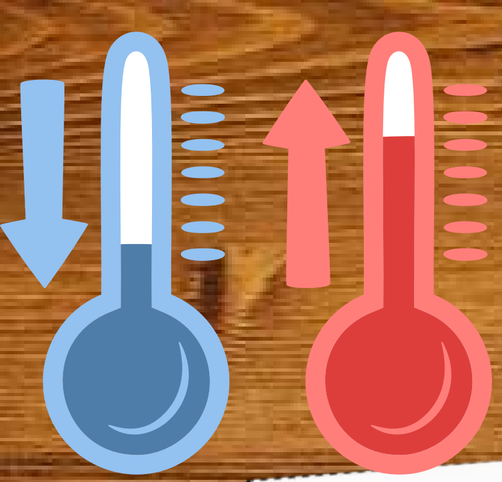
RESEARCH-BASED VOCABULARY SCAFFOLDING!

3RD GRADE





WEATHER VOCABULARY ACTIVITIES

KEEP SCROLLING TO SEE WHAT'S INSIDE!

WHAT'S INCLUDED?

Vocabulary Cards
Matching &
Sorting Activities
Frayer Models
Reading & Context
Application &
Thinking
Quiz-Quiz-Trade
Activity



VOCABULARY CARDS

the invisible mixture of gases we breathe

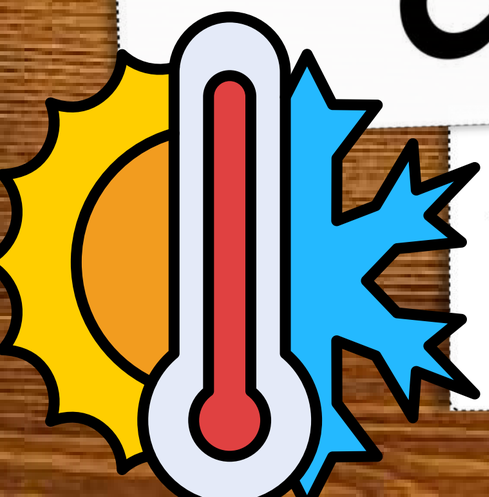




a tool that measures how fast the wind is blowing

air

anemometer



air

the invisible mixture of gases we breathe

anemometer

a tool that measures how fast the wind is blowing

MATCHING & SORTING ACTIVITIES

WEATHER SCOOT

WORD + DEFINITION

CONCEPT SORTS

EXAMPLE / NON-EXAMPLE

TRUE / FALSE

Name:

Weather Scoot

Read the definition on the on the card. Look at the word list and determine the word that fits the best. Write it in the space for that number.

1	2	3	4
5	6	7	8
9	10	11	
13	14	15	
17	18	19	
21	22	23	

air
anemometer
atmosphere
barometer
breeze
cloud
cloudy
cirrus cloud
cloud cover
condensation
cumulus cloud

Name:

Weather You Can See and Feel

Cut out the vocabulary words. Read each definition and match it to the correct word. Glue the words next to the correct definitions.

	the outside conditions at a certain time and place
	the am
	when th
	a thick cl
	hov
	when the s
	whe sk cov

weather	s
cloudy	ov
temperature	hu
fog	w

Name:

True or False Sort: Weather Vocabulary

Cut out the cards below. Read each statement and decide if it is true or false. Sort the cards into the correct category. If a statement is false, be ready to explain what is incorrect.

TRUE	FALSE

Name:

Concept Sort I: Water Cycle vs. Weather

Cut out the words below. Sort them into the correct category: Water Cycle or Weather.

Water Cycle	Weather

ail	gas	weather
ensation	mist	temperature
midity	water cycle	forecast
		water vapor

Name:

Example or Non-Example Sort: Weather Vocabulary

Cut out the cards. Read each situation and decide if it is an example or non-example of the vocabulary word. Sort each card into the correct column.

