QFT-Primary Source Lesson Plan Template\*

*\*Feel free to edit, adapt, or amend this template as is most helpful to you*.

| **LESSON OVERVIEW** | | | |
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| **Name: Asma** | **Grade: 3** | **Subject: Science and Social Studies/HSIE** | **Location: Sydney, Australia** |
| **Context & Purpose:**  *Share your content/topic and/or teaching and learning objectives for this lesson and where (beginning, middle, end) in the unit or learning cycle this lesson falls.*  *This lesson aims to help learners identify the importance of weather forecasts, nurture curiosity for weather forecast methods and develop communication skills through sharing their findings in an oral/visual report or a model.* | | | |
| **Lesson Procedure:** *Share the sequence of learning activities before, during, and after the QFT*   1. Prior knowledge and skills: QFT rules, open and close questions,group work, rules and roles e.g.respect and acceptance of all questions,roles as scribe, writer ,artist, recorder. 2. Before: children have started a unit on “weather”, have viewed weather reports , explored interactive radar maps and are familiar with weather vocabulary. 3. During .whole class will view a weather report - source 1, explore interactive maps with teacher guidance and write at least one question /statement about the weather map. 4. View the primary source 2 with a picture of a weather balloon and do brainstorming. In their table groups they will write their thoughts, statements about the primary source and change them into open and close questions 5. Students categorise questions as open and close and share their questions with the whole class. Working *in pairs they take on roles of weather detective and weather reporter .*They choose 1 question from each source for research and presentation. | | | |
| **Next Steps (i.e. how student questions will be used after the QFT):** *Share your tentative plans for using student questions to drive subsequent learning*   * **Inquire/ Research following questions using their library resources and present their findings in any suitable form e.g. written report, oral presentation, drawings, model/maps using interactive media.** * **How does the Weather Balloon help us forecast weather?** * **How are data sources used for our daily weather forecasts?** * **How has the weather forecast evolved over time ?** * **How does the weather forecast help us in our daily lives?** | | | |
| **Question Focus:** *Must include at least one primary source from loc.gov. Whenever possible, please embed the image/primary source here AND include the link. Include additional text or caption only if it is part of your QFocus.*    *Primary source 2 with caption : “weather Balloon”*  **LINK:**[**https://blogs.loc.gov/inside\_adams/files/2020/06/frontispiece-272x300.jpg**](https://blogs.loc.gov/inside_adams/files/2020/06/frontispiece-272x300.jpg)  Primary source 1: Interactive weather map  <https://www.weatherzone.com.au/satellite/nsw/sydney> ( students can use legends to interpret and interact with different maps. <https://www.weatherzone.com.au/help/legend.jsp> | | **Reflect on your QFocus:** *You might consider why you chose this image, alternative QFocus options, earlier QFocus drafts or process you went through to develop it, etc.*  *I chose this image and added a caption to raise children’s curiosity about weather forecasts using balloons. As part of their lesson they have viewed weather reports from daily news mentioning radar images and satellite pictures. A weather balloon is something new for them.* | |
| **Tailoring Instructions:** *Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.*   * **Categorization Instructions: label your questions with yes and no as close and open.**   **Discuss questions among your table group and**   * **Prioritization Instructions:1-Try changing one open question to close and one close question to open. 2-Choose a question that interests you and leads you to find images, meanings, and information.** * **use library resources to research your questions.** * **share your findings with the class.** * **Reflection Questions: what was the most interesting and enjoyable part of this lesson ? Was there anything new that you learnt ?. What other things you would like to learn about weather?What other resources can we explore to find our answers, and better present our information to our class.what was most helpful in doing group work.** * **Other:** | | | |

While you are not required to implement your lesson plan to complete the “Teaching Students to Ask Their Own Primary Source Questions” course, we hope that you do! If you do have a chance to implement your lesson plan prior to posting it in the TPS Teachers Network Question Formulation Technique for Primary Source Learning group [album](https://tpsteachersnetwork.org/the-question-formulation-technique-qft-for-primary-source-learning/qft-primary-source-lesson-plans-july-2021), please consider adding and sharing some of the information below in addition to your plan above:

| **LESSON OUTCOMES** | | | |
| --- | --- | --- | --- |
| **Student Questions:** | | | |
| **Student Reflections:** | | | |
| **TEACHER REFLECTIONS** | | | |
| **Reflect on your lesson design and how well it achieved your objectives.**  This lesson is not yet conducted. so I cannot say. | | | |
| **Which student questions stood out to you? Why?** | | | |
| **Overall, what did you learn from this experience? What questions do you now have?** | | | |