

## **Appendix 3: Sample TELSTAR Unit: What is the weather like today?**

### ***Introduction***

This unit is designed for use with Class1 students and is based on the model of the TELSTAR social Investigation strategy.

Because this an introduction to the use of the strategy with students, teachers should follow the steps of the TELSTAR strategy in order and make students aware of these stages. Teachers could make a poster of the TELSTAR strategy for use on the classroom wall and point out to the students the stages through which they are progressing.

### ***Number of lessons***



8




### ***Syllabus Objectives***



- Students identify concepts of time e.g. hot, dry and wet period, cyclone season, fruiting season
- Students identify and describe the natural and social environment
- Students describe changes and continuities in their life
- Students discuss environmental issues that are affecting Tuvalu.

### ***Supporting Resources***

TASEP produced Big Book 'What is the Weather like today?'

TELSTAR Step	Teaching Progression	Resources	Possible Assessment /Evaluation Strategies.
<p data-bbox="344 448 461 480">Tune In</p> 	<p data-bbox="595 411 1155 443">Students sing songs about the weather.</p>	<p data-bbox="1317 411 1621 555">Teachers can make charts of suitable songs with the theme of weather e.g.</p> <ul data-bbox="1361 563 1621 667" style="list-style-type: none"> <li data-bbox="1361 563 1599 635">• Rain, rain go away</li> <li data-bbox="1361 643 1621 667">• I hear thunder</li> </ul>	<p data-bbox="1675 411 1890 555">Observation of students' participation in singing.</p>
<p data-bbox="344 805 461 837">Explore</p> 	<p data-bbox="595 769 1272 833">Students discuss what they already know about the weather.</p>	<p data-bbox="1317 769 1608 833">Record ideas on the blackboard.</p>	<p data-bbox="1675 769 1890 874">Observation of contributions to discussion.</p>

<p style="text-align: center;">Look</p> 	<p>Read big book about weekly weather conditions.</p> <p>The class records the weather over one week on a chart based on ideas from the Big Book.</p> <p>Students gather information about how people record the weather by listening to and questioning a guest speaker from the Meteorological. Office (or listen to the interview on the audiotape or make observations during an excursion to the Meteorological. Office)</p>	<p>TAESP Big Book 'What's the weather like today'</p> <p>Guest speaker from the Meteorological. Office or TAESP produced audiotape 'jobs in Tuvalu'.</p>	<p>Students' abilities to ask questions and recall meteorological terms/words.</p>
<p style="text-align: center;">Sort</p> 	<p>Students draw pictures and discuss what they learned about the job of the Meteorological Office</p>	<p>Drawing equipment.</p>	<p>Exhibition of students work. Peer assessment on criteria for judging the best picture.</p>
<p style="text-align: center;">Test</p> 	<p>Students play an Imitation game to test understanding of types of weather and seasons.</p>		<p>Assessment of students understanding of knowledge and recording of achievements on class chart.</p>

<p style="text-align: center;"><b>Act</b></p> 	<p>Students make a weather mobile for display in the classroom.</p> <p>Students role-play different characters (sun, wind, rain, thunder, etc) and what effects they have on plants, animals and people.</p>	<p>Materials for mobile construction and role-play characters.</p>	<p>Peer assessment on performance and production on criteria set by class</p>
<p style="text-align: center;"><b>Reflect</b></p> 	<p>Students respond to 'values scales' to indicate how they feel about the weather e.g.</p> <p>Dry _____ Wet</p> <p>Sunny _____ Cloudy</p> <p>Windy _____ Still</p> <p>Teachers place cards representing opposing statements on opposite walls of the classroom. Students are asked to stand between the statements to indicate which type of weather they prefer e.g. if they prefer dry weather they stand close to the statement that says 'dry'.</p>	<p>Statements on card for fixing on the classroom wall.</p>	<p>Observation of students.</p>