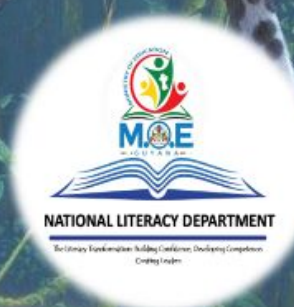


ACTIVITY GUIDE

SECONDARY LITERACY INFUSED SOCIAL STUDIES CURRICULUM GRADE 7



Note to the Teacher

The Literacy Infused Curriculum-Activity Guide, is a document crafted by the Ministry of Education- National Literacy Department in collaboration with the Peace Corp Guyana. This document provides guidance for Social Studies teachers on activities and how the literacy skills can be developed using subject specific content and concept related activities.

The use of this guide allows teachers to present lessons that are student centred and addresses immediate literacy development needs. It is advised that this activity guide be used as a support to Consolidated Curriculum. Woven into the activities are the essential literacy skills that are needed by learners to become functionally literate.

This guide is in-keeping with the Ministry of Education's Objective to ensure that every possible opportunity is explored and made available to learners, so that they can achieve expected educational outcomes. The Infused Curriculum activities, provides opportunity for Reading, Vocabulary development, Critical Thinking and development of Writing Skills. Learners will be able to understand concepts and content better while completing activities geared to their level.

Content

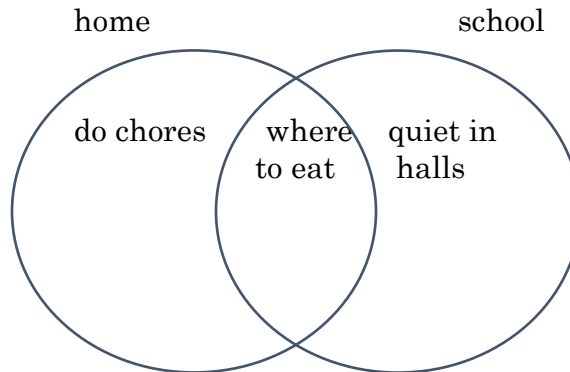
Note to Teachers.....	2
Unit 1.1: The Importance of Rules.....	
Unit 1.2: Management Structure of the School.....	
Unit 1.3: Rules when around Friends and Family.....	
Unit 1.4: Rules when among Elders.....	
Unit 1.5: Rules related to Road, River and Air Travel.....	
Unit 1.6: Rules of Games such as Football and Cricket.....	
Unit 2.1 Independence and Republican Status.....	
Unit 2.2 Symbols Of Nationhood. Symbols Used Since Independence.....	
Unit 2.3 Community Leader.....	
Unit 2.4 Landmarks.....	
Unit 2.5 The Cooperative Movement.....	
Unit 3.1 Our Ancestors. The six ethnic groups from which Guyanese have descended.....	
Unit 3.2 Cultural Heritage. Dress, Festivals, And Folk Customs.....	
Unit 4.1 Types of Resources: Physical Resources.....	
Unit 4.2 Human Resources.....	
Unit 4.3 Classification of Resources. Renewable and Non-Renewable resources. Exhaustible and Inexhaustible resources.....	
Unit 4.4 Resources In The Local Community. Physical Resources.....	
Unit 5.1 Growth And Development.....	
Unit 5.2 Substance Abuse.....	
Unit 5.3 Leisure.....	
Unit 6.1 Weather and Climate.....	
Unit 6.2 The Elements of Weather And Climate.....	
Unit 6.3 The Seasons.....	

1.1 THE IMPORTANCE OF RULES

Prepare a **KWL Chart**: What rules do you **Know**? What do you **Want to know** about rules? What I **Learned** (by the end of the lesson)?

- in games (e.g. football -- who may touch the ball)
- at home (at what time are meals served; where do you wash yourself?)
- at school (who is in charge of a class)
- other places? (suggested by students)

VENN DIAGRAM: Suggest rules for the home and rules for school. Students should add more information in each of the three areas of the diagram (only in the home, in both home and school, only in school).



