

WEATHER

An Early Stage One Unit

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Syllabus Outcomes

English	Mathematics	Creative Arts	Science & Technology
<p>TES1.2 Makes brief oral presentations</p> <p>RES1.6 Developing reading skills and strategies</p> <p>WES1.10 Produces simple text</p>	<p>ES1.4 Describes objects, pictures and situations as hot or cold</p>	<p><i>Music</i></p> <p>Organising sound</p> <p>Composing a percussion storm</p> <p><i>Visual Arts</i></p> <p>Painting hot and cold tonal colours</p>	<p>ES ES1.6 Explores and identifies ways the environment influences their daily lives</p>
<p>Generic Skills</p> <ul style="list-style-type: none"> • Information skills: Defines, Locates, Selects, Organises, Presents and Evaluates • Communication: Presents information according to purpose, situation and audiences • Thinking Critically: Makes personal judgements and informed choices • Expression: responds effectively through creative and expressive activities 			
<p>Multiple Intelligences. This unit will address the multiple intelligences.</p> <ul style="list-style-type: none"> <li style="width: 50%;">• Verbal Linguistic - English <li style="width: 50%;">• Musical/Rhythmical - Percussion storm <li style="width: 50%;">• Logical/Mathematical - Mathematics <li style="width: 50%;">• Interpersonal - work in groups, and in pairs <li style="width: 50%;">• Body/Kinaesthetic - Dress up game <li style="width: 50%;">• Visual/spatial - Artwork 			

Information Skills

Learning Outcomes

Level 1 At the completion of Level 1		
	A student will be able to:	This will be evident, for example, when the student:
Defining IS 1.1	Formulate questions for investigation, with teacher assistance, in responses to directed discussion on a given topic.	<ul style="list-style-type: none"> • Brainstorm for seasons. Write up on a chart. List related weather types for each season. • Joint constructions of sentence beginning "When it is hot we can" "When it is cold we can" • Identify key words and match them to pictures such as wind, rain, snow, sunshine. • Experience quality literature: Read story books like "Don't get Sunburnt". •
Location IS1.2	Identify and select sources of information with teacher's assistance.	<ul style="list-style-type: none"> • Watch weather report on television. Record pictorially the forecast for the next day. • Visit library and bulk borrow books about weather. • Audio visuals •
Selecting IS1.3	Select and record the main idea and keywords	<ul style="list-style-type: none"> • Choose books about weather and glean information from each source. Record in a simple way such as drawing, labelling sections of books of student choice. • Write a book report on a selected book, using a book report pro forma. •
Processing and Organising IS1.4	Participate in group consideration of and appropriateness and presentation of the information.	<ul style="list-style-type: none"> • Discuss activities usually carried out in certain seasons. • Create a Venn diagram with intersecting area for activities appropriate for the whole year.
Creating and sharing IS 1.5	Presents responses to a task in a variety of formats	<ul style="list-style-type: none"> • Prepare a presentation on information gathered in appropriate forms • Write, draw, paint and display information on weather
Evaluation strategies IS1.6	Review the appropriateness of their presentation in relationship to the original task.	<ul style="list-style-type: none"> • Actively participates in a teacher directed discussion • Displays a positive approach to work • Expresses opinions about presentations • Attempt to predict the weather.

Specific Key Learning Areas

English TES1.2	<ul style="list-style-type: none"> Makes brief oral presentations 	<ul style="list-style-type: none"> Discuss individual experiences in certain weather conditions such as hailstorms, hot days and windy days. Retell the weather report as watched on the TV news the night before.
RES1.6	<ul style="list-style-type: none"> Developing reading skills and strategies 	<ul style="list-style-type: none"> Class reading of the big book " What's the Weather Like Today?" Guided reading activities based on small reader "Weather" (Scholastic). <ol style="list-style-type: none"> Reading with teacher. Matching weather words to pictorial representations. Finish sentences "When it is hot I like to" When it is cold I like to"
WES1.10	<ul style="list-style-type: none"> Produces simple texts 	<ul style="list-style-type: none"> Descriptive character labelling of the Grandmother in "Summer Magic" Rhyming activity related to the story "Its Raining Its Pouring The Old Man is Snoring" based on the nursery rhyme.
Mathematics ES1.4	<ul style="list-style-type: none"> Describes objects, pictures and situations as hot or cold 	<ul style="list-style-type: none"> Selects appropriate pictures to match hot and cold words. Explores appropriate clothing for hot and cold weather. Selects clothes from a pile to dress in appropriately for given weather conditions.
Creative Arts Music	Organising sound	<ul style="list-style-type: none"> Composing a percussion storm using visual weather cues. Decide on a percussion instrument and rhythm to represent the sun shining down, a rain shower, a windy day and a thunderstorm.
Visual Arts	<ul style="list-style-type: none"> Experiments with colour to acquire different effects 	<ul style="list-style-type: none"> Use cool colours to create a cool abstract scene and similarly hot colours to create a hot look with paint and coloured tissue paper.
Science and Technology ES ES1.6	<ul style="list-style-type: none"> Explores and identifies ways the environment influences daily lives of both people and animals 	<ul style="list-style-type: none"> Discuss different activities engaged in by people during different seasons. Use pictures for class discussion. Identify animals that prefer to live in cold climates and those that prefer hot climates. What features do they have to help them cope with the weather? Observe and record daily, the weather on a chart as well as measure rainfall with a gauge over a period of two weeks. Observe sunny and shady areas of the school. Discuss ways traditional aboriginal people move in response to seasonal change.

		Read "Pigs and Honey" and "Going for Oysters".
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