**PYP 2- Maker Space Activity-Science Experiments**

**How The World Works**

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| **Date** | **WALT** | **WILF** | **Activities** | **Assessment Tools and Strategies** |
| Jan 16 & 23, 2014 | To identify nature phenomena which can be seen through weather changes  | * Students list down weather changes that they have known already
* Students add more information about the weather changes from various resources
 | * List down all the weather changes that they have known
* Find out information from internet about water evaporation (definition and the process)
* Watch movies (Extreme weather-Wind, Extreme weather-wet, Extreme weather-indovision)
* Answering the questions:
	+ What do you see in the movies?
	+ How does rain form?
	+ How does snow form?
	+ How does wind work?
	+ What happen in 1 mile above the cloud?
	+ What happen in 5 miles above the cloud?
	+ What happen in 6,5 miles above the cloud?
 | Selected Responses-Checklist |
| Jan 30, Feb 6 & 16, 2014 | To analyze the process of weather changes through some experiments | * Students analyze in groups about the finding of their experiments for three weeks (3 experiments)
* Students explain the process of the experiments (in words or pictures)
* Students write the steps of the experiments clearly
 | * Work for three different experiments for three weeks
	+ Making evaporation
	+ Cloud in a bottle
	+ Make it rain
* Write down their findings in their individual worksheets
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| Feb 20 & March 6, 2014 | To make connection between the experiments and the real weather changes in nature | * Students link their finding in experiments, resource finding from the movies and internet to explain the weather changes (in a form of cycle)
 | * Presents their finding by doing it in a group based on their abilities **(differentiation activities)**
	+ **Group 1** (low-still need more time and skills to read and write but sometimes have good understanding of the concepts)🡪**make a collage** of all the experiments and make connection between the experiments and the weather changes in nature (the pictures are provided)
	+ **Group 2** (Medium low-these students are absent for several times so they might lose some of the information and need to work together to link the missing pieces of the information)🡪**Picture and explanation**, it means they have to create a picture of the experiments and explain them (the pictures can be provided or they can create their own)
	+ **Group 3** (Medium high-these students have the ability to explain the process of the experiments and make connection between the experiments and the nature changes)🡪**story lines** (they will create a set of explanation from experiment one to experiment three and explain the connection)
	+ **Group 4** (High order thinking students)🡪**Make a conclusion of all the learning process** by making connection between the experiments and the real weather phenomena.
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