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PrimaryConnections®

Weather watchers

Foundation & Year 1

EARTH & SPACE SCIENCE

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Lesson 1: Weather watchers

- What are we going to do?
  - Observe and identify characteristics of weather.
  - Describe personal experiences of weather.
  - Draw what you know about weather.
- What will we need?
  - Paper
  - Pens or pencils
  - Frame (e.g., cut from ice-cream container lid, cardboard)
  - A device for taking photos (optional)

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Find a place to sit where you can observe the weather.
(Make yourself comfortable, you'll be here for a little while!)

Use your senses to experience and describe the weather today

Observe, experience, describe	**Draw**
• If you're outside, close your eyes, notice how your skin feels in the open air. • Say some words to describe how your skin feels. • Look through a frame, or form a frame with your hands and fingers, to focus on the sky and environment. • What can you see through the frame? Notice what is moving because of the wind. Say or write word to describe what you can see, and the weather you observe.	• Think about what you know about weather, and what you have just observed. • Draw what you know about the weather. • Draw weather you have experienced in different seasons. • Think of labels for parts of your drawing. First try to write labels yourself, then ask an adult to check.

Student using frame cut from an ice-cream container lid

See slide notes for safety tip

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Wondering about weather

Create a table, add as many rows as needed

Discuss your drawings and write information about the weather under the heading ‘What we think we know about weather’.

Discuss the difference between making a statement and asking questions.

Save this work (including your drawing). You may choose one or more of these options:

- Video recording of discussion about weather
- Photograph or scan your drawing with labels
- Photographs of clouds and environment with written captions.

Send this work to your teacher.

What I think we know about weather	Questions I have about the weather

See slide notes for facilitation prompts

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Lesson 2: Splendid symbols

- What are we going to do?
  - Explore your neighbourhood looking for different symbols.
  - Think about how symbols are used to communicate information.
  - Find and create symbols to represent weather.
- What will we need?
  - Paper and pencils
  - Scissors
  - Weather reports e.g. a newspaper, news website, and/or TV weather report.
  - Optional: device for taking photos

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Hunt for symbols

A SYMBOL is information that is represented as a picture

- With an adult, wander around your neighbourhood looking for symbols.
  - Walk, drive, ride a bike, or ride a scooter!

- Can you find these symbols?
  What symbols did you find?

- Draw or photograph the symbols you see.

Sample symbols

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Weather symbols

Symbols are often used to represent weather conditions.

- Look at samples of weather symbols used in weather reports.
- Discuss what you notice about the symbols. How is each symbol used to communicate information?
- How would you draw weather symbols?
  Draw your own symbols for different types of weather
  - Cloudy, rainy, sunny, stormy, windy

See slide notes for facilitation prompts

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Weather words

- Write a list of all the words you can think of that we use to describe the weather.
- Cut each word out so that you can sort them into groups.
- Use your weather symbol drawings and match these with the words your have written.
- Put your words into groups to match the different seasons that occur in your local area.
- Send or save this work for your teacher.

See slide notes for facilitation prompts

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Find out more about seasons (optional)

- Indigenous seasons are based on observations of the environment over thousands of years.
- They often have more than the four seasons —summer, autumn, winter, spring — that are described in southern areas of Australia or the two seasons — wet and dry — described in the tropics.
- Explore how Indigenous seasons are organised:

www.bom.gov.au/iwk/climate_culture/Indig_seasons.shtml

http://livingknowledge.anu.edu.au/learningsites/seacountry/10_observing.htm

www.abc.net.au/science/features/indigenous

http://www.bom.gov.au/iwk/

Image: https://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars/Gulumoerrgin

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Lesson 3: Weather record

- What are we going to do?
  - Create a weather record.
  - Observe and the record the weather every day for a week.
  - Find out about seasons.
- What will we need?
  - Large piece of paper (or 2-3 A4 sheets taped together)
  - Pencils
  - Optional: device for taking photos

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Lesson 3: Weather record

- Create a table like this one.
- You will observe the weather everyday for a few days in a row.
- Write and draw about the weather you observe each day.
- Discuss the types of clothing and activities that might be suitable each day, due to the weather.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	rainy				
Afternoon	cloudy				
Daily review	Today was Monday. It was rainy in the morning. It stopped raining in the afternoon.				

Example of recording table for weather watch activity

Optional: watch this clip about keeping a weather journal
https://www.youtube.com/watch?v=Uo8lbeVVb4M

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Seasons

Did you know that in Australia there is more than one way of describing seasons? Find out what they are by watching this clip!

https://education.abc.net.au/home#!/media/1566152/what-s-in-a-year-

In this clip, find out what Dirt Girl loves about each season in her garden.

https://education.abc.net.au/home#!/media/2035485/seasons-with-dirtgirl-

- How many seasons are there where you live?
- What do you like about each season?
- What do you wear in each season?
- What do you like to do in each season?

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Lesson 4: How does it feel?

- What are we going to do?
  - Learn that temperature is a distinctive characteristic of the weather.
  - Make and use a simple temperature scale to describe temperature.
- What will we need?
  - Paper and pencils
  - Optional: device for taking photos

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Weather predictions

- Review your weather watch recording activity and discuss what you have observed and recorded about the weather.
- Look out the window. Describe what you think the air might feel like if you went outside.
- To check your prediction, walk outside, or open a window.
- Observe how your body feels outside.
  - Why do you think it is warm?
  - What do you think is making it cold?
- Provide reasons for your ideas.

See slide notes for facilitation prompts

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Temperature tool

- Review the words you thought of to describe temperature (Lesson 2).

- Think about the different situations you might have seen temperature being measured.
- How are colours used to show hot and cold?

- Make your own tool for recording temperature.
  - Ideas for how to present your temperature tool are on the next slide.
  - Use colours to show differences in temperatures.

- Send or save this work for your teacher.

See slide notes for facilitation prompts

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Examples of temperature tools you could make

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Lesson 5: My weather book

- What are we going to do?
  - Summarise what you have learned about weather so far.
  - Create something to show what you have learned about weather so far.
- What will we need?
  - Paper and pencils
  - Optional: device for taking photos, or making videos.

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Time to create

- Make something to show what you know about the weather and the seasons. You might like to present it to someone who wants to learn about weather.

What will you make to show your learning?
A book?
A video?
A blog or webpage?
A poem?

- To prepare, think about:
  What things about weather have you investigated?
  How did you investigate the weather?
  Discuss what you have learned so far about weather.

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Lesson 5: My weather book

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Linking science with literacy

Weather in my world

Weather and me

Weather symbols	Weather words	What I wear or do

Resource sheet 6

You might like to create a table like this to write or draw what you think.

EXPLAIN

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Literacy and numeracy links (optional)

	Create an acrostic poem. An acrostic poem uses each letter of a word to start a new, related word or sentence
	Explore videos of picture story books that incorporate Indigenous ideas about the weather. Ernie Dances to the Didgeridoo by Alison Lester Big Rain Coming by Katrina Germein
	Create a graph to summarise the number of sunny, rainy, and cloudy days you observed.

We like splashing in the puddles
Emma likes rainbow days
Amy's favourite weather is warm
Trees have leaves and they change
Hot days I eat an ice-cream
Eating hot pies on a cold day
Rain comes from clouds

By Amy

Work sample of acrostic poem about weather

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Reflect on your learning

- Revise the questions you wrote in Lesson 1.
- Which questions can you answer?
- What would you like to find out more about?