SCIENCE

Lesson 6

Prep Unit 3

Topic: Examining the effects of weather on other life

Considering animals

Lesson concepts

- O/A Daily and seasonal changes in our environment, including the weather, affect everyday life
- O Science involves exploring and observing the world using the senses
- O Questions can obtain responses
- O Observations can be discussed and ideas can be represented
- O/A Observations and ideas can be shared

Learning alerts

Be aware of:

- students thinking that people provide shelter for wild animals
- students thinking that science only occurs in laboratories.

Suggested next steps for learning

- Explain that wild animals know how to find shelter when required.
- Ensure students understand that science occurs in other places, including in the field.

Today students will:

- understand that animals are affected by the weather.

Resources

Digital

Slideshow — Where is the rain?

Find and prepare

Sheet — Letter from Wilma 6 (placed in an envelope)

Sheet — How does weather affect animals?

Sheet — My animal shelter

Video — *Animals that like wet weather* (ABC Splash) (1:56) (optional) http://splash.abc.net.au/home#!/media/30204/animals-that-like-wet-weather

Video — *How to keep cool in hot weather* (ABC Splash) (2:44) (optional) http://splash.abc.net.au/media/-/m/86064/keeping-cool-in-hot-weather?source=primary-science

Key terms

shelter

For definitions and explanations of terms, please see the Glossary.

Lesson

FT

Consider that weather affects animals

Say to students

Wilma has sent us a letter to give us a clue about what today's Science lesson is about. Open the letter and listen while I read it to you.

1. Display and read **Sheet —** Letter from Wilma 6.

Say to students

Tell me what you think today's lesson might be about.

Did you notice Wilma mentioned the effect of the weather on the dog Walter? In this lesson we are going to learn more about how the weather affects animals.

Focus question

Q: Think about animals you know or see in your yard. How do you think they are affected by different weather types?

A: For example: Our dog doesn't like storms, she pants a lot when it's hot and goes in the dam for a swim; the birds hide in the trees when it is raining and they fluff up their feathers; the ducks like it when it rains; when it's summer the frogs croak a lot

Say to students

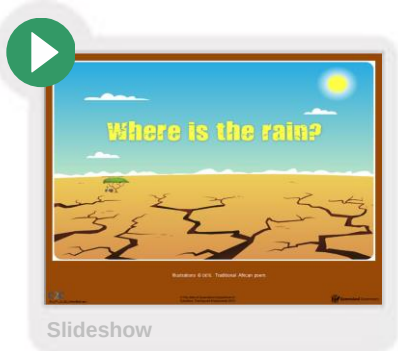
Like us, animals are all affected by the weather. This includes both good and bad types of weather. It depends on where the animal lives and what type of animal it is. Because most animals live outdoors, they can't get away from bad weather as easily as we can. They may be hurt or very frightened by bad weather and they probably have a favourite type of weather too.

Explore behaviours of familiar animals in different weather conditions

Say to students

We are going to view a story to consider the effect of dry weather on wild animals.

2. Click on the picture below and view the **Slideshow —** Where is the rain?



Slideshow

Focus questions

Q: How did the weather affect the animals in the story?

A: For example: The animals were really hot and thirsty. There were no green leaves to eat. Then some of the animals felt the rain coming. When it rained the animals could eat and drink again.

3. If you have internet connection, view videos about how animals and people are affected by the weather: **Video — Animals that like wet weather** (ABC Splash) http://splash.abc.net.au/home#!/media/30204/animals-that-like-wet-weather and **Video — How to keep cool in hot weather** (ABC Splash) http://splash.abc.net.au/media/-/m/86064/keeping-cool-in-hot-weather?source=primary-science.
4. Discuss **Sheet —** How does weather affect animals?

Say to students

“Animals that are looked after by people are not usually affect by weather as much as animals in the wild. Often people will provide a **shelter** or type of house or place to protect their animals. Wild animals have to look after themselves, so the weather can make life difficult.”

Focus questions

Q: We know that all living things need shelter to survive. Where are some places you think wild animals could find shelter from the weather?

A: For example: in/under trees, bushes, in/under logs, under rocks, under the ground, in caves, curled up in leaves

Q: Some animals completely hide away for long periods in harsh weather, for example burrowing frogs during dry times. Can you think of any others?

A: For example: some bears, squirrels, bats, snakes, mice and bees hibernate in winter; cicadas burrow underground until suitable weather arrives.

Design an animal shelter to protect against the effects of weather

RL

Say to students

Animals that are cared for by people (not wild animals) often have special homes made to help shelter them from the weather.

Focus questions

Q: What types of homes do people provide for animals?

A: For example: kennel for a dog; cage for a bird; stable for a horse; pen for a pig; hen house for chickens; guinea pig hutch.

Q: What features of these homes give protection from the weather?

A: For example: a roof from the sun and the rain; sides for the wind; hay/blanket/box to keep warm/rest; water to drink when it's hot; window to let light and fresh air in; raised floor so the rain doesn't flow in.

Say to students

To finish this Science lesson, you are going to choose an animal and draw a home to shelter this animal from different types of weather. The ideas you draw can be imaginative or real, as long as they are to do with giving the animal shelter from the weather.

The animal can be a pet, farm or zoo animal. Try to think about all types of weather.

5. Display **Sheet —** My animal shelter.
   a. Ask student to choose an animal.
   b. Provide materials to construct or draw a shelter for their chosen animal.
   c. Ask your student about the features of the shelter and how these protect the animal from particular weather types. Write their response on the page provided on **Sheet — My animal shelter.**