/).

11, KHOU. “Houston Forecast: Wet Monday Ahead.” *YouTube* , YouTube, 17 Dec. 2017  
[www.youtube.com/watch?v=avTkG9\\_Z3WA](http://www.youtube.com/watch?v=avTkG9_Z3WA) .

“Historical Weather.” *Weather Underground (10.226.246.111)* , [www.wunderground.com/history/](http://www.wunderground.com/history/) .

Jo, et al. “DIY Wind Car: Science Lesson & Fine Motor Fun.” *Stir The Wonder* , 17 Feb. 2017.  
[www.stirthewonder.com/diy-wind-car-science-lesson-fine-motor-fun/](http://www.stirthewonder.com/diy-wind-car-science-lesson-fine-motor-fun/) .

“Paper Bag Kites - Crafts for Kids.” *Somewhat Simple* , 13 Aug. 2018, [www.somewhatsimple.com/paper-bag-kites/](http://www.somewhatsimple.com/paper-bag-kites/).

US Department of Commerce, and Noaa. “Just For Kids.” *National Weather Service* , NOAA's National Weather Service.  
23 Oct.2014, [www.weather.gov/cae/justforkids.html](http://www.weather.gov/cae/justforkids.html) .

“National and Local Weather Radar, Daily Forecast, Hurricane and Information from The Weather Channel and Weather.com.” *The Weather Channel* , 8 Apr. 2019, [weather.com/](http://weather.com/).

“Weather Report For Kids.” *Weather Report For Kids* , [kidsweatherreport.com/](http://kidsweatherreport.com/).

“Weather Wiz Kids.” *Because Weather Is Awesome* , [www.weatherwizkids.com/](http://www.weatherwizkids.com/).

Wgbh. “What Is Weather? | Lesson Plan.” *PBS LearningMedia* , WGBH, 26 July 2018.  
[www.pbslearningmedia.org/resource/buac17-k2-sci-ess-lpwhatweather/what-is-weather/](http://www.pbslearningmedia.org/resource/buac17-k2-sci-ess-lpwhatweather/what-is-weather/).

### Type of Weather Poster

	3	2	1	0
Content accuracy	All of the information on the poster is accurate.	1 part of the information does not pertain to the topic.	2 or more parts of the information are inaccurate.	The information does not pertain to the topic.
Required Elements	All of the required elements are present and there is extra information	All of the required information is present.	All but one of the required elements are present.	2 or more of the required elements are absent.
Neatness	Poster is very neat.	Poster is neat.	There was a small attempt for neatness.	Poster is messy and unorganized.
Graphic Relevance	All of the graphics pertain to the topic and make it easy to understand. There is creativity present.	All of the graphics pertain to the topic and make it easy to understand.	All graphics pertain to the topic.	None of the graphics pertain to the topic.
Spelling and Grammar	There are no mistakes.	There is 1 mistake on the poster.	There are 2 mistakes on the poster.	There are 3 or more mistakes on the poster.
Class Presentation	The student presented their poster and accurately described their poster to the class.	The students presented their poster but could of described it more clearly.	The student did not explain or describe their type of weather to the class.	The students did not present their diorama to the class.

Student Name: \_\_\_\_\_

Grade: Total points - \_\_\_\_\_/18

Compare and contrast different types of weather. Pick two types and write each one on the line. In each circle write how each type of weather is different. In the middle circle write how the types of weather are the same.

# Compare & Contrast

