

CLIMATE WORLDWIDE

Lesson plans



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CLIMATE WORLDWIDE

UNIT: 1	TYPES OF CLIMATE
LESSONS: 1 to 4	<ul style="list-style-type: none"> ➤ Weather & climate. ➤ Climates and places. ➤ Climate zones around the Earth. (lessons 3 and 4).
AIMS	
<ul style="list-style-type: none"> ➤ To understand the differences between weather and climate. ➤ To know about the Earth's climate zones and what causes them. 	
TRANSFERABLE SKILLS	
<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Express and interpret oral facts about weather and climate conditions. ➤ Interact orally with partners asking and answering questions in pair work. <p>Methodological:</p> <ul style="list-style-type: none"> ➤ Activate thinking skills organizing weather and climate words in a tree diagram. ➤ Apply study skills that include cooperation and self-evaluation skills. ➤ Interpret the concept of average and put into practice mathematical reasoning. <p>Personal Social and Civic:</p> <ul style="list-style-type: none"> ➤ Take decisions and agree with others about different choices. ➤ Cooperate, share and engage effectively with others. 	
LEARNING OUTCOMES	COMMUNICATION
<p>At the end of the lesson, students will:</p> <p>KNOW:</p> <ul style="list-style-type: none"> ➤ Differences between weather and climate. ➤ How the sun's rays affect the temperature levels in different areas. ➤ The main imaginary lines on Earth. <p>BE ABLE TO:</p> <ul style="list-style-type: none"> ➤ Describe different weather conditions. ➤ Understand the concept of climate ➤ Distinguish between weather and climate. ➤ Complete a temperature and rainfall graph. ➤ Find the Earth's main imaginary lines on a globe or map. <p>BE AWARE OF:</p> <ul style="list-style-type: none"> ➤ How a positive attitude affects group work. ➤ How collaborative work helps one's learning. ➤ The value of one's own work and of others' as well. ➤ The fact that the value and appreciation of others' work helps you to learn. 	<p style="text-align: center;"><u>Language for learning</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ➤ Words to describe weather: (warm, hot, cold, rainy, sunny, cool, foggy, cloudy, snowy) ➤ Words to describe weather data; (temperature, rainfall, sunshine wind, graph) ➤ Names of the main imaginary lines on Earth; (Equator, Tropics and Polar Circle) ➤ Words to describe sun's rays; (angle, rays, perpendicular, heat, level, surface) <p>Communication Structures:</p> <ul style="list-style-type: none"> ➤ What's the weather like in...? ➤ It 's ... ➤ How much...is there on.....? ➤ There is ➤ What's the temperature on ..? ➤ It is..... ➤ What was the coldest/hottest/wettest/driest day? ➤ I 'd like to go to/ place and country/ because: ➤ I like /camels/jungle animals/ ➤ I like going to /the beach. ➤ I like skiing/visiting..... ➤ What colour is used for Polar climate? ➤ It is grey..... ➤ What climate type is there in.....? ➤ In.....there is aclimate. <p style="text-align: center;"><u>Language of learning</u></p> <ul style="list-style-type: none"> ➤ Asking and answering questions about weather and climate. ➤ Stating likes about going places and giving reasons. ➤ Stating preferences. ➤ Giving reasons to explain the different climate zones.
COGNITION	
<ul style="list-style-type: none"> ➤ Classifying weather and climate pictures. ➤ Deciding on criteria to classify weather and climate pictures. ➤ Matching letters and words. ➤ Processing information about climate and climate zones on Earth. ➤ Organising information by identifying key words about what causes the weather and different types of climate. ➤ Making decisions about weather preferences. ➤ Reasoning about different climate zones on Earth. ➤ Locating different climate zones on a map. 	
CULTURE	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> ➤ Realize how human beings depends on the nature. ➤ Respect different lifestyles. ➤ Appreciate living in a temperate climate region. ➤ Be aware of the effort needed to live in extreme climate regions. ➤ Realize the need for being respectful with nature. 	<p>Students should be able to</p> <ul style="list-style-type: none"> ➤ Tell someone what the weather is like. ➤ Understand the differences between weather and climate. ➤ Complete a weather graph. ➤ Say the weather words learnt in the Unit. ➤ Identify the Earth's climate zones. ➤ Locate on a globe the Equator, Tropics and Polar Circles. ➤ Classify the words learnt in the Unit following content criteria. ➤ Respect and enjoy group and pair work.

