**WEATHER: 4 LESSON PLANS**

**Vižmarje Brod Primary School, SLOVENIA**

**Age group:** junior group primary school, 4-6 years

**Subject areas**: Science, Technology, Engineering, Maths

**Lesson objectives:**

Pupils:

1. Get to know the basic weather processes (wind, snow, hail, solar radiation, rain, precipitation).
2. Familiarise the students with the symbols to present the basic weather processes.
3. Learn the days of the week and put them into the correct order.
4. Develop the ability of listening perception, rhythm, motoric functions and a good ear for music
5. Learn new songs (lyrics and tunes)
6. Draw weather symbols.
7. Learn how to observe, and above all how to observe various weather factors.
8. Insert their findings into the table and sort the weather phenomenon.
9. Learns how to follow the instructions.
10. Compare findings about meteorological phenomena.
11. Learn how to sort the data in facts.
12. Follow the instructions and create their own device to measure the wind.
13. Coordinate the movement of hands, fingers, eyes and acquires new motoric skills.
14. Learns the new concepts in foreign languages (Portuguese, English, German, Greek)
15. Learn how to pronounce foreign words.
16. Relate weather conditions with the main characteristics of the four seasons.
17. Connect the acquired knowledge with other subjects: Computer science, foreign languages, science.
18. List the four seasons.
19. Develop the ability how to deal with texts, good work habits, which enables more effective learning.
20. Help other students, develop the sense for mutual help.
21. Develop critical attitude, the sense of responsibility, accuracy, perseverance and independence.

**LESSON 1 (PHOTOS ARE ATTACHED)**

**Material / resources:**

We need: straw, 2 small sticks, the upper part of the Kinder egg plastic ”yolk”, scissors, nail and hammer.

**Contents:**

Motivation: Pupils listen to the fairy tale “Zogica Marogica”. This is a fairy tale including wind topic. The teacher asks the questions related to the fairy tale contents. The teacher asks the questions in order to get the students to the correct answer: WIND. The discussion is about how we can see that the wind is blowing. The teacher leads the pupils towards the aerometer.

Let’s make our own aerometer!

Instructions:

1. Make a hole into the upper part of the straw.
2. Make 2 sticks out of one in put them through the holes in the straw.
3. You put the upper part of the kinder egg “yolk” on the end part of the stick. The egg “yolk” should have a hole on one side.
4. Put the straw with the aerometer on the second stick.

**Conclusion:** The pupils blow into the aerometer. They come to the conclusion that the faster you blow the aerometer the faster it will turn.

**LESSON 2**

**Contents:**

Motivation: The pupils sing the following counting rhyme:

“Burja piha čez gore, / The bora is blowing through the mountains

Dežek pada na polje, / The rain is falling on the fields

Sonce se skoz veje smeje, / The sun in laughing through the branches

Veter pa oblake šteje, / The wind is counting the clouds

En, dva, tri, pojdi ven ti.” / One, two, three, you drop out!

We discuss with the pupils the content of the song. By asking them questions the teacher leads them to the answer: “Weather”.

We continue the discussion about the weather – What kind of weather do you know? The teacher informs the pupils that there is a symbol for every single meteorological phenomenon. The teacher draws the symbols on the blackboard

1. Cloudy
2. Sunny
3. Rainy
4. Windy
5. Foggy
6. Snowy

We discuss the ways to observe the weather, furthermore we discuss the professions/jobs that deal with the weather.

We go and have a look at the school weather station. We discuss the data that can be deduced from the weather station.

To wrap up the lesson we play a game. The aim of the game is to revise the meteorological phenomena. The pupils move around the classroom, following the teacher’s instructions.

For example:

1. When the teacher says “Sun”, the pupils lie on the floor, as if sunbathing.
2. When the teacher says “Rain”, the pupils hide under the desks.
3. When the teacher says “Wind”, they all hold their hands.

**LESSON 3**

**Contents:**

The teacher gives out worksheets with the chart. This chart shows dates/weeks for the period of 1 month. The pupils will draw symbols, representing the weather for the specific day.

|  |  |  |  |
| --- | --- | --- | --- |
| **DAY** | **WEATHER** |  |  |
| **Monday** | Rezultat iskanja slik za sun symbol |  |  |
| **Tuesday** |  |  |  |
| **Wednesday** |  |  |  |
| **Thursday** |  |  |  |
| **Friday** |  |  |  |
| **Saturday** |  |  |  |
| **Sunday** |  |  |  |
|  |  |  |  |
|  |  |  |  |

After one month the pupils bring the worksheets back to school. We discuss the weather for the past week.

The teacher produces the chart. The pupils colour as many lines as there are:

1. Sunny days: yellow colour
2. Rainy days: blue colour
3. Foggy days: grey colour.

In the end the pupils are able to count the number of certain days.

The teacher encourages the discussion: What would happen if there was the sun shining 24 hours a day. How could it affect the earth if there was no rain? We talk about the consequences of the weather.

**Conclusion:** The pupils fill in the worksheet. The pupils draw the lines/match the symbols to the appropriate consequences of the weather.

**LESSON 4**

**Contents:**

The teacher starts the discussion: Name the 4 seasons! (Spring, summer, autumn, winter).

We listen the violin concerti by A. Vivaldi: Four seasons.

We use Skype to connect all 5 project countries (Germany, Ireland, Greece, Portugal and Slovenia). The pupils from respective countries give us the meteorological phenomena in their own language (eg, in Slovene: oblačno, sončno, megleno, sneženo, nevihta, vetrovno, delno oblačno).

The pupils also talk about a legend/myth about the weather in their respective countries. (eg. In Slovenia: “Mokra/ uscana Zofka”, which means “Wet Sophie”. On 15 May it should be raining, otherwise there will be no nice weather in summer. Saint Sophia, the Martyr died AD 137, her Feast Day is 15th May.)

**Conclusion:** We revise the words that we have learnt/heard during this lesson.















