

Year 2

Lesson 2.1

Keeping a weather chart

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Learning objectives

Students will be able to:

- identify different weather conditions and plot these on a chart
- link different weather conditions with various aspects of the water cycle.

Learning Outcomes

Subject	Strand & content descriptors
Science	<p>Science understanding:</p> <ul style="list-style-type: none">• Earth's resources, including water, are used in a variety of ways. (ACSSU032) <p>Science as a human endeavour</p> <ul style="list-style-type: none">• Science involves asking questions about and describing changes in objects and events. (ACSHE034)• People use science in their daily lives, including when caring for the environment or living things. (ACSHE035) <p>Science inquiry skills</p> <ul style="list-style-type: none">• Respond to and pose questions, and make predictions about familiar objects and events. (AC SIS037)• Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information. (AC SIS038)• Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play. (AC SIS042)
Geography	<p>Geographical knowledge & understanding</p> <ul style="list-style-type: none">• Environment: The environment is the source of every material thing we use.• Environment: Weather can be described and measured by temperature, sunshine, rainfall and wind. <p>Geographical inquiry & skills</p> <ul style="list-style-type: none">• Collect information about the local area.

Important questions

- What environmental indicators can be used to predict weather conditions?
- Why is it useful to record weather conditions?



Lesson plan

- Reinforce the key aspects of the water cycle and ask students to link these with specific weather conditions. For example, 'What type of weather helps evaporation?' 'Do particular clouds indicate rain?'
- Introduce the weather chart symbols (Activity sheet 2); customise the symbols by colouring in or adding other decorations.
- Establish a weather chart on the wall; the chart should allow conditions to be recorded in the morning and afternoon. Recordings should be made for a minimum of a week. Asking students to predict weather conditions using their knowledge of the water cycle and observations of the sky should be encouraged.
- Use the weather chart to reinforce knowledge of the water cycle, including key terminology. Identify and discuss any patterns in weather conditions, such as afternoon storms or multiple consecutive sunny days.
- Compare weather conditions in your area with other areas or cities in South East Queensland or Australia. Identify key symbols or features on a variety of weather maps.

Resource requirements

Activity sheet 2 Weather chart symbols

Additional activities

- Use a soft drink bottle, or similar, to make a simple rain gauge (see Activity sheet 9). Place the bottle outside and check every day. Information can be added to the weather chart.
- If the school has rainwater tanks regularly record the level of water in the tanks – either by checking the inbuilt level gauge or by carefully tapping on the tanks and recording the level by listening to the different sounds. Discuss with students the change in the level of water in the tanks. Can they hypothesise about the change in level, e.g. recent rain or dry weather required plants to be watered more?