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| **Stage: Early Stage One** | **Year: 2009 Term 2** | **Duration: 11 weeks** |
| **Aim/Rationale: This unit focuses on the weather in our world. Student’s beliefs and understandings about the air, sun and wind will be developed as they work through hands-on activities. Through investigations, they will increase their knowledge of how the characteristics of weather affect their daily lives.** | | |
| **Big Ideas**: **Change, Meeting Needs, Relationships, Energy and Motion, Resources.** | | |
| **Complex Question: What is weather, how is it observed and measured and how do the different weather conditions affect activities and clothing?** | | |
| **Inquiry Questions:**   1. **Observe and describe features of the weather including clouds and rain.How can we communicate these weather conditions and report to the community?** 2. **What is temperature and identify clothes and activities suitable for various weather conditions?** 3. **Investigate the wind using a selection of materials. What effect does the wind have on different materials?** | | |
| **Areas of Integration:**  ***English- Talking / Listening---Discussion***  ***Reading---Shared reading of texts.\*If We Could See The Air***  ***\*Leaves for Mr Walter. \*RainDance. \*The Day of***  ***Wind. \*The Flood. \*Here Comes The Rain. \*A Year***  ***On our Farm.***  ***Writing---Recounts.***  ***Weather Charts***  ***Weather Reports***  ***Descriptions of weather characteristics.***  ***Creative Arts- Visual : Clouds, Wind, Rain displays***  ***Design: Wind meters, Weather symbols***  ***Mathematics- Graphing***  ***Measurement- Time, Calendar, Days of week***  ***Science & Technology/HSIE---- Weather in our World***  ***Safety Issues, Responsibilities in Weather Conditions*** | | |
| **Understandings:**   * **Weather is a daily occurance.** * **Weather is different at different times of the year.** * **We can record and predict weather conditions.** * **Weather can alter daily activities and what we wear.** | | |
| **Generic Skills:**  *Research*  *Communication*  *Solving Problems*  *Using Technology*  *Thinking Critically*  *Expression*  *Task Management*  *Cooperation*  *Responsibility* | | |

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| **Outcomes:**  ***HSIE:***  ***Students use language associated with time, change and place. They acquire information by direct observation, talking to others and by viewing, reading and listening to texts.***  ***Students identify and explore familiar natural and built environments, how to care for them and the activities that occur in them. They communicate knowledge and understanding orally, through writing and drawing and by constructing models.***  ***CREATIVE ARTS:***  ***Students make pictures and other artworks using the media and materials given, representing both real and imagined situations. They appreciate that artists make artworks and they begin to describe some aspects of artworks.***  ***MATHEMATICS:***  ***Students represent and interpret data displays made from objects and pictures.***  ***Students sequence events and use everyday language to describe the duration of activities.***  ***Students count to 30 and orders, reads and represents numbers in the range 0-20.***  ***SCIENCE & TECHNOLOGY:***  ***Students explore their immediate environment by using the senses, questioning, sharing ideas and identifying simple cause and effect relationships. They identify and safely use some equipment to explore. Students identify ways in which familiar products including information products, services and built environments meet the needs of people. Students identify and safely use some equipment and computer based technology to model and make things. They recognise different forms of energy and identify its use in daily life. Students recognise the different ways that information is sent and received and how these influence communication.***  ***ENGLISH***  ***Students mix and talk informally with peers, teachers and known adults. They give short talks and interact effectively in the classroom and in groups. Students listen with attentiveness to follow simple instructions and ask relevant questions. They express ideas clearly, demonstrating an emerging awareness of how people use spoken language for different purposes.***  ***They explore the way familiar spoken texts are constructed and the features of these texts.***  ***Students develop reading, viewing and comprehension skills and strategies using context , grammar, word usage and phonics in short predictable printed texts on familiar topics. They recognise, discuss and respond to the different kinds and purposes of various written and visual texts. Students explore and identify some language features of written and visual texts. Students write with an increasing awareness of the nature, purpose and conventions of written language.***  ***They produce simple texts that demonstrate an awareness of the basic grammar and punctuation needed. Students know and use letters and sounds of the alphabet to attempt to spell known words and use most lower and upper case letters appropriately to construct sentences. Students explore the use of computer technology to construct texts.*** |

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| **Preparing the Learning Environment:**   * **Prepare display board headings.** * **Word Bank** * **Library resources / texts** * **Smartboard sites** |
| **Resources:**   * **Library. Shared readers** * **New Science and Technology Book. K. Tess and Tony Boyle** * **Science and Tecnology K-6 Syllabus and Support Document.** * **Human Society and It’s Environment Syllabus** * **People Places Past and Present. K** * **Photos of the immediate environment.** * **Materials for the design and make task.** * **I Wonder Why The Wind Blows** * **I Wonder Why The Sun Rises** * **Primary Science Book A. RIC Publications** * **Weather in my World. Primary Connections** |
| **Initiating the Unit:**   * **Introduce questions and resources** * **Introduce generic skills** * **Find out what the children already know and what they want to find out** * **Photos. Display pictures from kit.** |

