Task	Modifications for Younger Students	Modifications for Older Students
Observing	• Provide word bank for "observation words" • Provide pictorial cues for observations of temperature (i.e. ice cube, sun, person shivering, etc..) and other	• Encourage students to write detailed observations using prompts such as: "I can observe____; This looks like_____; This reminds me of _____"
Data Recording	• Provide cloud symbols for cut and paste; • Use Wikki Stix (wax-covered string) for cloud shapes • Use fewer data fields – increase size of recording space • Create "mailing labels" of weather symbols so students have ready-made stickers for journal	• Allow students to design their own data tables with appropriate prompts • Have students share and compare data online using a Wiki (collaborative Web space)
Using Instruments	• Simplify cloud window by using one-word weather descriptions such as "rain," "snow," "fog," etc… • Use large print thermometers • Revise the scale on the anemometer so that it reflects three "wedges" for "no wind," "light wind," and "strong wind"	• Expand wind study to include wind speed, strength, and direction; • Incorporate air pressure and humidity and their respective instruments (barometer and hygrometer) • Have students research the history of weather instruments and design their own weather instrument based on their research
Modeling Weather	• Include kinesthetic activity for water cycle (act out evaporation, condensation, etc…) • Use one-liter bottles rather than two-liter bottles for tornado tube	• Have students evaluate the strengths and weaknesses of the water cycle and tornado tube models • Research computer models for weather prediction