Weather watchers

Foundation, Year 1 - Earth and space sciences

This learning sequence supports teachers to facilitate science learning for students who are at home. The resource is developed in a way that acknowledges the different models of home-supported learning that schools are adopting. It acknowledges that parents are supporters of learning led by teacher expertise.

This learning sequence offers flexibility

- Teachers can edit to cater for student literacy levels, and for family resources.
- Teachers can use the PowerPoint to
  - facilitate lessons in real-time, or
  - record a voice-over for students to access at a time that suits them, or
  - send the PowerPoint to parents to guide the learning at home.
- Deliver to students by uploading, emailing or print and post.

Materials suggested in the unit:
Common household items: Paper, pencils, marker, scissors, lid of an ice-cream container (or similar), newspaper, stickytape.
Note: Some internet access may be required.

Assessment:

Lesson	Formative assessment embedded in each lesson	Curriculum Links (F & 1)
1	Students observe weather, they draw what they think they know about weather. Students ask questions about the weather.	Lessons 1-5 address: **Foundation** ACSSU004, ACSHE013 ACSIS014, ACSIS011 ACSIS233, ACSIS012 **Year 1** ACSSU019, ACSHE021 ACSIS024, ACSIS025 ACSIS027, ACSIS029 **General Capabilities** • Literacy • Numeracy • Critical and creative thinking
2	Students find examples of symbols in their local area. They identify symbols used by news reports for describing weather. Students create their own symbols for different weather conditions.	
3	Students set up a data table. They observe the weather, and record weather data in their table, for several days in a row (5-7 days).	
4	Students create a temperature tool applying the vocabulary they have learned.	
5	Students make a literacy product (book, video, blog) to explain what they have learned about the weather and seasons.	

5E model of guided inquiry
This lesson sequence follows the first three phases of the 5E model – **Engage** (Lesson 1), **Explore** (Lessons 2-4), **Explain** (Lesson 5).
Informed by formative assessment of students' work samples, teachers are guided to design and facilitate the next two phases, Elaborate and Evaluate, in the following ways:

Elaborate
Students apply what they have learned about the weather e.g.
- Investigate the wind and strength of wind. Select a range of materials and 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. Use a hand-held fan to investigate wind strength needed to move each material.

Evaluate
Students re-represent their understanding of weather and seasons, and reflect on their learning journey. e.g.
- Plan and present a weather report (e.g. poster, video, PowerPoint).