

Inquiry Curation

LLED 469 63C

Krista Belanger

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## Curation

Topic: Weather Phenomena in Grade 5 Science

Scenario

The grade 5 classroom teacher is looking for assistance with resources and spearheading an inquiry unit on various weather phenomena (climate, greenhouse effect, clouds, and forecasting). Students will be asked to conduct research using a variety of texts (pictures, videos, digital text, and print text) to result in a final culminating project in the form of a presentation. The Teacher-Librarian is being asked to gather resources for students to use, at a variety of reading levels to suit students in the classroom.

Students in the classroom vary in reading abilities, from a Lexile level of >500 to 1100+. The classroom teacher understands that Lexile levelling does not apply the same way to non-fiction texts, so including a wider variety of text types will help reach students who may otherwise not have access to resources. The class itself includes twenty students (thirteen boys and seven girls), most of whom express enthusiasm for the Science discipline, and are eager to conduct an inquiry project. One student is on an Individualized Education Program (IEP), which includes the use of a reader when needed. Two students in the classroom have been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), one of whom is transitioning to another medication, which wears off after lunch. The grade 5 Science class takes place daily in the afternoon, typically between 1:30 and 2:20, which is when students have access to technology for research assistance as well as resources in the School Library Learning Commons, with the exception of Fridays.

The role of the Teacher-Librarian in this case will be to provide resources, assist students in accessing the resources, provide assistance in citing sources, and mentor students through the

inquiry process. The classroom teacher and the Teacher-Librarian are both committed to meeting weekly after school on Fridays to discuss progress on the students' projects before their weekly staff meeting. The anticipated duration for these projects will be four weeks, as there will be a break for Spring Break in between.

### Learning Outcomes

Topic D: Students learn about weather phenomena and the methods used for weather study. They learn to measure temperatures, wind speed and direction, the amounts of rain and snow, and the amount of cloud cover. In studying causes and patterns of air movements, students learn about the effects of uneven heating and cooling and discover the same patterns of air movement in indoor environments as are found outdoors. They also learn about human actions that can affect weather and climate and study the design and testing of clothing used as protection against the weather (Government of Alberta, Science Program of Study).

General Learner Expectations:

- 5–8 Observe, describe and interpret weather phenomena; and relate weather to the heating and cooling of Earth's surface.
- 5–9 Investigate relationships between weather phenomena and human activity.

Students will be given choice between three specific learning outcomes which can be summarized into three categories: types and measurement of weather, how humans affect weather, and forecasting weather. By providing three broad categories, it is the hope that student presentations will demonstrate a variety of perspectives and generate more interest than one specific focus.

Specific Learning Outcomes:

- 5. Describe and measure different forms of precipitation, in particular, rain, hail, sleet, snow.
- 12. Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect.
- 13. Appreciate how important it is to be able to forecast weather and to have suitable clothing or shelter to endure various types of weather.

Selection Criteria Rationale

Many resources available are Americanized – which can be misleading and difficult for students to digest. The first piece of criteria used to evaluate each resource will be whether the resource has some or all Canadian content.

Using images provides access to students who may be at a lower reading level than the text itself. Some students are better able to decipher an image or graphic easier than reading a piece of text. For other students, the opposite may be true. Providing images alongside a text broadens the depth and provides students with more access to texts.

Having readily available access to what lies within a text is important in that it allows students to browse for what is interesting and relevant to them and their inquiry projects, which is why I am adding two categories to my criteria which indicate an appendix, glossary, or index is present, as well as ease of use. Many students at this school require time outside of class to complete projects, so the expectation is that they will be able to access the resources at home, which includes being able to check out books or being able to access the resources on the Internet independently from school.

In order for a text to be considered useful and meaningful to a variety of students, texts should include multicultural aspects, Indigenous perspectives, a collection should be curated with a variety of learners in mind (reading levels), and should be in a variety of formats to appeal to different learning competencies.