Groups of 3: Make lists of rules for various places. (Draw, roleplay, or make statements) for these rules)

Fill in missing information in a grid

Place	Rule	Why have the rule	Who made the rule	Consequences for breaking rule
	Go to class when the bell rung			
Street intersection with traffic light				
			store owner	

Which is normal or proper behaviour (students give respond with thumbs up or down)

- A baby sleeping in church.
- A 7th grade student sleeping in class.
- A sick person sleeping in the hospital.

1.2 MANAGEMENT STRUCTURE OF THE SCHOOL

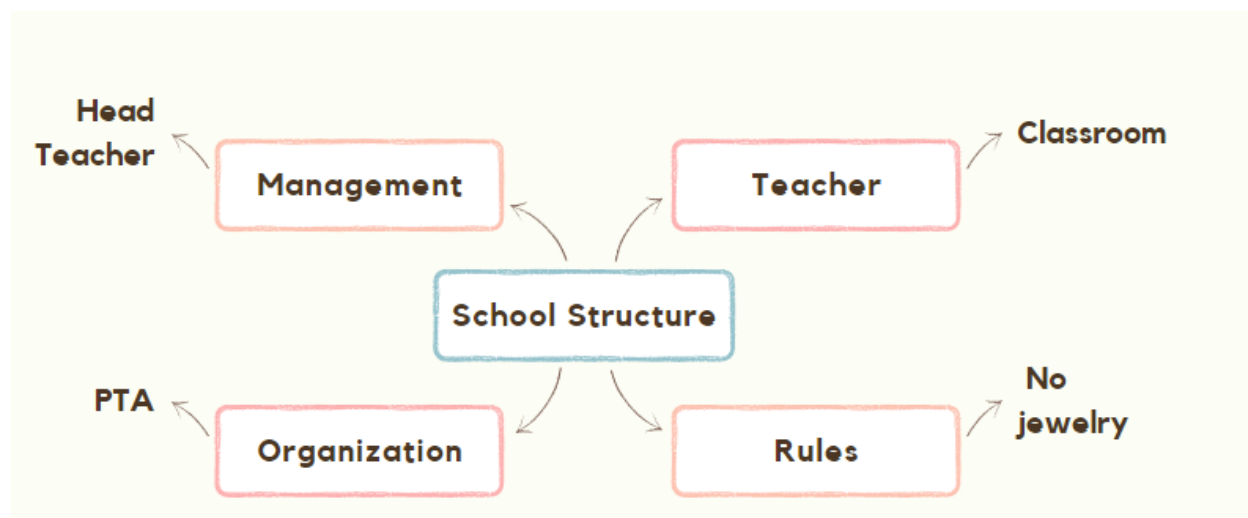
Pre-teaching: list words about management and structure of a school.

management	manager	structure	plant
head teacher	organisation	authority	respect

- Students categorise words under Management / Structure
- Students work in groups of 3 – 4 to show how the words are related.
- They (may) write sentences using 2 or more of the target words.

Vocabulary Work:

1. Use the letters of the word to make words of 3 or more letters.
 - MANAGEMENT → manage, gate, men etc.
 - STRUCTURE → cutter, sure, use etc.
2. Students use vocabulary words, subtitles, photos, charts, or other distinctive sections from the text, to **predict** the topic of the unit or lesson.
3. Make mind maps of people in the management of the school. Include their roles for more details and depth.



1.3 RULES WHEN AMONG FRIENDS AND FAMILY

KEY WORDS: family, friends, respect, courtesy, maxims

- Students give their own definitions of the key words.

