

Geography Alive: Stage 1 Geography (Topic 1; Unit 1)

Lesson 5: Making a weather chart		
Content focus: In this lesson students record weather data. In subsequent lessons, over a specified time period, students record data on a chart. This could be primary data read from weather instruments at school, or secondary data found in newspapers and websites. In a follow-up lesson, students discuss the patterns found in the data.		Resources: <ul style="list-style-type: none">• Large sheets of paper. Use Resource Sheet 1 as a model for a weather chart.• Broad coloured pens• Simple instruments such as a thermometer, rain gauge and wind gauge could be used, but are not essential. Data from the Bureau of Meteorology is readily available for most places.
Key inquiry questions: <ul style="list-style-type: none">• What figures and words do we use to describe temperatures, rain, and winds?• How does observed data about the weather help us to understand patterns of weather in a particular place?	Outcomes: <i>A student:</i> <ul style="list-style-type: none">• demonstrates skills of reading and recording data on a chart• reads and interprets data and patterns from the chart• shows understanding of patterns of weather over time and seasons.	Lesson sequence: <ul style="list-style-type: none">• Step 1: The teacher introduces the topic of weather as a significant characteristic of any place. Students are urged to identify the different elements of weather such as temperature, rain, wind, clouds, sunshine, fog and frost.• Step 2: The discussion could include a look at instruments which record weather, or a look at newspaper weather page, or the Bureau of Meteorology website.• Step 3: Discussion of the elements of weather could lead to drawing up a framework of a weather chart. The chart should record at least: the maximum temperature for each day, rainfall for each day and wind speed (calm, low, medium, high). Students may want to record other data such as clouds, and amount of sunshine.• Step 4: The teacher and students draw up the chart outline, using Resource Sheet 1 as a guide.• Step 5: Over at least a few weeks, data should be added to the chart by students. Each class member could be given a task over this time.• Step 6: When the allocated time period is finished, part of a lesson should be devoted to looking at the recorded data and describing it in words such as hot, warm, cold, wet, dry, windy, calm, bright, cloudy. Then there could be discussion of the changes in weather and the overall patterns of weather in the local place, compared to other places.