Precipitation

Example	Non-Example

Rain falling from clouds
Fog covering the ground
Snowflakes falling from the sky
Clouds in the sky
Hail hitting the ground during a storm
Steam rising from a hot drink

Non-Example

Wet clothes drying outside
Water freezing into ice
Steam rising from a pot of boiling water
Rain falling from clouds
Fog forming near the ground
A puddle drying up after a sunny day

Non-Example

Clouds forming in the sky
Water boiling into steam
Rain falling from clouds
Water droplets forming on the outside of a cold glass
Ice melting into liquid water
Fog appearing in the morning

True or False Sort: Weather Vocabulary

Clouds are made of solid rocks.	Evaporation happens when a liquid turns into a gas.
Fog is a cloud close to the ground.	Snow is liquid water that falls from clouds.
The water cycle only happens on land.	Clouds are made of tiny droplets of water or ice.
Snow is frozen water that falls as ice crystals.	A thermometer measures wind speed.
Wind is still air that does not move.	Wind is moving air.
A thermometer measures temperature.	Condensation is when a gas turns into a solid.
Evaporation happens when a gas turns into a liquid.	Rain is liquid water that falls from clouds.
The water cycle shows how water moves through Earth and the air.	Fog is a type of precipitation that falls from the sky.
Rain is frozen water that falls as ice crystals.	Precipitation is water that falls from the sky.
Condensation happens when a gas turns into a liquid.	Evaporation happens when

FRAYER MODELS



READING & CONTEXT

CONTEXT CLUES PASSAGES

CLOZE READING PASSAGES

Name: _____

Passage 1: A Day of Changing Weather

Read the Passage. Underline the vocabulary words. Choose four words. Write what you think the word means based on the context.

weather, sunny, temperature, cloud cover, breeze, clouds, overcast, wind, air, precipitation, rain, sleet, snow, fog

Word	
Meaning	

On Monday morning, the weather was sunny and warm. The temperature was 75 degrees, and there was only a small amount of cloud cover in the sky. A l breeze moved through the trees as students walked to school.

By the afternoon, things began to change. Dark clouds started to fo the sky became overcast. The wi picked up, and the air felt coole precipitation began to fall. At fi rain, but later, small ice pellets began to hit the ground.

That evening, the temperatu even more. Overnight, the r snow, covering the ground next morning, students noti to the ground, making it h ahead.

Name: _____

Passage 2: The Water Cycle in Action

Read the Passage. Underline the vocabulary words. Choose four words. Write what you think the word means based on the context.

evaporation, liquid, gas, water vapor, condensation, clouds, precipitation, rain, snow, sleet, hail, water cycle, air

Word	
Meaning	

After it rained, small puddles formed on the ground. As the sun came out, the water in the puddles slowly began to disappear. This process of liquid changing into a gas called water vapor is called evaporation.

Word	
Meaning	

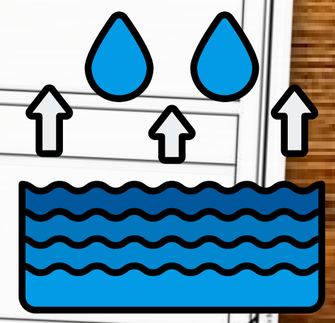
As the water vapor rose into the air, it cooled. When a gas cools and changes back into a liquid, it is called condensation. This is how clouds form in the sky.

Word	
Meaning	

Clouds are made of tiny droplets of water or ice. When the droplets grow too large and heavy, they fall back to Earth as precipitation. This can be rain, snow, sleet, or hail.

Word	
Meaning	

All of these steps—evaporation, condensation, and precipitation—are part of the water cycle, which shows how water moves through Earth and the air.



Name: _____

Cloze Passage 1: A Day of Changing Weather

Use the word bank to fill in the sentences:
weather (2) , temperature, cloudy, wind, breeze, humidity, fog, overcast, sunny

Each morning, students check the _____ outside. They look at the sky and notice if it is _____ or _____. Some days the sun is shining, and it is _____.

They also think about the _____. If it feels warm or cool, they can describe how hot or cold the air is. Sometimes a light _____ m r days the _____ is stron

On some mornings, the ai ca _____. Othe covers the ground and makes it hard to see.

By observing these conditions each day, students can the _____ and notice how it changes.



Name: _____

Cloze Passage 2: What Happens After It Rains

Use the word bank to fill in the sentences:
evaporation, condensation, precipitation, water cycle, liquid, gas, water vapor, clouds

After a storm, water collects in puddles on the ground. This water is in a _____ state. When the sun warms the puddles, the wat changes into a _____. _____ and rises into the air. own. When it cools, it changes back ed _____. _____ form in the sky. When the oo heavy, they fall back to Earth as er in the _____, rough the environment.