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UNIT: 2	CLIMATE AND LIFE AROUND THE WORLD
LESSONS: 1 to 6	<ul style="list-style-type: none"> ➤ Weather patterns: polar, temperate and tropical (lessons 1 and 2). ➤ Main features of the world climates. ➤ Effects of climate on landscape and people. ➤ Extreme climate regions: polar and desert regions (lesson 5 and 6).
AIMS	
<ul style="list-style-type: none"> ➤ To know the different weather patterns. ➤ To understand the effect of climate on human and plant life. 	
TRANSFERABLE SKILLS	
<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Express and interpret oral facts about different types of climates. ➤ Interact orally with partners asking and answering questions in pair or group work. <p>Methodological:</p> <ul style="list-style-type: none"> ➤ Access and report information about weather data using different supports including ICT. ➤ Transform weather information into knowledge activating thinking skills in order to make inferences. ➤ Interpret the concept of average and put into practice mathematical reasoning. <p>Personal Social and Civic:</p> <ul style="list-style-type: none"> ➤ Create and develop a collective book and make decisions about the cover. ➤ Cooperate, share and engage effectively with others. 	
LEARNING OUTCOMES	COMMUNICATION
<p>At the end of the lesson, students will:</p> <p>KNOW:</p> <ul style="list-style-type: none"> ➤ Main features of climate zones on Earth. ➤ Names of the world climates. ➤ The effect of climate on living things and life in general ➤ Relationship between vegetation and climate. <p>BE ABLE TO:</p> <ul style="list-style-type: none"> ➤ Identify weather patterns. ➤ Classify types of climate. ➤ Describe different patterns of weather. ➤ Make and interpret a climate graph. ➤ Analyze how climate affects landscape. ➤ Recognize the relationship between vegetation and climate. ➤ Explain physical and human characteristics of places and their similarities and differences. <p>BE AWARE OF:</p> <ul style="list-style-type: none"> ➤ The value of nature. ➤ How weather conditions determine human resources and lifestyle. 	<p>Language for learning</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ➤ Words to describe climates: (warm, hot, cold, mild, wet, dry) ➤ Words to describe weather data: (average temperature, rainfall, sunshine wind, graph) ➤ Names of the main climates on Earth; (Polar, Warm temperate, Cool temperate, Tropical, Desert, Mountain) ➤ Words to describe frequency (usually, occasionally, never, always). <p>Communication Structures:</p> <ul style="list-style-type: none"> ➤ What's the average ➤ temperature / precipitation /sunshine in.....? ➤ It 's ... ➤ How much rain is there in....? ➤ There is ➤is colder/hotter/wetter/drier/than.... ➤ What is/was the coldest/hottest/wettest/driest place/place/region/desert in the world is.....? ➤ The coldest / hottest/ wettest/ driest place/ region/ desert is..... ➤ It always/usually/occasionally/never snows/rains ➤ It's always/usually/occasionally/never hot/warm/cold. ➤ There's always/usually/occasionally/never a strong/gentle wind. ➤ Does it snow/rain there? ➤ Never/occasionally/usually/ ➤ Where is this climate found? ➤ It's found on the... /at ➤ This/landscape/food/houses/people match with these because it is usually cold/warm/hot/mild there. ➤ Where are the uninhabited territories? ➤ What is happening to the semi-deserts/polar caps? ➤ They are getting bigger/thinner ➤ Why is it dangerous? ➤ Because..... <p style="text-align: center;">Language of learning</p> <ul style="list-style-type: none"> ➤ Asking and answering questions about climates types and places. ➤ Stating criteria about relationship between climate and human resources and giving reasons. ➤ Giving reasons to explain the different lifestyles.
COGNITION	
<ul style="list-style-type: none"> ➤ Classifying different climates. ➤ Comparing different lifestyles. ➤ Reasoning what are the consequences for living things in extreme climates. ➤ Matching climates and lifestyles. ➤ Inferring consequences of human interference on nature. ➤ Interpreting a climate graph. 	
CULTURE	
<ul style="list-style-type: none"> ➤ Realize how human beings depend on the nature. ➤ Respect different lifestyles. ➤ Appreciate living in a temperate climate region. ➤ Be aware of the effort needed to live in extreme climate regions. ➤ Realize the need for being respectful with nature. 	
ASSESSMENT CRITERIA	
<p>Students should be able to</p> <ul style="list-style-type: none"> ➤ Describe the different types of climate. ➤ Understand the relationship between climate and living things. ➤ Complete and interpret a temperature graph for different climates. ➤ Compare three temperature climate graphs. ➤ Say and write the vocabulary needed to describe a type of climate. ➤ Locate regions with different type of climate on a map. ➤ Identify and match types of climate with their vegetation. ➤ Respect and enjoy group and pair work. 	

