

IB Inquirer K

Weather Wonders -

Unit 2

Transdisciplinary Theme:

How We Organize Ourselves - societal decision making

Central Idea:

Weather impacts our daily lives.

A study into (lines of inquiry):

- Tracking the weather (*change*)
- Clouds and weather (*form*)
- Weather influences our decisions (*causation*)

Background:

Throughout the unit, students will read, sing songs, and recite poems about the weather. They will use various sources to collect weather data, and will compare the forecast to the actual weather. Students will observe, compare & contrast clouds - and see their connections to the weather. They will investigate extreme weather happenings. They will look at how weather influences many decisions in our lives (where to live, what to grow, what to wear, what kind of homes to build, playtime, etc.).

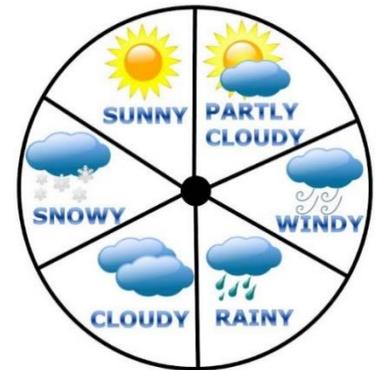
Student Final Project:

Students will create a "Weather Wonder" display. Students will demonstrate an understanding of the seasons by representing one season, and related outfit/activity choices.

Technology Tie-In:

Students will incorporate computer research by listening to recordings on PebbleGo to research weather topics.

HOW'S THE
WEATHER TODAY?



Field Experiences:

Students will travel to Fairweather Acres to learn about the signs of fall.

Learner Profiles & Attitudes:

By developing their curiosity about what's going on with the weather, students will become more knowledgeable about how weather influences our decisions, and we will notice a commitment to thinking about the weather before deciding what to do or wear. They will enthusiastically collect data about the weather, and inquire about patterns they see, and connections to the clouds.

Key Concepts:

Students will track the weather to observe changes throughout the day, as well as from day to day and season to season. They will investigate the form of the clouds, and how these connect to different weather happenings. They will notice how weather causes us to make different decisions about clothing, activities, etc.

Approaches to Learning:

Students will use their thinking skills when they apply their new knowledge to look at clouds & weather patterns to predict weather; and to make decisions about what to wear or what activities to plan. Students will use their communication skills when they report the weather; record information and observations; and share their findings with their peers.

TRY THIS!

- **Make it Rain:** You will need: a glass jar, plate, hot water, and ice cubes. Pour about two inches of very hot water into the glass jar. Cover the jar with the plate and wait a few minutes before you start the next step. Put the ice cubes on the plate. What happens? The cold plate causes the moisture in the warm air inside the jar to condense and form water droplets, just like in our atmosphere. Warm, moist air rises and meets colder air. The water vapor condenses and forms precipitation (rain) that falls to the ground.
- **Make Fog (low cloud):** You will need: a glass jar, a strainer, water, ice cubes. Fill up the jar completely with hot water for about a minute. Pour out almost all the water, but leave about one inch in the jar. Put the strainer over the top of the jar. Place a few (3-4) ice cubes in the strainer. Watch what happens! The cold air from the ice cubes collides with the warm, moist air in the bottle causing the water to condense and form an eerie fog.

Websites: <http://archive.fossweb.com/modulesK-2/AirandWeather/activities/whatstheweather.html>; <http://www.weather.com/>; <http://www.pebblego.com/login.php> (username: coia; password: school)

PARENTS: Additionally, on the Media Center webpage, for each unit there will be suggested titles for more reading on the topics and ideas in the units. These books are available in the school library.

IB AT HOME

Name _____

Teacher _____

Approaches to Learning:

Thinking Skills

Acquisition of Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation
Dialectical Thought
(thinking about different points of view)
Metacognition
(thinking about how you think and learn)



Communication Skills

Listening
Speaking
Reading
Writing
Viewing
Presenting

Non-verbal Communication



Learner Profile:

KNOWLEDGEABLE
I try to learn about a variety of things.

I explore many different ideas. I can tell you about/show you what I've learned. I am interested in issues that have local and global significance.



INQUIRER
I ask questions and do research to learn new things.

I like to discover new things about the world. I am enthusiastic and curious. I work to find answers to my questions. I will carry this love of learning throughout my life.



Attitudes:

Curiosity

We are curious about the nature of learning. We also wonder about the world, its people, and cultures.



Commitment

We are committed to learning, persevering, and showing self-discipline and responsibility.



Enthusiasm

We enjoy learning and willingly put effort into the process.



Key Concepts:

FORM

What is it like?

Everything has a form with recognizable features which can be observed, identified, described and categorized.

What is...?
What are...?
What kind of...?
What is it like?
What patterns do you see?
How do you describe...?

CHANGE

How does it change?

Change is a process of movement from one state to another; it is universal and inevitable.

How has _____ changed?
Can you change a _____ into a _____?
In which ways has it been changed?
Can it change back?
How can you make it change?

CAUSATION

Why is it the way it is?

Things do not just happen. There are causal relationships at work and actions have consequences.

How did this begin?
What caused this to happen?
How did _____ lead to _____?
What influenced...?
How did _____ affect _____?

My child has been demonstrating the **IB elements circled above** by:

My child has taken **action** (additional investigations, trying to make a difference, reading more about the subject, doing an independent project, teaching others, etc.) regarding this unit. Here's how:

*Continue on back if needed—OR—post to our padlet: www.padlet.com/COIA/ibathome