

# Weather in my world – Early Stage 1

Earth and Space Strand

Term	1	2	3	4	Weeks	1	2	3	4	5	6	7	8	9	10	11
------	---	---	---	---	-------	---	---	---	---	---	---	---	---	---	----	----

Outcome	Lesson Sequence – Overview	Resources	Word Wall
<p><b>STe-6ES-S</b> identifies how daily and seasonal changes in the environment affect humans and other living things</p> <ul style="list-style-type: none"> <li>➤ observe characteristics of weather</li> <li>➤ identify some characteristics of weather</li> <li>➤ recall characteristics of weather and record them as drawings.</li> </ul> <p><b>STe-1WS-S</b> observes, questions and collects data to communicate ideas</p> <ul style="list-style-type: none"> <li>➤ contribute to discussions about weather</li> <li>➤ recount their personal experiences of weather</li> <li>➤ record ideas in a science journal.</li> </ul>	<p><b>Lesson 1</b> <u>Wondering about weather – Lesson focus p11</u></p> <ul style="list-style-type: none"> <li>• To capture students' interest and find out what they think they know about how daily and seasonal changes in our environment, including the weather, affect daily life.</li> <li>• To elicit students' questions about the weather and seasons.</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <i>experience the weather outside the classroom</i></li> <li>• <i>represent their ideas about weather through drawing</i></li> <li>• <i>share ideas and questions about weather.</i></li> </ul>	<ul style="list-style-type: none"> <li>• class science journal</li> <li>• word wall</li> <li>• frame (eg, cut from ice-cream container lid, cardboard)</li> <li>• student science journal</li> </ul>	<p><i>air</i></p> <p><i>changes</i></p> <p><i>clothes</i></p> <p><i>clouds</i></p> <p><i>cloudy</i></p> <p><i>cold</i></p> <p><i>cool</i></p> <p><i>day</i></p> <p><i>dry</i></p> <p><i>freezing</i></p> <p><i>hail</i></p> <p><i>hot</i></p> <p><i>journal</i></p> <p><i>night</i></p> <p><i>observe</i></p>

STe-6ES-S identifies how daily and seasonal changes in the environment affect humans and other living things

- identify some characteristics of weather
- identify symbols used to represent characteristics of weather
- observe and record characteristics of weather.

STe-1WS-S observes, questions and collects data to communicate ideas

- recognise symbols and words used to describe weather
- view newspaper and television weather reports and make links with their personal experience
- recount their personal experience of weather
- identify the broad purposes and features of a table
- retrieve information from a weather

## Lesson 2

### Watching the weather – Lesson focus p15

- To provide students with hands-on, shared experiences of symbols used to communicate weather conditions.
- To commence an ongoing weather watch observation and recording experience.

#### *Session 1 Drawing weather symbols*

##### Students:

- *discuss how symbols are used to communicate information*
- *creates symbols that represent characteristics of weather.*

#### *Session 2 Weather symbol detectives*

##### Students:

- *explore symbols used in newspaper and television weather information reports*
- *discuss why people want to know about the weather.*

#### Session 1

- class science journal
- word wall
- 'Symbols in my world' (Resource sheet 1)
- *optional:* photographs of symbols used in everyday life
- *optional:* you might like to use weather sound clips for this activity (see the Primary Connections website)
- *optional:* computer and appropriate software for students to draw symbols
- student science journal
- 4 small pieces of paper (approximately 8 cm x 8 cm)

#### Session 2

- class science journal
- word wall
- newspaper
- set of newspaper weather map symbols
- recording of a television weather report\*
- audiovisual equipment (eg, television, DVD player)
- student science journal
- newspaper weather report (provided by you)
- scissors
- glue
- *optional:* computer/s with internet access to view online

*rain*  
*report*  
*science*  
*sky*  
*snow*  
*sun*  
*symbols*  
*temperature*  
*thermometer*  
*warm*  
*weather*  
*wet*  
*wind*