SOUND ALIKE:

- Groups of 3 – 4 make lists of words with some of the sounds of the key words (different groups can be assigned different sounds for a shorter activity):
 - beginning sound of F in family – fan, fashion, fad
 - beginning sound of FR in friends – frog, frighten, fridge
 - beginning sound of RE in respect – read, reverse, rejoice
 - beginning sound of K in courtesy – curtain, kite, can
 - beginning sound of MA in maxim – magnet, macaroni, mad
 - end sound of Y in family – macaroni, happy, bee (same for courtesy)
 - end sound of NDS in friends – ends, sends, attends
 - end sound of ECT in respect – expect, affect, connect
 - end sound of IMS in maxims – trims, swims, dims

SYLLABLE COUNTS

- Students determine the number of syllables in words of SOUND ALIKE activity.

MAKE SENTENCES THAT GIVE A RULE FOR EACH WORD

- Example: One of our maxims is that everyone should be treated with kindness.

1.4 RULES WHEN AMONG ELDERS

Before class, have 2 students prepare a short skit where a young person meets an elder and demonstrates respect in the greeting.

Student: Good morning (ma'am / auntie / __).

Elder: Hello, young man / young lady. How are you today?

Student: I'm fine, thank you. How are you? Can I help you carry your bag?

Elder: Yes, thank you. It's pretty heavy for me.

CLASS DISCUSSION

- Have students summarize what happened.
- Who was there? How can you tell?
- What did (name of student) call (name of elder)?
- What did (name of elder) call (name of student)?
- Do you think they know each other's names?
- How can you speak to someone when you don't know their name?
- Where do you think they were?
- Why did (name of student) ask to carry the bag?
- Ask students to suggest/ predict what may come next.
- How would the conversation be different if it were 2 students who met?

LANGUAGE FOR OLDER PERSON

- What name do people call their grandmother?
- (if Grandma) What is the first sound in the name? [G]. What is the last sound? [A]
- How many syllables are there in the word?
- Repeat for other names (Grandpa, Auntie, Uncle etc...)
- Which word rhymes with Grandma? [Grandpa, Mama. What is the opposite of Grandma?

WORDS ABOUT OLD AGE

- Old: What is the first sound? [O] the last sound? [D] the middle sound? [L] How many sounds are in the word?
- What other word rhymes with OLD? cold, bold, sold.... Discuss the first sound, middle sounds, last sound, number of sounds.

1.5 RULES RELATED TO ROAD, RIVER, AND AIR TRAVEL.

Ask students to name road signs that have few or no words.

- STOP, YIELD, U TURN + more
- Identify the vowel sounds of each word. Give other words with the same vowel sounds.

Groups of 3 make 3 – 5 rules for river travel and 3 – 5 rules for air travel.

- Make symbols or drawings to illustrate the rules.
- Have 2 groups interact or individual groups interact with the class.
- State the rule and others explain if it is for river or air travel.
- Explain why each rule is needed.

SHORT TRAVEL STORIES. Read the story to the class, stopping near the end. Ask what will happen next, then finish the story.

A woman and her husband took a trip to Glacier National Park in the U.S. There was snow alongside the road. The scenery was so remarkable that they stopped to take pictures. Occasionally cars passed by, and at one point they heard a motorcycle. The driver parked behind their vehicle. As he came toward them, he said...,

STOP. Ask what students think will happen next. [What led to the ideas they raise?] After some discussion return to the story.

Occasionally cars passed by, and at one point they heard a motorcycle. The driver parked behind their vehicle. As he came toward them, he said, “Give me your camera and get over there.”

STOP. Ask what students think they said. **What would you have felt?** After some discussion return to the story.

As he came toward them, he said, “Give me your camera and get over there.” I must admit I felt nervous that we might be robbed. He took a picture of them, handed back their camera and rode off. The photo he took is one of the most cherished of their trip.

After the reading ask students

- Why did the motorcycle rider do this?
- What rules are related to this situation?
- Have you even seen people do unexpected things? Where? What did they do?

1.6 RULES OF GAMES SUCH AS FOOTBALL AND CRICKET.

SEQUENCE.

