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| **Teacher Task Card 2** |
| **Subject:**Science | **Content Descriptor:** Daily and seasonal changes in our environment affect everyday life(ACSSU004). |
| **Topic:**Earth and Space Sciences  |
| **Year Level:**Foundation | **Elaboration:**Linking the changes in the daily weather to the way we modify our behavior and dress for different conditions, including examples from different cultures. |
| **No. of Activities:**7 |

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| **Prior Knowledge:**Students have previously covered the weather and all the elements within the daily changes and also their will have some understanding of how their senses is what guides what we wear and how they influence our behaviours.  |
| **Pedagogy:** Guided Discovery Teaching Model |
| **Objectives of Activities:**Students will observe and suggest ideas on how behaviours change throughout the seasons.Students will describe links between seasonal changes in the environment across multiple cultures.Students will demonstrate links between seasons and the appropriate clothing needed.Students will match written text with image for each season and will further demonstrate appropriate clothing through this objective.Students will share their new knowledge and understanding of seasons and how they impact on everyday life. |

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| **Sequence and Summary of Activities:****Prior Knowledge activity that will continue to be built on from previous lessons** – Students will continue with the adding of words and images and symbols to the word wall using new language gained throughout the following activities.**Activity 1** –Students will access the simulation from Skwirk on the computers and will take turns to watch the video and play the game. This activity can be done in pairs, small groups or individually. The students will follow the instructions given on the game by clicking through the steps. This activity is engage and plant seed about differences between living and non-living.**Activity 2** – Students will be provided with stimulus in the way of pictures of seasons from Australia and Other cultures including an example from the Australian Indigenous Peoples. This is only 1 representation as there are multiple different season framework amongst the Australian Clans. The students and educator will have discussions about what the students observed and what they understand to be different. This activity is designed to stimulate and challenge pre-existing ideas.**Activity 3 –** Students will move in pairs, small groups or individual to play a game on the computers. This will help them to link new information about dress and behaviours that occur through the changes in environments.**Activity 4 –** The students will use this knowledge gained to ‘act out’ what clothing they would wear for the season, (that will be chosen from the hat). The clothing will come from the home corner and will deliberately suit the seasons. These will be based on the Australian 4 seasons per year framework. Each student will then work in rotations to choose another season and again choose clothing appropriate for their chosen season. This activity is designed to allow children to investigate and link what they know about dress and behaviuor.**Activity 5** – Students will then proceed to the painting area to paint a scene of their choice to demonstrate the environment to match each of the seasons. Students will then explain their painting to the teacher and the teacher or teacher aide will scribe what the student says. This activity is to allow children to represent their knowledge and understanding.**Activity 6** – Students will complete a cut and paste activity linking all aspects of seasons. They will match the written name of the season to an image of the weather, clothing and behavior, associated to the season. Again, this activity is just another way for children to represent what they know that can be individualised by them if they choose.**Activity 7** – Students will share through ‘show and tell’ their new knowledge and understanding of the seasons. This will allow children to summarise all that they know and what they have learnt and what they still want to know. |

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| **Teacher Background Knowledge:**Educators need to have knowledge and understanding of what weather is and know all the elements of sun, air and water and how these connect to create the daily and seasonal changes that occur. They also need to understand how these elements and those connected with the rotation of the earth create the seasons. This in turn then creates the ‘climate for a particular location at a particular time. Educators must also have a high standard of science literacy in order to support the acquisition and further development of students use of language. They need to support students to use, link and communicate appropriate language in written text and symbol form. Educators must have respectful attitudes and understanding for the diversity and differences within the Indigenous communities and cultures and that different doesn’t make it wrong. |
| **Links:**Game Activity Link: <http://www.scootle.edu.au/ec/viewing/L10/index.html>Video and Game Link: <http://www.skwirk.com/esa2/ani_01.html>Weebly Link: <http://kristyscience.weebly.com/task-card-2.html> |
| **References:**Australian Curriculum, Assessment and Reporting Authority (ACARA). (2014). Science Curriculum. Retrieved from: http://www.australiancurriculum.edu.au/science/curriculum/f-10?layout=1#levelFBennett, D., (2015). Blakes science guide for primary students. Glebe, NSW: Pascal Press.Breeden, S., (2001). Sharing culture, kakadu. Archerfield, QLD: Steve Perish Publishing Pty Ltd.Fleer, M., Jane, B., & Hardy, T., (2007). Science for children, developing a personal approach to teaching (3rd Ed.). Frenchs Forest, NSW: Pearson.Gregson, R., (Ed.). (2012). Connecting with science. South Melbourne, VIC: Oxford University Press.Images on website obtained from: https://images.google.comK-3 Teacher Resources. (2016). Seasons-QLD. Retrieved from: www.k-3teacherresources.comLoxely, P., Dawes, L., Nicholls, L., & Dore, B., (2014). Teaching primary science, promoting enjoyment and developing understanding (2nd Ed.). New York, USA: Routledge.Primary Connections. (2016). Weather in my world. Retrieved from: http://www.scootle.edu.au/ec/viewing/S7171/Weather-in-my-world-2012/index.html |