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| **Inquiry Question: 1. Observe and describe features of the weather including clouds and rain. How can we communicate these weather conditions and report to the community?** | | | **Duration:**  **5 weeks** | | | **Weeks:**  **1-5** |
| **TEACHING & LEARNING EXPERIENCES:** | **Planned Observation** | **Product Analysis** | | **Teacher Conference** | **Assessment Product** | **Outcomes/**  **Generic**  **Skills** |
| **Tuning In:**  **Brainstorm: What do we already know about the weather and what do we want to find out?**  **Do clouds always bring rain? How do we measure rain?**  **How do we know what the weather will be like tomorrow? How can we find out?**  **Establish. “Did you know board?” and encourage students to add to it through the unit.**  **Brainstorm a list of words to begin a word bank and add to it throughout the unit. Start a word wall.** | **X** |  | |  | **Student**  **Responses** | **Communication**  **Expression** |
| **Finding Out :**  **Go for a walk to look at the weather. Brainstorm ideas about what to look for when observing the weather. Eg. Clouds, sky, things moving from wind. Discuss shapes.of clouds. Identify clouds that may bring rain. What colour, size, shape are they?**  **What happens to rain that falls on the earth?Can we measure it? Set up rain guage.**  **Discuss how symbols are used to communicate information. Children look in papers, on internet and watch tv. Discuss what was found.** | **X** |  | |  |  | **Research**  **Communication** |
| **Sorting Out**  **Discuss what we saw on our walk.**  **Recall characteristics of weather and record as drawings.**  **Identify the types of weather we encounter and create symbols that represent characteristics of the weather.**  **Create a chart to record ongoing weather watch observations.**  **Construct a cloud cover table. (primary connections). Check rain guage. Graph rainfall. Discuss rainfall and how it is important to us.**  **Discuss reporting. Is it available to everyone? What does it tell us? How is it presented?** |  | **X** | |  | **Student Responses**  **Table** | **Research**  **Communication**  **Cooperation** |
| **Making Connections**  **Explore symbols used in newspapers and television weather information reports.**  **In groups sequence clouds according to rainfall they will bring. Look what we use rain for and how we couldn’t live without it.**  **Let us become weather reporters. Plan and present a weather report. Discuss useful information. Use report planner. (resource sheet 9)** | **X** | **X** | | **X** | **Maps** | **Research**  **Communication** |
| **Going Further**  **Discuss why people want or need to know about the weather.**  **What happens if we have too much rain? Discuss our playground when it rains heavily. How can we be organised and ready for these occasions.**  **Publish weather reports for the week.** |  | **X** | | **X** |  | **Questioning**  **Thinking Critically**  **Research** |
| **Reflecting and Acting**  **Have students tell a partner something about the weather today.**  **Brainstorm a mind map.**  **How can we help people devastated by floods?**  **What have we learn’t about the weather?**  **What can we do at St. Mary’s to overcome problems due to different weather conditions?** | **X** | **X** | |  | **Student Responses** | **Communication** |

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| **Inquiry Question: 2. What is temperature and identify clothes and activities suitable for various weather conditions?** | | | | **Duration:**  **3 weeks** | | | **Weeks:**  **6-8** |
| **TEACHING & LEARNING EXPERIENCES:** | **Planned Observation** | **Product Analysis** | **Teacher Conference** | | **Assessment Product** | **Outcomes/**  **Generic**  **Skills** | |
| **Tuning In:**  **Brainstorm:What is a temperature? Why do we need to measure it?**  **List seasons and weather/activities/clothes attributed to each.** | **X** |  |  | | **Student Responses** | **Communication** | |
| **Finding Out:**  **Discuss the need for measuring temperature. Create a scale to describe temperature conditions.**  **Identify that thermometers can be used to measure temperature.** |  |  | **X** | | **Student Responses**  **List** | **Communication**  **Research** | |
| **Sorting Out:**  **Make own temperature tool using words, hot, warm, cool, cold. Measure temperature using thermometers.**  **Discuss how temp. can affect what activities we can do,**  **the food we eat, and the clothes we wear.** | **X** | **X** |  | | **Temp. tool** | **Cooperation** | |
| **Making Connections:**  **Chart/table seasons,weather, food, activities, clothes for each.** | **X** |  |  | |  | **Responsibilty** | |
| **Going Further:**  **Discuss other countries and weather conditions they have and at what time of year.** |  |  |  | |  | **Thinking** | |
| **Reflecting and Acting:**  **Have students talk to a partner and tell them a season and what the weather is like and what activity they might be doing. Report to class.** | **X** |  |  | | **Student Responses** | **Communication** | |

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| **Inquiry Question: 3. Investigate the wind using a selection of materials around the school. What effect does the wind have on different materials?** | | | | **Duration:**  **3 weeks** | | | **Weeks:**  **9-11** |
| **TEACHING & LEARNING EXPERIENCES:** | **Planned Observation** | **Product Analysis** | **Teacher Conference** | | **Assessment Product** | **Outcomes/**  **Generic**  **Skills** | |
| **Tuning In:**  **Brainstorm: What is wind? What moves in the wind? List**  **How can we measure the strength of the wind?** | **X** |  |  | | **Student Responses** | **Communication** | |
| **Finding Out:**  **Take students outside on a windy day. Ask them to hold up their hands and describe what they feel.Can they see the wind? How do they know the wind is blowing?** | **X** |  |  | | **Students Questions** | **Research** | |
| **Sorting Out:**  **Investigate wind strength. Using a variety of materials, eg.paper, cloth,attached to coathanger investigate wind around the school. Can we catch the wind? Make a wind catcher and test. What happened? Report.** |  | **X** |  | | **Responses**  **Report** | **Communication**  **Cooperation** | |
| **Making Connections:**  **In groups discuss what lets us know the wind is blowing. Eg. Trees moving, leaves rustling.** |  | **X** | **X** | | **Discussion** | **Cooperation**  **Communication** | |
| **Going Further:**  **Make a wind centre. Have straws to blow with and several objects to test. Eg. Seeds, nuts, rice, coins, rocks. Predict what will move in the wind (blowing in straw) and what won’t. Test and record results.** | **X** | **X** |  | |  | **Communication**  **Research** | |
| **Reflecting and Acting:**  **How can we use the wind to our advantage?**  **What have we learn’t about weather in our world?** | **X** |  |  | | **Student Responses** | **Communication**  **Thinking** | |