Australian Curriculum

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AGES 5–6

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SCIENCE: A STEM APPROACH

AC

Biological sciences

Chemical sciences

Earth and space sciences

Physical sciences

SCIENCE TECHNOLOGY ENGINEERING MATHEMATICS

SAMPLE - NOT FOR SALE

RIC-6170 7.6/1255

Teacher notes

Science inquiry focus:
What is weather?

Science Inquiry Skills:
- Questioning and predicting QP
- Planning and conducting PC
- Processing and analysing data and information PA
- Communicating C

Science as a Human Endeavour:
- Students observe different features in the sky and landscape as well as the temperature and wind to predict the weather for the day.

Technology/Engineering/Mathematics links:
- viewing digital texts, including online songs and videos
- using tools safely when cutting out puzzle pieces
- identifying the 2D shape made by the connecting puzzle pieces (optional)

Assessment focus:
- Use the brainstorm in the Introduction to assess the student's prior knowledge of weather.
- Monitor the student's responses to the questions in the Reflection to assess their understanding of different types of weather.

Background information

- Weather is defined as 'the state of the atmosphere with respect to wind, temperature, cloudiness, moisture, pressure etc.' In this unit, weather will relate to sun, wind, rain, cloud, snow, storms, lightning, thunder and temperature.
- Determining the type of weather requires observation of the sky and the landscape, and may require specific measuring devices such as thermometers.
- Prompting questions for observing different weather types:
  - Sunny–*Is the sun shining? Is the sun covered by clouds? Is the weather warm or cool?*
  - Cloudy/Partly cloudy–*Are there clouds in the sky? If so, how many? Do the clouds look white and fluffy or dark grey? Is the weather warm or cool?*
  - Windy–*Are the leaves on trees moving? Is your hair blowing in the wind? Is the weather warm or cool?*
  - Rainy–*Is the ground and other things wet? Can you see water droplets falling from the clouds? Is the weather warm or cool?*
  - Stormy–*Are the clouds dark grey? Is it raining? Can you see lightning? Can you hear thunder? Is the weather warm or cool?*

Resources

- A large piece of paper with the question 'What is weather?' written in the centre
- Digital cameras (optional)
- Online video–'Check out the weather song' at <http://tinyurl.com/y86d4dmt>
- One copy of page 78 for each student
- Online video–*Types of weather* at <http://tinyurl.com/lkopqz8>
- A mini whiteboard for each student

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Lesson plan

Introduction:

1. Write the question 'What is weather?' on a large piece of paper and read it aloud to the class. Allow 30 seconds of silence for students to think about all the different aspects of weather. Conduct a brainstorm with the students to identify their ideas and write them on the page. QP

Development:

2. As a class, walk outside and observe the day's weather. *What things are in the sky? Are the trees moving? Is it wet or dry outside? Is it hot or cold?* Using a think-pair-share, students discuss the question *How would you describe the weather today?* Select pairs to share their ideas with the class. Students may be encouraged to take a digital photograph of the weather each day to create a weather chart. PC PA
3. Listen to the song 'Check out the weather' at <http://tinyurl.com/y86d4dmt>. Pause the song at 2.42 as the rest of the song discusses advanced weather concepts.
4. Provide each student with a copy of page 78. Students cut out the puzzle pieces and match the weather words to the weather pictures. *Note: These can be left as puzzle pieces for future practice or pasted in matching pairs onto a piece of coloured paper or into a science journal. Students may be encouraged to name the 2D shape made by the connecting puzzle pieces to check their answers.* PC PA

   Differentiation
   - Less capable students may be assisted to read the weather words on page 78 by providing them with beginning sounds in each word. This will help them match the weather jigsaw puzzle pieces.
   - More capable students may be encouraged to create more puzzle pieces by providing them with a blank copy of the puzzle pieces on page 79. Students draw an image on one piece and have a go at writing the word on another to add different types of weather to the puzzle, such as foggy, partly cloudy or hail.
5. Watch the video *Types of weather* at <http://tinyurl.com/lkopqz8>. This video explains each type of weather in a simple, concise way.

Reflection:

6. Give each student a mini whiteboard and a whiteboard marker. As a class, conduct a quiz to assess students' understanding. When a question is asked, students respond to the question by drawing an image or writing a word on their mini whiteboard. Questions may include: What is the weather like today? What was the weather like yesterday? If I am hot and sweaty, what might the weather be like? If I am cold and shivering, what might the weather be like? If my hair is blowing into my face, what might the weather be like? *Note: Lesson 2 will explore how weather affects our daily lives, including clothing, activities and places we visit.* PA C

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Weather jigsaw puzzles – 1

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Weather jigsaw puzzles – 2

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