

Year 5 – Floods, Storms and Bushfires

Lesson 1

Introduction	<p>Floods, Storms and Bushfires – A Cross-Curricular Unit of Work</p> <p>Introduce the topic, advising students that the topic covered this term will be floods, storms and bushfires.</p> <p>WALT – define a flood, a storm and a bushfire and discover if they have occurred in your local area.</p> <p>WILF – research skills, working with a partner, sharing view points and contributing to class discussions.</p> <p>TIB- Australia has natural disasters that can impact us, and others.</p>
Warm Up/Main lesson (10 mins)	<ol style="list-style-type: none"> 1. Ask students what they think a natural disaster is. (A natural event that causes great damage or loss of life, e.g. floods, earthquakes, hurricanes, bushfires, volcanic eruptions) 2. Write student answers on the board. 3. Look at images online of natural disasters to give students a visual on these. 4. Write the following three words on the board in separate columns- flood, storm and bushfire, and ask students to describe/define these. Display the PDF, Posters: Defining Floods, Storms and Bushfires on the IWB for students to review. <p>Flood - an overflow of a large amount of water beyond its normal limits.</p> <p>Storm - a violent disturbance of the atmosphere, with strong winds, rain, thunder, lightning, or snow.</p> <p>Bushfire - a fire in scrub or a forest, that spreads rapidly.</p> 5. Record student responses in these columns.
Main lesson (40 mins)	<ol style="list-style-type: none"> 1. Hand out Worksheet 1: What is a..., and ask students to glue these into their books. 2. Have students work with a partner to complete the table, using the information from the board and adding information they know about floods, storms and bushfires. 3. Choose a few pairs to share answers. 4. Ask students if they know of any floods, storms or bushfires that have occurred in Australia. 5. Write answers on the board, and ask students if they have any ideas about why they may have occurred. 6. Write these ideas on the board for students to revisit (e.g. climate, human error, global warming). 7. Hand out Worksheet 2: W, W & W... Students will now work in pairs again to research where, when and why a flood, storm or bushfire has occurred in their local area. (Glue worksheets in books.) 8. Before students start researching, discuss how to record information (dot points, short sentences, etc.) and the importance of typing in specific words e.g. 'List of Queensland's Natural Disasters, or 'Floods in Logan', to minimise wasting research time. 9. Mention to students that if they are unable to locate why a disaster has occurred, then they need to provide their personal viewpoint.
Review (10 mins)	<p>Select students to share their work.</p> <p>Collect work and correct.</p> <p>Take anecdotal records on student participation.</p>

Differentiation	<p>Work with a partner.</p> <p>Teacher/school officer assistance.</p> <p>Utilise information from books, rather than researching information.</p> <p>Investigate natural disasters which have occurred in other states.</p>
Resources	<p>Worksheet 1: What is a ...</p> <p>Worksheet 2: W, W & W...</p> <p>Posters: Defining Floods, Storms and Bushfires</p> <p>Computers, laptops, iPads.</p> <p>Student books.</p> <p>Images of natural disasters.</p> <p>Books on natural disasters in Australia.</p>
ACARA Content Descriptions	<p>Humanities and Social Sciences</p> <p>The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)</p> <p>Locate and collect relevant information and data from primary and secondary sources (ACHASSI095, ACHASSI123)</p> <p>Clarify understanding of content as it unfolds, in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)</p> <p>Evaluate evidence to draw conclusions (ACHASSI101, ACHASSI129)</p>