

WEATHER

Lesson Plans

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UNIT 1: WEATHER INFORMATION

AIMS
To make students aware of what they already know about weather. To identify and talk about different weather conditions. To know how to measure and find out weather facts. To know how to record, report and compare weather information.

CONTRIBUTION TO COMPETENCES
Communicative: Relating observations, explanations and thoughts. Methodological: Transforming information into knowledge activating thinking skills in order to organize, relate and deduct.

TEACHING OBJECTIVES What it is planned to teach	LEARNING OUTCOMES What learners will be able to do at the end of the lesson
<ul style="list-style-type: none"> - To use different weather tools to measure different weather facts. - To find compass directions. - To record weather in their town. - To use experiments to show the tools' functions in a weather station. - To predict and compare results. - To create their own weather tools. - To relate weather facts with their main features. 	Will know: <ul style="list-style-type: none"> - The different weather conditions. - The main features of different weather conditions. - The tools used to measure weather. - The function of a weather station. - The importance of forecasting. Will be able to: <ul style="list-style-type: none"> - Recognise different weather facts. - Relate and compare weather facts - Describe weather. - Find directions on a map and use a compass. - Name the different weather tools and their functions. - Report and analyze weather information. - Create weather tools. Will be aware of: <ul style="list-style-type: none"> - How weather can change. - How weather can affect our lives.

CONTENT
<ul style="list-style-type: none"> - Weather information, measurement tools and how to record and report weather.
COGNITION
<ul style="list-style-type: none"> - Finding and locating compass directions. - Interpreting forecasting maps. - Describing weather in the school. - Classifying weather information. - Comparing weather information. - Relating weather facts with measurement tools. - Understanding instructions and applying them. - Sequencing weather values and experiments steps. - Predicting experiments' results. - Making conclusions from observations. - Transferring weather information into different types of graphs.
CULTURE
<ul style="list-style-type: none"> - Respect ideas and opinions of other people. - Interest in learning about local and UK weather.

COMMUNICATION

<p>Of learning:</p> <ul style="list-style-type: none"> • Vocabulary: <ul style="list-style-type: none"> - Weather facts: <i>temperature, wind speed, wind direction, relative humidity, air pressure.</i> - Tools: <i>thermometer, anemometer, wind vane, hygrometer, pluviometer and barometer.</i> - Directions: <i>North, North-East, North-West, South, South-East, South-West...</i> - Describing weather: <i>Hot, cold, warm, light, strong, humid, high, low, rainy, cloudy, windy, snowy...</i> - Other: <i>breeze, air, gale, forecast, compass rose, degrees, directions ...</i> • Structures: <ul style="list-style-type: none"> - Describing weather: <i>What's the weather like? It is ...in ...; It will be...;It can be ...; The hottest ... is / was ...; Day ... was hotter / more windy / ... than; Temperature can be ... ; There were ... days with ...; What was the ...?; It was ...</i> - Directions: <i>Brighton is in the ... of ...; In the North there is ...; The North-East wind is the</i> - Measuring: <i>To measure we use a; It measures... ; It is measured in ...; A ... tells us if/about ...</i> - Experiments: <i>I am investigating; I think it will ; I thought it was ... and / but it is</i> <p>For learning:</p> <ul style="list-style-type: none"> - Describing weather. - Using weather tools to measure different weather conditions. - Comparing weather information - Describing a weather tool. - Explaining how a weather tool is made. - Understanding instructions about making weather tools - Expressing predictions before experiments'. - Forecasting weather.
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ASSESSMENT CRITERIA

Can the students..?

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| <ul style="list-style-type: none"> - Relate weather facts with their measurement tools. - Measure weather conditions by using different tools. - Describe weather conditions (main features and values). |
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UNIT 2: WEATHER AROUND THE WORLD

AIMS
<p>To know why we have four seasons and what their main differences are.</p> <p>To know the main climatic Earth zones.</p> <p>To distinguish the different world geographical zones and their weather features.</p> <p>To know that there are different climates around the world.</p>

CONTRIBUTION TO COMPETENCES
<p>Communicative: Relating observations, explanations and thoughts.</p> <p>Methodological: Transforming information into knowledge activating thinking skills in order to organize, relate and deduct. . Accessing information using ICT tools to learn</p>

TEACHING OBJECTIVES What it is planned to teach	LEARNING OUTCOMES What learners will be able to do at the end of the lesson
<ul style="list-style-type: none"> - To develop awareness of weather conditions during a year. - To identify the differences between seasons in both Hemispheres. - To distinguish main features of the Earth climatic zones. - To locate countries on a map. - To present a country web research. 	<p>Will know:</p> <ul style="list-style-type: none"> - The differences between all seasons. - The parts of the Earth (axis, hemispheres and equator) and its climatic zones - The main weather features of the different Earth zones. <p>Will be able to:</p> <ul style="list-style-type: none"> - Locate both Hemispheres and the equator. - Label the most important parts of the Earth - Distinguish the Earth's zones and their main weather features. - Explain weather information about a country. <p>Will be aware of:</p> <ul style="list-style-type: none"> - The different weather conditions around the world.

CONTENT
<ul style="list-style-type: none"> - Weather characteristics in the different seasons and Earth zones.
COGNITION
<ul style="list-style-type: none"> - Matching definitions. - Classifying seasons' features. - Identifying Earth's zones and parts. - Describing and comparing landscapes. - Deducing locations of contrasting landscapes. - Identifying weather information about a country. - Locating information, processing it and reporting on it. - Evaluating work.
CULTURE
<ul style="list-style-type: none"> - Respect about other people's work. - Awareness of differences among countries.

COMMUNICATION

<p>Of learning:</p> <ul style="list-style-type: none"> • Vocabulary: <ul style="list-style-type: none"> - Earth: <i>Northern Hemisphere, Southern Hemisphere, equator, axis, rotation, orbit.</i> - Seasons: <i>winter, spring, summer, autumn.</i> - Other: <i>climate, temperate, tropical, polar.</i> • Structures: <ul style="list-style-type: none"> - Describing weather: <i>The weather is...; I think it is ...; We (always, sometimes...) have ... (weather) in January/...</i> - Seasons: <i>When does it happen? From ... to ... in the Northern Hemisphere; What's the weather like?</i> - Country search: <i>It is in Africa / the southern hemisphere; Its climatic zone is...; Its climate/s is /are...; It has (four) seasons; Its coin / language/... is ...</i> <p>For learning:</p> <ul style="list-style-type: none"> - Describing weather during the year. - Describing seasons' characteristics. - Comparing landscapes. - Describing main features of the Earth's climatic zones. - Explaining main information of a country.

ASSESSMENT CRITERIA

Can the students..?

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| <ul style="list-style-type: none"> - Label the main parts of the Earth. - Explain the differences between seasons. - Describe the main features of weather in the different Earth zones. |
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