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LESSON 5

THE WEATHER AND WHAT WE WEAR

| | |
|--------------------------------|--|
| CONTENT DESCRIPTIONS | <p>Science Understanding Earth and space sciences Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU004)</p> <p>Science Inquiry Skills Questioning and predicting Respond to questions about familiar objects and events (AC SIS014)</p> <p>Processing and analysing data and information Engage in discussions about observations and use methods such as drawing to represent ideas (AC SIS233)</p> <p>Communicating Share observations and ideas (AC SIS012)</p> |
| RESOURCES | Magazines Clothing catalogues Scissors Paste Paper doll (see page 32) Paper clothes (see page 33) |
| RESOURCES FOR EXTENSION | Dolls Clothing (for dolls) |
| SKILLS | Observing Sorting Demonstrating Cooperating Classifying Problem-solving Decision-making |

- Ask the students how we know which clothes to wear each day. Relate the discussion back to the use of weather reports.
- Revise the weather report symbols and the usefulness of knowing the weather in advance. Have students present an impromptu weather report.
- Revise the four seasons. (Here it would be useful to match the months to the seasons, if you have not already done so.)
- Ask the students what sort of clothes people wear in each of the seasons. Why do they do this?
- Divide the students into four groups. Each group will work on a different season. Using magazines and clothing catalogues, students cut and paste pictures of people in clothing appropriate for the season for which they have been assigned. You could also discuss the materials from which the clothes are made.
- Give each pair of students a paper doll and its paper clothing (see pages 32–33). Ask each student to dress the doll and ask their partner to guess which season or type of weather for which the doll is dressed.
- Ask the students to write a sentence about what they have learnt and draw a picture on their worksheet (“The weather and the clothes we wear”).

Set up a table with dolls and clothing and ask the students to sort the clothing into categories. The categories, which could be determined by the students, could include sports clothes, beach clothes and winter clothes. Encourage the students to share with others the clothes they have selected and the reasons for their choice. You could ask the students to dress the dolls for a specific occasion, and then have each student’s partner guess the occasion for which the doll is dressed. There are endless possibilities for this sort of activity, one that all students will enjoy.

Using the paper dolls, assign each student with a weather condition, such as a cold day, a hot day or a sunny day, and ask each student to dress his or her doll appropriately. Encourage the students to explain their clothing selections, use the assessment record sheet on page 35.

Students record a self-evaluation sheet provided on page 34.

ACTIVITIES

EXTENSION

ASSESSMENT

LANGUAGE

Introduce and explain the following terms:

| | | | |
|----------|----------|----------|---------|
| season | skivvy | pants | dress |
| boots | dressed | clothes | cool |
| sandals | jacket | long | gloves |
| seasonal | dressing | clothing | cold |
| shoes | jumper | T-shirt | mittens |
| bathers | thick | warm | |
| dress | shorts | coat | |
| thongs | thin | warmth | |

- Group the students. Give each group a variety of different balls.
- Ask each group to investigate how the balls move. Tell the students that we are trying to find out if all balls move the same way.
- Ask the students to roll each of the balls and to make observations.
- Record the things that the students shared about the balls and how they rolled.
- Ask the students to bounce each of the balls and to make observations.
- Record the things that the students shared about the balls and how they bounced.
- Ask the students to push each of the balls and to make observations.
- Record the things that the students shared about the balls and how they push.
- As a class what conclusions can be made based on what has been observed. You want the students to note that similar objects, in this case balls, can move differently depending on size, shape and what they are made of.
- Ask the students to draw four different balls on their worksheet (“Draw four different balls”) that move differently from each other. For example, they might draw a golf ball, a football, a basketball and a netball.

Take some digital footage (movie) of the students working with the balls. Ask the students to tell you what they are trying to find out. Upload this movie to each student’s digital portfolio.

ACTIVITIES**ASSESSMENT****LANGUAGE**

The language will develop from previous lessons. You can also reinforce the language from previous lessons.