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Grade	4/5	Topic	Science - Weather
Date		Allotted Time	90 mins
Cite sources used to develop this plan: Weather Watch			

Rationale: *Why is this lesson relevant at this time with these students?*

Their final project will be to design an atmosphere on the moon, so it is important to understand the concept of the atmosphere early.

Provincial Learning Outcome(s): *What IRP outcome(s) does this lesson develop?*

- Analyse impacts of weather on living and non-living things

Assessment

Lesson Outcome What will students learn?	Sources of Evidence What product or action will show what students have learned?	Criteria What will you look for in this evidence?
Students will learn what the wind is, how it is formed, and how measure it.	Measurement entry chart.	Entry chart shows that they are using the wind gauge properly.

Resources, Material and Preparation: *What resources, materials and preparation are required?*

Wind Gauge worksheet, cardboard, styrofoam balls.

Lesson Development	Pacing
<p>Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></p> <p>Tell students about today's activities, we will be measuring wind speeds from different places around our school using wind Gauges that we will make. The faster we get started, the faster we can get outside and DO SCIENCE!</p> <p>But first we are going to discuss the final project.</p> <p>Teaching/Learning Sequence: <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i></p> <p>Begin by explaining how things are going to work. For the final project, you can do one of two things: The Atmosphere on the Moon project, or a science experiment demonstrating something to do with weather. I've picked a few experiments that you can choose from. This can be done at home, but you are welcomed and encouraged to try your experiment in front of the class.</p> <p>Ask for those who are doing the Moon Atmosphere project, write their names on the board to sort them aside. For the rest, see how many there are and make the judgment call on the spot to decide how many experiments to hand out.</p> <p>Have experiment hand outs ready, and go through each different experiment. DO NOT TAKE REQUESTS, wait until you go through them all before asking anyone which they would like to do. Remind them there are two of each experiment, but that's it. Go through them once more, deciding between students by guessing a number or via playing cards.</p> <p>Once experiment sheets are handed out, make one final call to make sure everyone has a project they will be doing for the due date of May 17. Once done, hand out the take home sheet</p>	<p>3 mins</p> <p>15 minutes</p> <p>10 mins</p>

for the parents to sign. Explain what is on it, and encourage them to include their parents in your learning. Science is fun when you let it surprise you together. Remind them to hand this in as soon as possible (\$5000)

WIND GAUGE ACTIVITY

Have students collect their wind gauges and attach the ruler to them if they haven't already. Demonstrate how to use the wind gauge.

Today will be a fun activity that will be a hands-on review of our weather unit. What we'll be doing is going out around the school and measuring the wind in different areas.

I've divided the class up into 8 groups of 3, here is the job for each of the three:

- A: The recorder of the station question answers.
- B: Wind average recorder (you may need a calculator if you cannot divide by 3)
- C: Map holder/Navigator

5 mins

Each group will see a package waiting for them at each spot, the package contains a question which they must record onto their pages and answer as a group. LEAVE THE PACKAGE THERE, and leave it in the ziploc bag. Each answer represents a number (A = 1, B = 2, C = 3), and should come in with the certain number that matches mine if they have them right.

Rules:

- This is NOT a race. I'm not giving prizes out for being first to arrive.
- You MUST stay with your group. If I hear of anyone abandoning their group for another, or trading spaces with someone, it's an automatic think sheet.
- Do not waste time in between stations. Move quickly to the next one.

50 minutes

Stations:

1. The Forest
2. The Backstop nearest to our building.
3. The Tires in the field.
4. The Lower Field Sandbox
5. The Primary Playground
6. The Basketball Court
7. The Intermediate Playground
8. The Middle of the Field (Mr. Hoodikoff)

These stations are what's called a circuit. That means you don't pick and choose which station to go to next, you go to the one that's next on the list.

It does NOT MATTER if another group is still at the station when you get there. Just make the measurements, answer the question, and move on.

Groups will start at the station that matches their group number, and rotate. So if you are on station 8, where do you go next? (station 1)

Remind students that they must remain with their groups at all times, and that if they do not come in together at the same time, they will be disqualified.

Closure: *How will you solidify the learning that has taken place and deepen the learning process?*

Discussion of activity, what did you notice about the wind speeds in the different places around the school? Did being up high make it seem like the wind was going faster? Why do you think this is?

Add up bonus question answers.

Notes on Adaptations & Strategies for student with complex anxiety disorder - (Student X) :

- For the final project, Student X is given the option of conducting their Science Experiment at home, with parental support and involvement, and without a peer audience.
- Newsletter will be sent home to parents with regards to project
- For the activity, let Student X know beforehand that we will be going outside for Science today
- Physical movement helps Student X stay focused
- Student X will be paired with Student Y (patient, gets along well with Student X) for a small group activity which simplifies social/emotional interactions
- This outside activity is structured and instructions are clearly laid out