

Weather Watch

Literacy Level 23 • Maths Level 2–3 • Statistics

Wise Up!



Inquiry Learning
for Years 5 and 6

Inquire to Learn!

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There are many ways in which *Weather Watch* can be used as a base for Inquiry Learning. This is just one suggestion.

Literacy Achievement Objective:

Understand visual language features that support ideas and information, such as charts, maps, and graphs.

Specific Literacy Learning Outcome:

Use data from charts, maps, and graphs to confirm and supplement information provided in the text.

Numeracy Achievement Objective:

Communicate findings based on statistical data.

Specific Numeracy Learning Outcome:

Answer questions using statistical data.

Additional Achievement Objectives – Science

Nature of Science: Appreciate that scientists ask questions that lead to investigations. (Level 2)

Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations. (Level 3)

Physical World: Explore everyday examples of physical phenomena. (Level 2)

Specific Science Outcomes:

Gain understanding of the science of weather forecasting.

Understand the impact of natural events, such as storms, on human activities and the environment.

Carry out an investigation. (page 24 challenge)

Session 1: Using the Big Book, share-read *Weather Watch*, stopping at natural points for discussion. Draw on the students' prior knowledge of holidays, and how weather can affect holiday activities.

Session 2: Using the Big Book, work through the Literacy Focus questions. Guide the students towards achieving the Specific Literacy Learning Outcome.

Literacy Focus:

1. *Recall:* Ask: What happened to the humidity on the second day of Jordan's holiday? [It dropped. (page 6)]
2. *Inference:* Ask: Why would boats not go out when there is a high-wind warning? [It could be dangerous. There could be a storm.]
3. *Vocabulary:* Review the use of weather-related words throughout the book.

Session 3: Using the Small Books, have the students reread *Weather Watch*. Model answering the Wise Up! on page 3. In their maths groups, have the students answer the Wise Up! questions on pages 5, 7, 9, 11, 13, 15, 17, 19, and 21. Help individual groups as necessary.

Session 4:

1. Write the words *sunny*, *rainy*, *stormy*, *snowing*, *windy* on the board. Have the students choose a favourite from these weather conditions and write it on a piece of paper. Then, as a class or in small groups, have the students draw a bar graph showing the number of students who prefer each weather type.
2. Over the following week, have the students complete the challenge on page 24.

Inquiry Learning Extension:

1. Students work individually or in small groups to find out more about the science of weather forecasting.
2. Students complete the challenge on page 18.

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