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| Subject: | Science |
| Title: | Hockey Weather |
| Grade Level: | 5 |
| Purpose: | Students develop an understanding that outdoor hockey can only be played in certain climates. Through inquiry they learn how human activity is affecting where the game can be played. |
| Curricular  Connections: | * Describe the effects of the Sun’s energy on daily and seasonal changes in temperature— 24-hour and yearly cycles of change. * Recognize that weather systems are generated because different surfaces on the face of Earth retain and release heat at different rates. * Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect. |
| Materials: | * Technology – Chrome Books, Computer lab, Ipads etc. * Paper or poster paper |
| Activity: | 1. In groups of 4 or 5 students work on an inquiry-based project answering the following questions:  * **Where** can outdoor hockey be played?   Geographical locations   * **Why** can outdoor hockey be played? climate/seasons/sun’s energy * **How** has human activity affected where it can be played? Greenhouse effect/human activity – fossil fuels, industrial pollution, clearing of forests etc.  1. Students use technology (chrome books, computer labs, Ipads etc.) to research and answer the questions in #1. 2. Teacher forms **who, what, where, when, why, and how** questions to guide students’ research. 3. Specify how students are to record answers. Suggestions: on blank paper, poster paper, PowerPoint, etc. |
| Extension: | Students extend their inquiry by answering other questions:   * What is the history of outdoor hockey? * How is it played outdoors today? – outdoor game in L.A.   Include student-based questions from their research and their personal interests. |
| Assessment: | * Circulate and observe when groups are working. * Groups submit a “Hockey Weather” project showing an understanding of geographical locations and climates that are suitable for outdoor hockey. * Students recognize the affect of human actions on climate. |