Haley Dunk
Earth Processes: Weather and Climate
Grade: 4
Biomes, climate zones, pressure systems

Objective/Purpose: This lab serves to help students interact with each other and learn about seasons and the different weather patterns around the Earth. The main objective is to identify pressure systems, Earth's climate zones, and seasons.

Materials/Time Required:
1. Globe (large ball with the continents mapped out)
2. Flashlight
3. A set of bubbles (preferably two if you want to split the group up)

Background Information:
I split our time into three topic sections: seasons, climates, and pressure systems. First I have the group sit down in a circle and talk about the different seasons by using the globe and the flashlight. We talked as a group about the climates in different regions of the world by using the globe as a helpful resource and review what they already learned. Then I moved the group outside and we stood in a circle and through the ball to each other (this activity was done during the first week of FOCUS, so the kids said their names when the ball was thrown to them, so I could learn names easier). After taking turns throwing and catching the ball, while talking about biomes and climates, we put the ball away and split the students into two teams. I gave each group a container of bubbles and let them blow the bubbles and observe everything that happened. After a few minutes we came together and talked about their observations.

Preparation:
I had my students grab their coats to wear while we threw the globe around outside. I told my first group what we would be talking about prior to our session, to have them think of any questions they may want answered.

Safety Issues:
We will be outside for part of the time, so students with sicknesses should tell the teacher so there can be some modifications done.

Activity Outline/Teacher Procedure:
Continue to reinforce correct answers and repeat questions or facts for students to retain the information. Make sure that all students are participating and understanding the material presented.

Possible Questions:
1. Why is the equator constantly hot? What makes the Earth have seasons?
2. Does warm air or cool air rise? What evidence supports this?
3. What does it mean when we fully observe something (like the bubbles)?
Assessment/Evaluation:
The information we covered in our section was a review from science Mrs. Roseboro had previously gone over. My goal was to continue to review and ask questions so the students could fully engage in the activity. This lab was successful and the kids seemed to really enjoy it. I liked having three small sessions during our science time, because it seemed to keep the student's attention. I felt that they really grasped the concepts because of the thorough review of the material. I felt that all the students participated well and really spoke up about questions or other things they have learned pertaining to this concept.