- In groups of 3 – 4, students will write, draw or prepare to tell a story about a football or cricket game. They are to have a beginning, two or three middle events, and an ending. Students will then scramble the events and trade with another group which will look to put the story in correct order.

Example:

1. The team comes to the park.
2. The players go to the center of the field.
3. Susie scores a goal for team A.
4. Marie scores a goal for a 1 – 1 score.
5. There is a tie breaker.

Discussion of responsibilities for those involved in the game:

- umpire / referee
- coaches
- players
- spectators

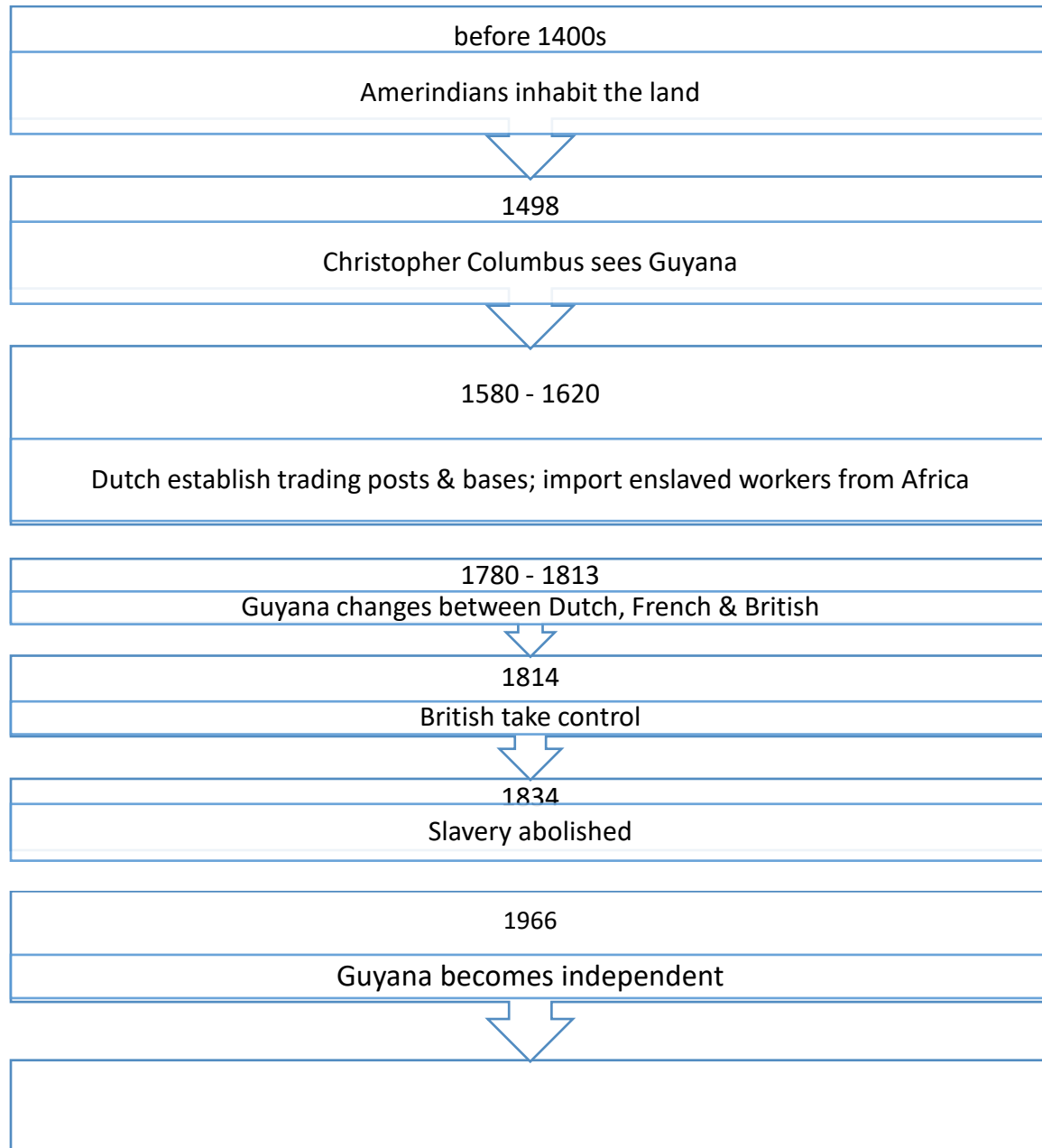
2.1 INDEPENDENCE AND REPUBLICAN STATUS

Colonial Guyana. Independent Guyana. Guyana as a Republic.

BRAINSTORM as a class. (Tell students to take time to think, at least 1 – 2 minutes, before you will take answers)

- words related to independence: independent, depend, dependence. What does each word mean? How do these words compare to the word independence?
- synonyms for independence: liberty, freedom, self-rule. Are they exactly the same? What can be some differences?

SEQUENCE OF EVENTS: Individually or in small groups make a timeline of major events in Guyana's colonial and independence history.



GROUPS answer questions about independence. Choose among the questions or assign different questions to different groups.

- When is independence limited?
- What do you think are the 2 most important rights?
- What does independence mean?
- How is life different with no independence?
- How do people celebrate independence?
- Make sentences to include the following words: Use at least two words in each sentence.
 - joy ,free, freedom justice, world, choice, danger, leadership, protect, change
- Complete the sentence:
 - Independence is
 - Independence is not

2.2 SYMBOLS OF NATIONHOOD. Symbols used since independence.

SYMBOL

- List some common symbols and discuss what they mean. Elicit more (other types of) symbols from students e.g.
 - thumbs up = agree
 - a cross = Christianity
- **Acrostic:** Make sentences about symbols beginning with each letter of SYMBOL.

Symbols help to unite people.
You can see that the colors of the flag are red, yellow, and green.
M
B
O