Reliability and accuracy of information is also important in a text, which should be considered when selecting resources for the purpose of inquiry. Resources should be selected based on the history and reputation of the author and publisher, as well as accurate. The currency of the text (age) should also be considered, especially in the Science discipline. Additional criteria include a clear purpose for the text, as well as curricular connections. The resources selected for this inquiry project are purposeful and relevant to the curriculum.

Selection Rubric

<i>Criteria</i>	<i>Exceeds Expectations</i>	<i>Acceptable</i>	<i>Below Expectations</i>
Canadian Content (distance, weight, places, spellings)	All Canadian content	Some Canadian content, some American content	All American content
Images (digital, photographs, diagrams, graphs, charts)	Variety of images, photographs, diagrams, charts, colourful, at least two images per page	Some variety of images, some images are in black and white, less than two images per page	Very little images, one or no images per page
Appendix, glossary, or index	Present		Not present
Ease of use	Portable (usable outside of school), student-friendly usage	Somewhat portable (may rely on a reliable internet connection or being downloaded for offline use), somewhat clear headings	Not portable, must be used with a regular desktop computer, relies on IE or Silverlight, confusing navigation of the site or text
Accessible to a variety of students	Variety of Lexile levels, multicultural representations and Indigenous perspectives, accessible for students who need help reading the text, definitions are easy to find, contents are easily located and numbered or hyperlinked	Lexile levels may be standardized to grade level, passages or readings may vary slightly, little multicultural representation, little Indigenous perspective, limited ability to reach many students' needs, contents may be accessible but may be harder to find	Lexile leveling is standardized, one option for reading about a particular topic or idea, no multicultural representation, no Indigenous perspective, does not reach multiple students' needs, contents and themes are non-existent
Reliability	Sources are listed, publisher is reliable, trusted in the community	Sources are listed, publisher is reliable	Sources are not listed, publisher is unreliable
Accurate information (facts, words currently in use)	Information is current and accurate according to research and new findings	Information is somewhat accurate	Many pieces of information are inaccurate
Currency	Less than 3 years old	Less than 5 years old	More than 5 years old
Purpose	Clear, student-friendly	Clear, somewhat student-friendly	Not clear, not student-friendly
Curricular connections	Meets many curricular outcomes	Meets some curricular outcomes	Meets few/no curricular outcomes

Bibliography of Resources

Resource 1: Cloudy climate change: How clouds affect Earth's temperature - Jasper Kirkby  
(<https://www.youtube.com/watch?v=sDo7saKaEys>)

Kirkby, J. (2014). *Cloudy climate change: How clouds affect Earth's temperature - Jasper Kirkby*. [online] YouTube. Available at: <https://www.youtube.com/watch?v=sDo7saKaEys> [Accessed 24 Feb. 2019].

Summary: This TED-Ed video explains how Earth's temperature is affected by clouds using Canadian content (Celsius and kilometers). The narrator, Jasper Kirkby is a British experimental particle physicist, who would be considered a reliable source (TEDxCERN, 2019).

Special Features:

The video incorporates animation which appeals to many students at the grade 5 level. The video also uses text to enhance what Kirkby is explaining, as well as eye catching colours. The quick pace of the video and short duration ensures that students will not become bored with the content, as well as provide a wealth of information within a short time frame. The video promotes critical thinking as well as multiple opportunities for jumping off points for further exploration of the topic of how climate changes over time. Vocabulary is provided within the video which students may choose to utilize for further research.

## Evaluation of Resource 1 According to Criteria:

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Resource 2: Climate change: Earth's giant game of Tetris - Joss Fong

(<https://www.youtube.com/watch?v=ztWHqUFJRTs>)

Fong, J. (2014). Climate change: Earth's giant game of Tetris - Joss Fong. Retrieved from

<https://www.youtube.com/watch?v=ztWHqUFJRTs>

Summary:

This video, narrated by Joss Fong, explains the carbon cycle, the greenhouse effect, and explains the role that humans have played in the greenhouse effect. Joss Fong holds a Masters of Arts in Journalism with a focus on Science, Health, and Environmental Reporting. She has been reporting on Science topics for nearly five years, however she does not hold a degree in the Science discipline, so this resource is meant to be a generalized resource (*LinkedIn*, 2019).