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UNIT: 3	CLIMATE AND LIFE IN SPAIN
LESSONS: 1 to 5	<ul style="list-style-type: none"> ➤ Types of climates in Spain. ➤ Comparing different climates. ➤ Effects of climate on landscape in Spain. ➤ Global warming: climate change. ➤ Global warming: how it affects Spain.
AIMS	
<ul style="list-style-type: none"> ➤ To know what kind of climates can be found in Spain. ➤ To understand the effect of climate on Spanish flora. ➤ To learn what global warming is. ➤ To understand how the human action affects the natural environment. 	
TRANSFERABLE SKILLS	
<p>Communicative:</p> <ul style="list-style-type: none"> ➤ Express and interpret oral facts about different types of climates in Spain. ➤ Interact orally with partners asking and answering questions in pair or group work. ➤ Make use of the aesthetic resources to collaborate on making a climate content display. <p>Methodological:</p> <ul style="list-style-type: none"> ➤ Access and report information about weather data using different supports including ICT. ➤ Transform weather information into knowledge activating thinking skill in order to make inferences. <p>Personal Social and Civic:</p> <ul style="list-style-type: none"> ➤ Create and develop a collective display. ➤ Interpret and use knowledge about climate change and the process of global warming to predict consequences and take actions to make a difference. ➤ Cooperate, share and engage effectively with others in their learning improvement. 	
LEARNING OUTCOMES	COMMUNICATION
<p>At the end of the lesson, students will:</p> <p>KNOW:</p> <ul style="list-style-type: none"> ➤ Main features of climates in Spain. ➤ Names of Spain's climates. ➤ The flora within each climate region. ➤ What global warming is. ➤ How climate change affects in Spain. <p>BE ABLE TO:</p> <ul style="list-style-type: none"> ➤ Identify different types of climate. ➤ Classify types of climate. ➤ Describe the types of climate in Spain. ➤ Compare climate graphs. ➤ Analyze the effect of climate on landscape in Spain. ➤ Describe global warming. ➤ Explain the consequences of climate change in general and in Spain.. <p>BE AWARE OF:</p> <ul style="list-style-type: none"> ➤ The value of nature. ➤ How weather conditions determine human resources and lifestyle. ➤ Human activity affects nature. ➤ What we can do to make a difference. 	<p><u>Language for learning</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ➤ Words to describe climates; (warm, hot, cold, mild, wet, dry) ➤ Words to describe weather data; average temperature, rainfall, sunshine wind, graph) ➤ Words to describe frequency(always, never, occasionally, often) ➤ Names of the main climates in Spain; (Continental, Oceanic, Mediterranean, Mountain, Semi-arid) ➤ Words to describe vegetation (fir trees, oak tree, beech forest, thyme, shrubs, steppe, esparto grass). ➤ Sentences to describe climate change consequences: (sea level rises/ glaciers melt fast <p>Communication Structures:</p> <ul style="list-style-type: none"> ➤ What's the average temperature in January/February etc ...? ➤ It's ... ➤ What's the average rainfall in January/February etc in? ➤ It's ➤ The average temperature in Barcelona is (higher/lower than in..... ➤ The average rainfall in Madrid is less/more than in ➤ Today the weather is..... ➤ Tomorrow the weather will be..... ➤ The level of the water in was /higher/ lower than the level in <p style="text-align: center;"><u>Language of learning</u></p> <ul style="list-style-type: none"> ➤ Asking and answering questions about weather and climate in different cities in Spain. ➤ Stating opinions about climate change. ➤ Giving reasons to explain the different flora in Spain. ➤ Comparing data from graphs. ➤ Describing climates.
COGNITION	
<ul style="list-style-type: none"> ➤ Comparing climate graphs of different cities in Spain. ➤ Giving reasons for the consequences of climate change. ➤ Matching climates and regions of flora. ➤ Inferring consequences of exploiting nature. 	
CULTURE	
<ul style="list-style-type: none"> ➤ Learn that the world extends outside their locality. ➤ Recognize similarities and differences and communicate them. ➤ Be respectful to nature. 	
ASSESSMENT CRITERIA	
<p>Students should be able to</p> <ul style="list-style-type: none"> ➤ Describe different climates in Spain. ➤ Understand the relationship between climate and flora. ➤ Record the average temperature and rainfall. ➤ Complete and compare a weather graph. ➤ Identify the Spain's climate regions. ➤ Classify the words learnt in the Unit following content criteria. ➤ Respect and enjoy group and pair work. 	