APPLICATION & THINKING

SCENARIO CARDS

ERROR ANALYSIS

eather Scenarios

Name: _____

ead each scenario. Use your knowledge of weather vocabulary
determine the best answer.

	2	3	4
	6	7	
	10	11	
14	15	16	
	19	20	
		24	

Weather Scenario Cards

Read each scenario. Use your knowledge of weather vocabulary to determine the best answer.

1 A puddle disappears after a warm, sunny day. What process happened?	**2** Water droplets form on the outside of a cold glass. What process is happening?	**3** Dark clouds form, and rain begins to fall. What is falling from the sky?
4 Ice crystals fall gently from the sky on a cold day. What type of precipitation is this?	**5** Small balls of ice fall during a storm. What type of precipitation is this?	**6** The sky is covered with thick clouds, and the sun is not visible. What word describes this weather?
7 A thin, wispy cloud is high in the sky. What type of cloud is this?	**8** Puffy white clouds float across the sky. What type of clouds are these?	**9** Flat gray clouds cover the entire sky. What type of cloud are these?
10 A thick cloud close to as it	**11** A light cloud near the ground is not very thick. What is this called?	**12** The air feels sticky and damp. What is high in th air?

Name: _____

Using Weather Tools

Answer each question using evidence and vocabulary words.

1. Why do scientists use a thermometer?
Explain what a thermometer measures and why it is important.

2. How do s a rain gauge help us understand weather?
Describe wh information a rain gauge gives us.

w it helps predict weather.

r?
d how it helps people.

Scientist Says

Name: _____

A scientist made a claim. Decide if it is correct and explain your thinking. If it is incorrect, fix the statement.

Incorrect Statement	Correct Statement
A scientist says clouds are made of gas.	
A scientist says evaporation happens when a gas turns into a liquid.	
A scientist says condensation happens when a liquid turns into a gas.	
A scientist says snow is liquid water that falls from clouds.	
A scientist says a thermometer measures wind speed.	
A scientist says humidity is how hot or cold the air is.	
A scientist says precipitation stays in the sky and does not fall.	

ientist says the wate
only happens o
land.