Special Features:

Like resource 1, this resource opens the door for students to access vocabulary about the greenhouse effect and the carbon cycle. The video does an excellent job of explaining and demonstrating how humans have impacted the Earth and atmosphere. By being under three minutes, this resource scaffolds important information for student to ensure understanding with vibrant visuals.

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Resource 3: Weather Wiz Kids ([http://www.weatherwizkids.com/?page\\_id=82](http://www.weatherwizkids.com/?page_id=82))

Wicker, C. (2003). Weather Instruments | Weather Wiz Kids. Retrieved from

[http://www.weatherwizkids.com/?page\\_id=82](http://www.weatherwizkids.com/?page_id=82)

#### Summary:

This website provides visuals of weather instruments and a brief explanation of what each instrument measures. There is a wealth of information about forecasting as well on this website. The author, Crystal Wicker, holds a Bachelor Science degree in Meteorology and served as a meteorologist for a variety of news and weather stations and can be considered a reliable source (Weather Wiz Kids, 2003).

#### Special Features:

While the resource is dated back to 2003, this resource contains current and accurate information as it has been updated regularly. This website contains links to resources, activities, and offers numerous experiments. Students will appreciate the simplified language (600-850 Lexile level), as well as the variety of images and experiments. While the website requires an internet connection, the site is laid out so that students can print information easily and take it outside of the SLLC if needed.

Evaluation of Resource 3 According to Criteria:

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Resource 4: The Water Cycle

Water Cycle. (2019). Retrieved from

[http://www.phschool.com/atschool/phsciexp/active\\_art/water\\_cycle/index.html](http://www.phschool.com/atschool/phsciexp/active_art/water_cycle/index.html)

Summary:

This interactive water cycle game details different elements of the water cycle.

Special Features:

The interactive nature of the game allows students to control when, where, and how they navigate the material. Students are completely in control of what they learn, which is empowering. There is a limitation in that since the game is a flash game any web extensions for reading the text aloud does not work as text cannot be highlighted in the game.

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Resource 5: *National Geographic Kids Everything Weather: Facts, Photos, and Fun that Will Blow You Away* by Kathy Furgang

Furgang, K. (2012). *National Geographic Kids Everything Weather: Facts, Photos, and Fun that Will Blow You Away*. Washington, D.C.: National Geographic.

Summary:

This resource explains many of the different questions students have about weather, as well as includes eye-catching graphics.

Special Features:

This resource covers a variety of weather phenomena, as well as provides information on many possible inquiry questions students may have. The information contained within the book is not well organized for research and could be used more for pleasure reading, but the text is attractive and incorporates a variety of viewpoints and perspectives. Students may struggle with accessing this resource as the reading level is high (800+). It should be noted that later this year a newer edition will be coming out as it is available for pre-order online.

Evaluation of Resource 5 According to Criteria:

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Resource 6: A Visual Guide to Weather and Climate by Diana Malizia

Malizia, D. (2018). *A visual guide to weather and climate*. New York: Rosen Publishing.

Summary:

This resource explains why the earth's climate is the way it is in various areas, while providing a visual aide. This resource addresses a focused approach to looking at weather patterns.

Special Features:

The clear headings are what is most important in this text. While the reading level is high (900+), the visuals and headings allow students to make inferences and good guesses as to what the text is saying. The portability of the text allows it to be taken out of the school and utilized at home, and clear page numbers make citations easy. Unfortunately, this resource does not make mention of Indigenous perspectives, which makes the reliability of some of the information questionable.

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Resource 7: How Earth's Landscape Affects the Weather by Elizabeth Krajnik

Krajnik, E. (2019). *How Earth's landscape affects the weather*. New York: Rosen Publishing.

Summary:

This resource allows students to determine how the weather is affected by Earth's landscape by providing a glance at the various biomes on Earth.

Special Features:

The text provides help with vocabulary by bolding important terms which students may choose to make a note of to use in their projects, or to use in a follow-up search. The appealing nature of the text (colourful, large print, and clear wording) allows more students to access the text. Due to the page length of the resource, this resource may appeal to more students than a larger text.

