

Global Wind Patterns FlipBook

Materials

2 sheets of paper
stapler
pen/pencil

scissors
staples
colored pencils

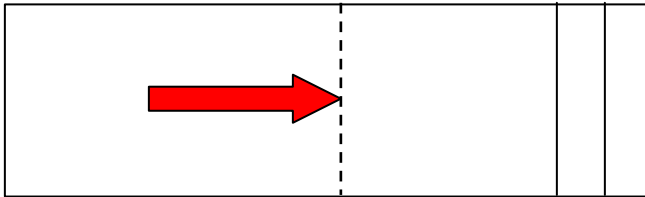
outline map

Directions

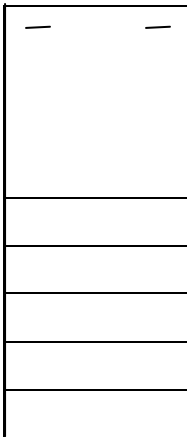
1. Cut out the outline map. Set aside.
2. Fold the two sheets of paper long ways in half – fold.
3. Cut both pieces in half along the fold lines. Keep three of the strips of paper – discard the fourth.
4. Stack the papers on top of each other.
5. Shift the papers over so that there is approximately one centimeter between each one.



6. At the middle of the stack, fold the papers under so that each tab is about a centimeter across.



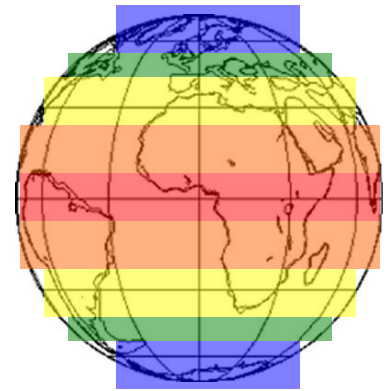
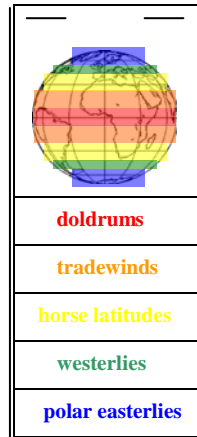
7. Staple.



8. Glue the outline map on front tab.

9. Fill in and label the global wind patterns using the following colors. Use the same color when writing the name of the wind on the tab.

doldrums – red
tradewinds – orange
horse latitudes – yellow
westerlies – green
polar easterlies – blue



10. Draw arrows using the black colored pencil to indicate the directions of the winds movement due to the Coriolis Effect.
11. On the tabs above each item, give a detailed description of the concept.

Flipbooks (or foldables) are a great way for students to organize data and prepare for assessments. (No more boring notes!!!!)



<http://oceanography.earthednet.org>



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Correlated Literature (with Lexiles) (Audio capable)

(All literature can be found on the Galileo website unless otherwise noted.)

Vasquez, T. (2009). THE INTERTROPICAL CONVERGENCE ZONE. (cover story). *Weatherwise*, 62(6), 24.
(Audio capable)

Common Core

L6-8RST1: Cite specific textual evidence to support analysis of science and technical texts.

L6-8RST7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Georgia Performance Standards

S6E4. Students will understand how the distribution of land and oceans affects climate and weather.

a. Demonstrate that land and water absorb and lose heat at different rates and explain the resulting effects on weather patterns.