<p>recording table created as a class</p> <ul style="list-style-type: none"> <li>➤ share in writing a summary of the day's weather.</li> </ul>	<p><i>Session 3 Weather watchers (an ongoing experience)</i></p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <i>participate in ongoing observation, recording and discussion of daily weather conditions.</i></li> </ul>	<p>weather information at:  <a href="http://www.bom.gov.au">www.bom.gov.au</a>  <a href="http://www.abc.net.au/news/weather">www.abc.net.au/news/weather</a></p> <p><b>Session 3</b></p> <ul style="list-style-type: none"> <li>• class science journal</li> <li>• word wall</li> <li>• 'Weather symbols used by the Bureau of Meteorology' (Resource sheet 2)</li> <li>• <i>optional:</i> weather symbols (The Primary Connections website has a larger range of symbols you can use)</li> <li>• 1 enlarged copy of 'Weather watch' (Resource sheet 3) or similar (see 'Preparation')</li> </ul>	
<p><b>STe-6ES-S</b>  <b>identifies how daily and seasonal changes in the environment affect humans and other living things</b></p> <ul style="list-style-type: none"> <li>➤ use a frame to observe the sky</li> <li>➤ identify clouds as a feature of the sky</li> <li>➤ describe how much of the sky is covered by cloud.</li> </ul> <p><b>STe-1WS-S</b>  <b>observes, questions and collects data to communicate ideas</b></p> <ul style="list-style-type: none"> <li>➤ use appropriate language to describe</li> </ul>	<p><b>Lesson 3</b>  <b>Eye to the sky – Lesson focus p27</b></p> <ul style="list-style-type: none"> <li>• To provide students with hands-on, shared experiences of observing and describing clouds.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• <i>discuss their experiences of observing and recording the weather</i></li> <li>• <i>make observations of the sky</i></li> <li>• <i>discuss language used to describe the amount of cloud cover</i></li> <li>• <i>represent observations of cloud cover and label appropriately.</i></li> </ul>	<ul style="list-style-type: none"> <li>• class science journal</li> <li>• word wall</li> <li>• 'Weather watch' class table</li> <li>• 'Eye to the sky' (Resource sheet 4)</li> <li>• <i>optional:</i> photographs of the sky</li> <li>• factual texts about the weather (see the Primary Connections website for suggestions)</li> <li>• student science journal</li> <li>• frame (from Lesson 1)</li> </ul>	

<p>the amount of cloud cover</p> <ul style="list-style-type: none"> <li>➤ participate in a discussion to recount observations and experiences relating to cloud cover and weather characteristics</li> <li>➤ retrieve information from a table.</li> </ul>			
<p><b>STe-6ES-S identifies how daily and seasonal changes in the environment affect humans and other living things</b></p> <ul style="list-style-type: none"> <li>➤ identify that temperature is a distinctive characteristic of the weather</li> <li>➤ use a scale to describe temperature conditions</li> <li>➤ identify that thermometers can be used to measure temperature.</li> </ul> <p><b>STe-1WS-S observes, questions and collects data to communicate ideas</b></p> <ul style="list-style-type: none"> <li>➤ use talk to report on observations and reflect on their</li> </ul>	<p><b>Lesson 4</b>  <b>What's the weather like today? - Lesson focus p33</b></p> <ul style="list-style-type: none"> <li>• To provide students with hands-on, shared experiences of temperature.</li> </ul> <p><i>Session 1 How does it feel?</i>  <b>Students:</b></p> <ul style="list-style-type: none"> <li>• <i>discuss their experiences of observing and recording the weather</i></li> <li>• <i>recall language about temperature</i></li> <li>• <i>describe how the air feels</i></li> <li>• <i>investigate temperature.</i></li> </ul> <p><i>Session 2 A temperature tool</i>  <b>Students:</b></p> <ul style="list-style-type: none"> <li>• <i>observe and experience the weather while outside</i></li> <li>• <i>explore the term 'temperature'</i></li> <li>• <i>make a descriptive temperature scale that uses words and colours.</i></li> </ul>	<p><b>Session 1</b></p> <ul style="list-style-type: none"> <li>• class science journal</li> <li>• word wall</li> <li>• 'Weather watch' class table</li> <li>• 1 source of warm or hot air (eg, a hair dryer, a blow heater)</li> <li>• 1 source of cold air (eg, a freezer, a refrigerator, an air conditioner, a fan)</li> <li>• 4 A3 sheets of paper</li> <li>• self-adhesive notes or strips of paper</li> <li>• <i>optional:</i> bucket of ice cubes</li> <li>• 1 fan (made from paper or card) or piece of paper</li> </ul> <p><b>Session 2</b></p> <ul style="list-style-type: none"> <li>• class science journal</li> <li>• word wall</li> <li>• 'Weather watch' class table</li> <li>• string or chalk to mark physical temperature scale</li> <li>• 4 A4 sheets of card</li> </ul>	