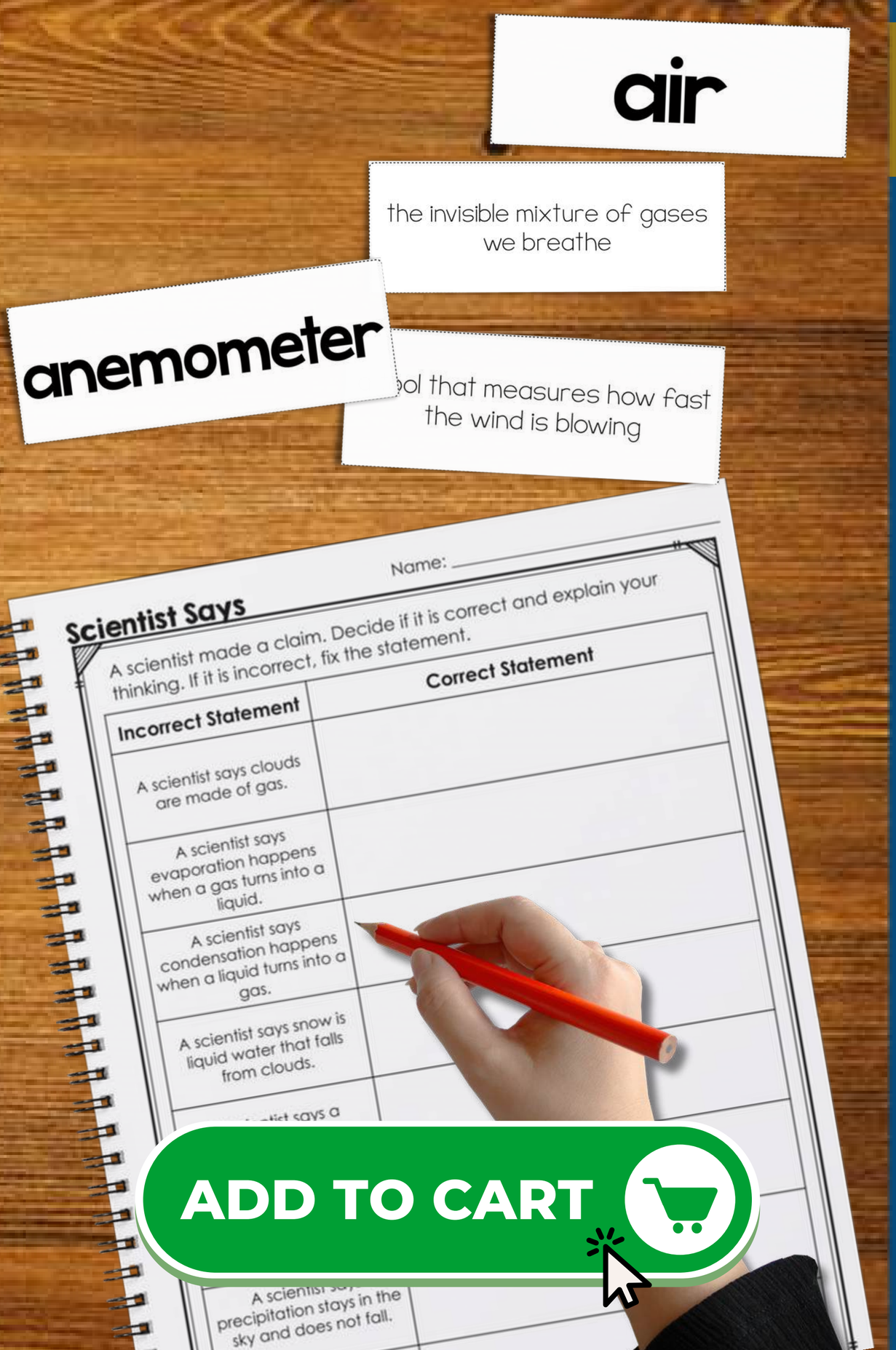
APPLICATION & THINKING

Quiz-Quiz-Trade Cards

1	2	3
Q: A puddle disappears after a sunny day. What process happened? **A:** evaporation	**Q:** Water droplet… form on a cold glass. … process is … **A:** conden…	**Q:** What is precipitation?
4	**5**	
Q: A student says clouds are made of gas. What is incorrect? **A:** Clouds are made of tiny droplets of water or ice, not gas.	**Q:** What to… tempe… **A:** the…	
7		
Q: A student says evaporation is when gas turns into liquid. What is incorrect? **A:** Evaporation is when liquid turns into gas.	**Q:** Wha… thi… **A:**	

Quiz-Quiz-Trade Cards

13	14	15
Q: Water falls as ice crystals from clouds. What is this called? **A:** snow	**Q:** What tool shows wind direction? **A:** wind vane	**Q:** What is the water cycle? **A:** how water moves from liquid to gas and back again
16	**17**	**18**
Q: A student says a rain gauge measures temperature. What is incorrect? **A:** A rain gauge measures rainfall, not temperature.	**Q:** Puffy white clouds in the sky are called what? **A:** cumulus clouds	**Q:** What is water vapor? **A:** water in the form of a gas
19	**20**	**21**
Q: A student says fog is precipitation. What is incorrect?	**Q:** What tool measures how much rain falls?	**Q:** The sky is completely covered with clouds. What word describes this?



WAYS TO USE IN THE CLASSROOM

Science Centers: Set up independent matching and sorting stations for hands-on review.

Cooperative Learning: Use Quiz-Quiz-Trade to get students moving and talking about weather terms.

Morning Work: Assign a Frayer Model or a reading passage as a daily warm-up.

Assessment: Use the error analysis cards to check for deep conceptual understanding before a test.

YOU WILL LOVE THIS BECAUSE



Scaffolded Learning

Move students from basic identification to complex error analysis with a structured, research-based instructional progression that ensures mastery.



Active Engagement

Incorporate movement and social interaction with Quiz-Quiz-Trade, keeping students energized and focused on scientific vocabulary and concepts.



Low Prep

Save hours of planning with ready-to-print activities that cover everything from initial introduction to final review and assessment.



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to get more resources!



My passion is making learning accessible to all students. I love scaffolding learning, breaking down the concepts and building them up so that students can see the connections. I love figuring out the small components that build up to the big ideas and helping students see it all.



What I have LEARNED