

*Building Science Concept on 'Storms Extreme Weather' Book 50*

I would use this animation; [http://www.learninggamesforkids.com/weather\\_games/tornado-word-o-rama.html](http://www.learninggamesforkids.com/weather_games/tornado-word-o-rama.html) to finish this section. I would have previously shown a clip of a tornado and as a class we would have broken it down into why and how things started, prevention and damage after. I believe this interactive site would be a fun type of test to see if they understood and listened to the discussion as it involves choosing definitions to specific words which would have been used in the session.

An animation I could use is

[http://weather.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=weather&cdn=education&tm=188&gps=145\\_11\\_1093\\_520&f=00&su=p284.13.342.ip\\_&tt=3&bt=3&bts=31&zu=http%3A//esminfo.prenhall.com/science/geoanimations/animations/Tornadoes.html](http://weather.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=weather&cdn=education&tm=188&gps=145_11_1093_520&f=00&su=p284.13.342.ip_&tt=3&bt=3&bts=31&zu=http%3A//esminfo.prenhall.com/science/geoanimations/animations/Tornadoes.html) as it visually shows how a tornado forms, with arrows to show direction and movement. Also to make the lesson more interesting for the students and relate the lesson to their world I could bring in interesting facts which students generally love, such as “Nationwide, tornado data have experienced a pronounced increase in reports over the decades, roughly doubling the mean yearly tally since the mid- 1900s” (Edwards. 2010). The Building Science concept book also contains a hands on activity that mimics a tornado. The book provides resources required, clear instructions and helpful images. The activity can be a teacher demonstration or a group activity, personally I would teach it as a group activity as this involves a physical activity the students would enjoy.

Animation:

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We could also then go into the finer details of storms and question such things as “why are all snow flakes different?” or “why do we count the gap between the thunder and lightening, to add a different aspect to their thinking or investigation.

<http://www.brainpop.com/science/weather/snowflakes/> This animation explains one of my questions and adds to the visual aid for the children in my class that are visual learners, this would help them understand rather than trying to comprehend a text.

<http://www.brainpop.com/science/weather/snowflakes/>

Looking at the weather maker online interactive animation (Scholastic, 26/5/2013) there is vocabulary such as humidity and temperature that is being used. Without a knowledge of this vocabulary the student would be unable to explain how differences in humidity and temperature create storms, the bigger the difference the bigger the storm. Without the combination of text and illustrations the student that is trying to understand the science behind storms will have a difficult time as text and illustration both give us an explanation and definition.

An investigation or research task that could be carried out using the *Snow Extreme Weather* (Ministry of Education, 2002) book as it provides activities that can be used in the classroom as well as the scientific information behind these activities. The research task could be choosing a specific storm, such as hurricanes, and then comparing it to a storm found in *Snow Extreme Weather* (Ministry of Education, 2007) For example I would research hurricanes compared to thunder storm, then using information such as the eye is always the calmest place in a tornado (NASA, 28/5/2013) while a thunderstorm doesn't even have an eye. However one would then have to continue to develop their knowledge about these storms by then interpreting the information they have found. Interpretation the students' observations is another area in investigating in science, and is one area that is often forgotten by teachers in my opinion. The kinds of questions that should be asked are management questions such as 'how many' or 'how long do' and allow students to investigate the procedural side of the activities and science. These kind of investigating in science activities are great for the classroom and provide students with the skills the Ministry of Education have decided are important for children to know within the nature of science.

NASA. (retrieved 28/5/2013). *Hurricanes: The greatest storms on Earth*. Retrieved from [http://earthobservatory.nasa.gov/Features/Hurricanes/hurricanes\\_2.php](http://earthobservatory.nasa.gov/Features/Hurricanes/hurricanes_2.php)

Scholastic. (Retrieved 26/5/2013). *Weather Maker*. Retrieved from [http://teacher.scholastic.com/activities/wwatch/investigate/weather\\_maker.htm](http://teacher.scholastic.com/activities/wwatch/investigate/weather_maker.htm)