

## Lesson Description: Lesson 5 The Weather and Me

*The weather affects all of our lives from what we do, to where we go, what we wear and how we get there. In this lesson students will examine these questions and discuss how the weather impacts on their daily lives.*

### Outcomes



### Resources



### Procedure



### Assessments



**Grade:** 5

**Subject:** Science

**Unit:** Predicting the Weather

**Driving Questions:** *How do we predict the Weather? Weather PBL Question.*



### Curriculum Outcomes:

#### Science:

- using a variety of sources, gather information to describe the key features of weather systems and identify weather-related technological innovations and products that have been developed by cultures in response to weather conditions (107-14, 205-8, 302-11)

#### English Language Arts:

- 1.1 contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers
- 1.3 explain and support personal ideas and opinions
- 2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners
- 3.1 demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation

**Expected Time: 60 -70 minutes**



**Resources:**

- [Weather and Me Template](#)
- 8 ½ x 11 sheet of photocopy paper
- [What Causes Weather Reading](#)



**Lesson Procedure**

**21<sup>st</sup> century skills**

**The Weather and Me Introduction**

Lesson 5: Teacher Directed (20 Minutes)

Introduce this lesson on how the weather affects all of our lives from what we do, to where we go, what we wear and how we get there. To help students to understand this, guide them in dividing a piece of paper into 6 equal sections. If your students require a template for this activity click here: [Weather and Me Template](#).

Ask students to label each section with one of the following words: clothing, activities, mood, transportation, environment or food. Then, describe for them a hot, summer day. You wake up in the morning, pull back your curtains and the sun comes flooding in. There are blue skies as far as you can see and your outdoor thermometer reads 29 degrees Celsius. Even through the window you can feel the sun's warmth on your skin and you notice only a slight breeze blowing through the green leaves on the tree outside your window.

Lead a discussion about how the responses for each category varied based on the weather. Broaden students understanding of how each of these categories are affected by weather in the bigger world picture. (for example: transportation can become difficult or impossible in some types of weather; airplanes grounded in fog, roads impassable in ice storm.) Also make them aware of how extreme weather events can have devastating, much more drastic consequences on these things. (How would a hurricane affect each of these things?)

**Individual student work (You Do):** (20 minutes)

1. Clothing: Ask students to draw or describe their clothing choice for the day.
2. Activities: List 3 different things you'd like to do on this day.
3. Mood: How are you feeling on this morning?
4. Transportation: You want to get to your friend's house 2 kilometres away. How would you get there?
5. Environment: Explain what you see happening in nature today.
6. Describe the plants and animals you might see.

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- citizenship

- find, validate
- remember, understand
- collaborate, communicate
- critical thinking
- create, publish

7. Food: What do you want to eat today?

At this point, ask students to turn over their paper. Describe a cold, winter day. The sky is full of clouds and the wind is whipping the snow into a blizzard. The temperature reads minus 12 degrees Celsius. Your window is covered in frost and the chill breeze from outside is leaking in around your window. Have students respond to the same questions.

1. Clothing: Ask students to draw or describe their clothing choice for the day.
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4. Transportation: You want to get to your friend's house 2 kilometres away. How would you get there?
5. Environment: Explain what you see happening in nature today.
6. Describe the plants and animals you might see.
7. Food: What do you want to eat today?

Show the class Bill Nye the Science Guy: Storms and have the students complete the note taking outline that accompanies the video.

For an interactive world map showing how weather affects housing, activities and sports around the world, visit: [BBC Interactive Map](#)

**Class share (We Share):** (20 minutes)

Lead a discussion about how the responses for each category varied based on the weather. Broaden students understanding of how each of these categories are affected by weather in the bigger world picture. (for example: transportation can become difficult or impossible in some types of weather; airplanes grounded in fog, roads impassable in ice storm.) Also make them aware of how extreme weather events can have devastating, much more drastic consequences on these things. (How would a hurricane affect each of these things?)

- collaborate, communicate
- analyze, synthesize
- citizenship

**Lesson Wrap Up:**

**Closing Question:** What did we learn today about how weather and climate as an extension of the weather impacts on our lives and what we do on a daily basis.

In the next lesson, lesson 6 we will look at what makes the weather. In preparation for this students should read the selection: "[What Causes Weather Reading](#)"

**Differentiation/Modification/Enrichment:**

*For differentiation weaker students can be paired with stronger ones in the small groups when creating the questions on weather.*

*For the reading have students download the PDF version of tonight's reading and use Claro to have it read to them.*

**Assessment:**

*Socratic Quiz tomorrow on ["What Causes Weather Reading."](#)*

**Teacher Reflection:**