Evaluation of Resource 7 According to Criteria:

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Resource 8: Weather Words by Inhabit Education

Inhabit Education. (2019). *Weather Words*. Iqaluit.

Summary:

This simplistic resource offers pictures of Nunavut and provides words which help students build vocabulary.

Special Features:

While this resource was written for students between the ages of three and six, purchasing the English and Inuktitut versions students may compare and contrast the vocabulary in another language. This resource has not been released to the public yet, however at an Educators conference, teachers had access to this text and it was mentioned online that it had the possibility of being a valuable resource. This could be used by students who struggle with basic vocabulary as well as spelling, or students learning a new language. Having an Indigenous perspective and Indigenous text in this curation is incredibly important.

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Resource 9: The Weather Network (App)

The Weather Network. (2019). *The Weather Network* [IOs, Android, Blackberry]. The Weather Network.

Summary:

The Weather Network app allows users to see real-time weather, as well as weather forecasts and historical data.

Special Features:

Students who struggle with seeing the complexity of understanding weather and weather forecasts may find the radar feature helpful, as well as historical data and videos from around the country. Students may also find that the information collected on a regular basis change often (and sometimes drastically). Due to the portability of this resource and the practicality of it, students are more likely to buy-in to learning about weather using this app.

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Accurate information (facts, words currently in use)	Information is current and accurate according to research and new findings	Information is somewhat accurate	Many pieces of information are inaccurate
Currency	Less than 3 years old	Less than 5 years old	More than 5 years old
Purpose	Clear, student-friendly	Clear, somewhat student-friendly	Not clear, not student-friendly
Curricular connections	Meets many curricular outcomes	Meets some curricular outcomes	Meets few/no curricular outcomes



Resource 10: 5 Human Impacts on the Environment: Crash Course Ecology #10

(<https://www.youtube.com/watch?v=5eTCZ9L834s>)

Crash Course. (2013). 5 Human Impacts on the Environment: Crash Course Ecology #10.

Retrieved from <https://www.youtube.com/watch?v=5eTCZ9L834s>

Summary:

This resource provides a list of five human impacts on the environment, including deforestation, desertification, global warming, invasive species, and overharvesting.

Special Features:

Students in the class are familiar with CrashCourse videos and the work of Hank Green, so accessing a resource by Green will pique their interest. This particular video is fast paced with very little graphics (which is unusual for the channel). All CrashCourse videos have subtitles in a variety of languages, not simply auto-generated as most videos seem to be on YouTube. There is a table of contents in the notes for the video, so students can easily access information from the timestamps listed.

Evaluation of Resource 10 According to Criteria:

<i>Criteria</i>	<i>Exceeds Expectations</i>	<i>Acceptable</i>	<i>Below Expectations</i>
Canadian Content (distance, weight, places, spellings)	All Canadian content	Some Canadian content, some American content	All American content
Images (digital, photographs, diagrams, graphs, charts)	Variety of images, photographs, diagrams, charts, colourful, at least two images per page	Some variety of images, some images are in black and white, less than two images per page	Very little images, one or no images per page
Appendix, glossary, or index	Present		Not present
Ease of use	Portable (usable outside of school), student-friendly usage	Somewhat portable (may rely on a reliable internet connection or being downloaded for offline use), somewhat clear headings	Not portable, must be used with a regular desktop computer, relies on IE or Silverlight, confusing navigation of the site or text
Accessible to a variety of students	Variety of Lexile levels, multicultural representations and Indigenous perspectives, accessible for students who need help reading the text, definitions are easy to find, contents are easily located and numbered or hyperlinked	Lexile levels may be standardized to grade level, passages or readings may vary slightly, little multicultural representation, little Indigenous perspective, limited ability to reach many students' needs, contents may be accessible but may be harder to find	Lexile leveling is standardized, one option for reading about a particular topic or idea, no multicultural representation, no Indigenous perspective, does not reach multiple students' needs, contents and themes are non-existent
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