<p>experience of temperature</p> <ul style="list-style-type: none"> <li>➤ physically represent their understanding on a simple temperature scale</li> <li>➤ follow instructions to make a temperature tool</li> <li>➤ use a simple temperature scale to describe temperature.</li> </ul>		<ul style="list-style-type: none"> <li>• 1 enlarged copy of 'Our temperature tool' (Resource sheet 5)</li> <li>• different types of thermometers, (eg, colour-band, alcohol and digital thermometers)</li> <li>• copies of 'Our temperature tool' (Resource sheet 5) on A4 thin card</li> <li>• coloured pencils, including red and blue</li> <li>• scissors</li> <li>• pegs or large paper clips per student</li> </ul>	
<p><b>STe-6ES-S</b> identifies how daily and seasonal changes in the environment affect humans and other living things</p> <ul style="list-style-type: none"> <li>➤ identify that weather has distinctive characteristics (cloud cover, temperature, wind and rain)</li> <li>➤ identify that weather changes over time</li> <li>➤ review and summarise records of weather observations.</li> </ul> <p><b>STe-1WS-S</b> observes, questions and collects data to communicate ideas</p>	<p><b>Lesson 5</b> My weather book – Lesson focus p41</p> <p>To support students to represent and explain their understanding of weather and seasons, to identify suitable clothes and activities for various weather and seasonal conditions, and to introduce current scientific views.</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <i>review the 'Weather watch' class table, word wall and class science journal</i></li> <li>• <i>discuss observations of weather</i></li> <li>• <i>represent observations of weather and identify clothes and activities suitable for various weather conditions.</i></li> </ul>	<ul style="list-style-type: none"> <li>• class science journal</li> <li>• word wall</li> <li>• 'Weather watch' class table</li> <li>• factual texts about the weather (see the Primary Connections website for suggestions)</li> <li>• a book (eg, made from several copies of 'Weather and me' (Resource sheet 6) or similar) per student</li> <li>• <i>optional:</i> copies of weather symbols per student</li> </ul>	

<ul style="list-style-type: none"> <li>➤ clarify their understanding and reflect on their experience of observing and recording the weather</li> <li>➤ construct and retell meanings from a weather recording table</li> <li>➤ write and illustrate simple descriptions of weather characteristics.</li> </ul>			
<p><b>STe-6ES-S identifies how daily and seasonal changes in the environment affect humans and other living things</b></p> <ul style="list-style-type: none"> <li>➤ identify wind strength as an important characteristic of weather</li> <li>➤ observe the effect of wind on different materials</li> <li>➤ use a wind meter to observe the strength of the wind.</li> </ul> <p><b>STe-1WS-S observes, questions and collects data to communicate ideas</b></p>	<p><b>Lesson 6</b>  <u>Investigating the wind – Lesson focus p47</u></p> <ul style="list-style-type: none"> <li>• To support students to plan and conduct an investigation of wind strength.</li> </ul> <p><i>Session 1 Moving materials</i></p> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• <i>discuss ideas and experiences of wind</i></li> <li>• <i>investigate moving different materials with wind.</i></li> </ul>	<p><b>Session 1</b></p> <ul style="list-style-type: none"> <li>• class science journal</li> <li>• word wall</li> <li>• team roles chart</li> <li>• team skills chart</li> <li>• 'Weather watch' class table</li> <li>• range of differently weighted materials (eg, lightweight materials that do not tear easily (thin card, calico, plastic from plastic bags) and heavyweight (heavy card, balsa wood, linoleum) cut to the same size, eg, 8 cm x 15 cm)</li> <li>• each team member's science journal</li> <li>• role wristbands or badges for Manager and Speaker</li> <li>• hand-held fan (eg, made from thin pleated cardboard) per team</li> </ul>	

- record and report on an investigation of the wind
- use language to make distinctions, speculate and question
- follow directions to complete a simple investigation about the effect of wind on different materials.

**Session 2 Using wind meters**

**Students:**

- *use a selection of materials to investigate wind around the school.*



- 1 copy of 'Moving materials' (Resource sheet 7) per team

**Session 2**

- class science journal
- word wall
- team roles chart
- team skills chart
- range of differently weighted materials that do not tear easily (eg, light weight (thin card, calico, plastic from plastic bag) and heavy weight (heavy card, balsa wood, vinyl floor tiles) cut to the same size, eg, 8 cm x 15 cm)
- *optional:* digital camera to record wind meters at different locations

*for each team:*

- each team member's science journal
- role wristbands or badges for Manager and Speaker
- completed table 'Moving materials' (Resource sheet 7) from Session 1
- coat-hanger or length of bamboo
- tape

**STe-6ES-S**  
identifies how daily and seasonal changes in the environment affect humans and other living things

- describe characteristics of weather, such as cloud cover, temperature, wind and rain
- identify that weather changes
- identify clothes and activities that suit various weather conditions.

**STe-1WS-S**  
observes, questions and collects data to communicate ideas

- use language to clarify their understanding and reflect on their experience of weather
- with support, plan and present a weather report

## Lesson 7

### Weather reporters – Lesson focus p57

- To provide opportunities for students to represent what they know about how daily and seasonal changes in our environment, including the weather, affect daily life, and to reflect on their learning during the unit.

#### Students:

- *review the unit by using the science journal, word wall, 'Weather watch' class table and other resources developed during the unit*
- *plan and present a weather report*
- *reflect on their learning during the unit.*



- class science journal
  - word wall
  - 'Weather watch' class table
  - 1 enlarged copy of 'Weather report planner' (Resource sheet 8)
  - *optional:* digital and/or video camera to record weather reports
- for each team:*
- 1 copy of 'Weather report planner' (Resource sheet 8) or similar
  - *optional:* copies of weather symbols