L
- In groups of 3 – 4, students draw a picture, write a song, or design a skit for a symbol of independence. They will explain their work and say how as students these are important in their lives.

2.3 COMMUNITY LEADERS. Leaders in the community.

SKIT

Before class have 4 students prepare a short skit where several community leaders meet to discuss a planned activity. The class is to figure out who is playing each role.

The roles are:

- Business owner
- Mayor or village chairman
- Religious leader
- Youth leader

[Village Chairman / Mayor]: Good morning. Thank you all for coming to this meeting today. We are here to organize a festival to celebrate Earth Day, April 22. We want to encourage people to protect our environment.

[Religious Leader]: Ah, yes, we certainly want to celebrate and give thanks for many blessings we have received from Mother Earth.

[Youth Leader]: It's a great idea. Many young people talk about finding something to do for fun in the community so it must be something that they will enjoy.

[Village Chairman / Mayor]: Of course, we want everyone to enjoy it. There must also be ways we do things to improve our community.

[Religious Leader]: And fun is all well and good, as long as everyone still behaves correctly.

[Business Owner]: We can also allow restaurants to sell food, artistes to show their musical or dancing abilities, or artwork, and merchants to have some money making opportunities.

[Youth Leader]: This is a way to make sure the future of our planet will be protected for those who will be living years from now.

[[Business Owner]: It will be a win-win situation now and in days to come.

TONGUE TWISTER

- Groups of 3 – 4 students make tongue twister sentences of 5 or more words about LEADER:
Local leaders listen to logical laborers.

SCRAMBLED SENTENCES: Groups of 3 – 4 students write sentences about community leaders. The group challenges another group to unscramble the sentences. They must make sure to

begin with a capital letter and end with a period. All spelling and grammar must be correct. Example:

a can Community communities. difference in improvement leaders make of
the their

[Community leaders can make a difference in the improvement of their
communities.]

