

# WEATHER VS. CLIMATE HOPSCOTCH

**PURPOSE:** *In this short activity, students will demonstrate what they know about weather and climate, and the ways in which they are different.*

## MATERIALS

1 Roll of Colored Tape  
Weather & Climate Cards  
Weather & Climate Signs

## VOCABULARY

Weather: A short-term change to the conditions of the atmosphere (ex. It rained last week).

Climate: A long-term pattern of what the weather is doing in an area (ex. Texas is usually hot /dry).

## SET-UP

Using tape, create the outline of four squares on the floor of your classroom. These squares should be large enough for a student to stand inside. These squares should be constructed in two rows of two, with each row about 3 feet apart (see image to the right).

Place the sign that says "Weather" on the ground behind one of the rows, and the sign that says "Climate" behind the other row.

**Weather**      **Climate**



Students line up here

## PRE-ACTIVITY DISCUSSION

### K-5th Grade:

- What are some words you would use to describe the weather? (ex. sunny, rainy, cold, etc.)
- What is the weather usually like in Texas? What about the North Pole?
- Does anyone know the difference between Weather and Climate?

### 6-8th Grade:

- What do you already know about the difference between weather and climate?



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## DIRECTIONS

1. Instruct your class to line up behind the two rows of squares as indicated in the "Set Up" image on the previous page.
2. As you read each Weather/Climate card out loud, the student at the head of the line will jump into the square that indicates whether that card was an example of "Weather," or "Climate."
3. Once you read the second card out loud, the first student will now jump into the next row's square based on whether that card represents Weather or Climate. The second student in line will jump into the first section of squares based on that same card.
4. By the end of this activity, each student should have two opportunities to identify Weather vs. Climate.

*If your class needs a hint, you can remind them about Climate key words such as "average," and "typically."*

## POST-ACTIVITY DISCUSSION

Climate is the overall average weather of a location over a long period of time. There are weather stations around the world that are constantly collecting data about the weather. This data is used to analyze weather patterns. We are able to see changes to these patterns because of all the data that scientists around the world are collecting.

Why do you think it's important that meteorologists and climatologists are collecting data over time?

## POST-ACTIVITY EXTENSION: "CHART THE WEATHER"

### K-4TH GRADE

Using the K-4th grade "Weather Calendar" downloadable, have your students record the weather in your town for one full month by drawing symbols on their calendar.

### 5-8TH GRADE

Using the 5-8th grade "Chart the Weather" downloadable, have your students record the weather in 3 locations for a full month, then analyze the data on a graph. Discuss the "pre" and "post" questions with your students as a class!

## TEKS ALIGNMENT

Kindergarten (b) 8A, 1st grade (b) 8A, 8C, 2nd grade (b) 8A, 8B, 5th Grade (b) 8A



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