

## Focus on: Weather in the Garden

This lesson is meant to support the unit on Life in Changing Habitats. It can be done to generate background knowledge prior to teaching the unit, during the unit to reinforce lessons, or as a follow up to the unit to increase the retention of information. How you guide your students will depend on the information you have already taught and the information you want to introduce.

### Clarifying Objectives:

4.L.1.1 Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.

### Key Vocabulary:

Definitions can be found at <http://learnersdictionary.com>

- Changes
- Organism
- Environment
- Beneficial
- Harmful

### Focus Question(s):

What impact can weather have on the garden ecosystem?

### Materials:

School Garden  
Science Notebooks

### Activities:

1. As a class, create a list of weather events that can happen to a school garden. (rain, sun, snow, wind, hurricane, hail, frost, tornado, drought, flood)
2. Divide students into groups. Give each group a weather event on which to focus. Have students explore the garden and imagine what impact that weather event would have on the garden ecosystem if the weather event happened today.
3. Have students report their theories. Discuss.

### Guiding Questions:

- What impact would your weather event have on the plants in the garden?
- What impact would your weather event have on the animals in the garden? How would they respond?
- Would your weather event be beneficial or destructive? How do you know?
- Is it possible for a weather event to be helpful for some organisms and destructive to others?
- Would plants survive your weather event? Would they be helped or damaged?
- Would animals survive your weather event? Would they be helped or hurt?
- If one type of animal is killed off, would other animals be impacted by that?
- What if the plants all died? What impact would that have on the animals? Do all animals need living plants?