

WEATHER: MODULE OUTLINE

Field: Natural world **Band:** Upper primary



Purpose

Students investigate aspects of the water cycle and the weather and comment on the effect of the weather on daily activities and lifestyle.

Core learning outcomes

This module is designed to be used with students in the elementary stage of LOTE learning.

Outcomes for students at the elementary stage would be:

Comprehending [3.1](#), [3.2](#), [3.3](#), [4.1](#), [4.2](#), [4.3](#)

Composing [3.4](#), [3.5](#), [3.6](#), [4.4](#), [4.5](#), [4.6](#)

Some students could be in the beginner stage of LOTE learning.

Outcomes for students at the beginner stage would be:

Comprehending [1.1](#), [1.2](#), [1.3](#), [2.1](#), [2.2](#), [2.3](#)

Composing [1.4](#), [1.5](#), [1.6](#), [2.4](#), [2.5](#), [2.6](#)

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of ‘sociocultural understanding’ and ‘functions and language elements’. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students. Students’ needs and teaching programs will determine the specific content of [form-focused instruction](#).

Sociocultural understanding

Students explore aspects of weather in the target country. Opportunities exist to compare lifestyle and leisure activities as they are affected by weather.

Suggested teacher language

This natural language provides rich input.



Teaching considerations

Functions and language elements

- **describing procedures:** the water cycle, evaporates, flows, rains, measuring (temperature)
- **identifying places:** ocean, sky, mountains, rivers, lake
- **describing places:** temperature and rainfall
- **giving reasons:** Water evaporates because ...
- **giving and responding to instructions:** Miss a turn, go down the mountain, fold
- **giving locations:** on top of, under, above, around, inside
- **describing situations, activities and events:** weather, leisure and lifestyle activities, degrees Celsius, temperature, rainfall
- **identifying things:** cardinal points
- **comparing:** warmer, cooler, hotter ...
- **expressing opinions:** I think ... because

Assessment strategy

In Unit 1, **Task 3** and Unit 2, **Task 5** the teacher can observe students' comprehension of written information as they match drawings to text. At what **level** can students comprehend language describing aspects of finding water in the outback?

In Unit 1, **Task 5** and Unit 2, **Task 5** the teacher can collect samples of written work for student portfolios, and record notes on students' prepared game cards. At what **level** can students use language to describe weather conditions?

As students collect weather information for the local area for Unit 2, **Task 3** the teacher can monitor and analyse students' oral language as they present a brief daily weather report. At what **level** can students use language to talk about weather conditions?

In Unit 2, **Task 4** the teacher can observe students' listening skills as they follow instructions. At what **level** can students comprehend language describing how to make a kite?

Sample units

Two work units are provided for this module:



Unit 1: Water cycle



Unit 2: Weather report

Teaching considerations

Students' prior knowledge of the water cycle and weather patterns will vary. Consultation with the classroom teacher may facilitate a team approach to ensure students understand the water cycle and weather patterns.

WATER CYCLE: UNIT OVERVIEW

Aim

Students create game cards for a board game about the water cycle.



Orientating task

- 1 Listen to an illustrated commentary about the water cycle and reconstruct the commentary by labelling a class diagram.



Enhancing tasks

- 2 Read with the teacher's help a partly illustrated text about a drop of water from prehistoric times to the present. Read and illustrate a similar story and read it to a partner.
- 3 Investigate sources of water and moisture in the outback. Illustrate the text with drawings or by matching pictures with the text.
- 4 Read game cards for a board game about the water cycle and play the game.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



Synthesising task

- 5 Create extra cards for the board game to exchange with another group or school.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)

WEATHER REPORT: UNIT OVERVIEW

Aim

Students contribute monthly weather reports to a school homepage and support them with a short description of how the weather for that month affects students' lifestyle and leisure activities.



Orientating task

- 1 Read with the teacher's help the weather information on a homepage from a school in the target country. Read rainfall and temperature data for that country over a 12-month period and make inferences about the weather patterns.



Enhancing tasks

- 2 Describe different sources for finding the temperature for the local area. Interpret a climatic graph of the local area and brainstorm lifestyle activities that suit the current month.
- 3 Begin collecting temperature and rainfall information about the local area and record it on a class chart. Continue to maintain records throughout the year.

- 4 Make a simple kite. Predict wind direction and test the prediction by flying the kite. Suggest other activities that can be done in windy weather.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



Synthesising task

- 5 Read reports from students in different parts of Queensland and match the reports to the relevant weather information. Prepare a draft for the monthly weather report that each group will put on the homepage throughout the year.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)