2.4 LANDMARKS. Landmarks found in the community.

COMPOUND WORDS: Discuss: what does each part of the word LANDMARK mean? What does it mean as one word?

BRAINSTORM: Use lists (or imagination) to make compound words relevant to landmarks. Explain or make a sentences with each word.

out	sun	flower	house	with	way
grass	store	grave	land	walk	long
path	earth	bus	foot	day	some
ground	super	under	wind	water	chair
driver	ball	time	bus	any	every
yard	life	north	south	east	west
play	ground	market	front	wheel	
stop					

NONSENSE WORDS: Put nonsense compound words on board. Students figure out the words by sounding them out. They give plausible (or amusing) definitions for word.

airball	backdriver	firewater	coldstone	daysaver	newsmother
nearrain	downlight	softsun	slowskin	skyflower	bookbody

FINISH THE SENTENCE: Individual students use the information about landmarks to finish the given sentences.


- A natural landmark
- There are old landmarks
- In the future I think my community's landmark

2.5 THE CO-OPERATIVE MOVEMENT

ETYMOLOGY of CO-OPERATIVE

- What do these words have that are the same? co-exist, coincide, community, collection, companion, communication...
- What is the meaning of CO in the words? (together)
- What is the root of OPERATIVE? [operate]. What does it mean? [work, function]

FRAYER MODEL

<p>Definition</p> <p>A group working together for the benefit of all</p>	<p>Similar words</p> <p>cooperate cooperation uncooperative</p>
<p>Sentence</p> <p>The people in the cooperative opened a store.</p>	<p>Picture / Evidence</p> <p>Working together makes work easier.</p> 

GROUP STORY: Groups of 3 – 6. One person begins with one sentence for a story about a cooperative. For example “A group of neighbors got together to increase their earnings on their farms.” After that each person adds one part, all relating to the theme of cooperatives. They must listen carefully to each other to continue a story. Each person must have at least one turn, two turns are encouraged.

3.1 OUR ANCESTORS. The six ethnic groups from which Guyanese have descended.

ETYMOLOGY

- ancestor: an = before; ancient, antique, anticipate. A person in the family from past times.
- descend: de = down, away; decaf, debug, delete, detour, depend
- related words: descendant:
- someone related to a person or group of people who lived at an earlier time

CULTURE

- learned and shared values, beliefs, behaviour, manners, religion, customs, food, clothing, celebrations, non-verbal communication

ETHNICITY

- being a member of a group with the same culture, race, or nationality
- physical characteristics such as skin colour, language, place of origin.

VOCABULARY: Give a word about a family member for each letter

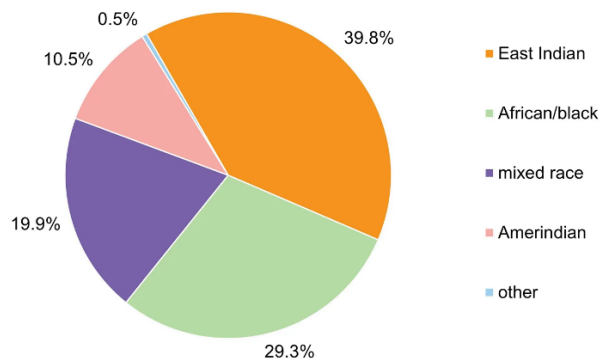
A – ancestor

B – brother

CLOZE EXERCISE: Individually or in small groups, students fill in the information given on the pie chart for Guyana's ethnic groups. (The underlined words would be left out for students).

The ethnic groups of Guyana come from the continents of South America, Africa, Europe, and Asia. The Amerindians were the first people of the area and they are still have largest group of descendants. When the Dutch and English claimed the land they brought Africans to work in plantations. They are the ancestors of the black people today. Slavery ended in 1833 and people from India arrived as well as some from China to provide more workers. Over the years the groups have mixed and now make up almost 20% of the population.

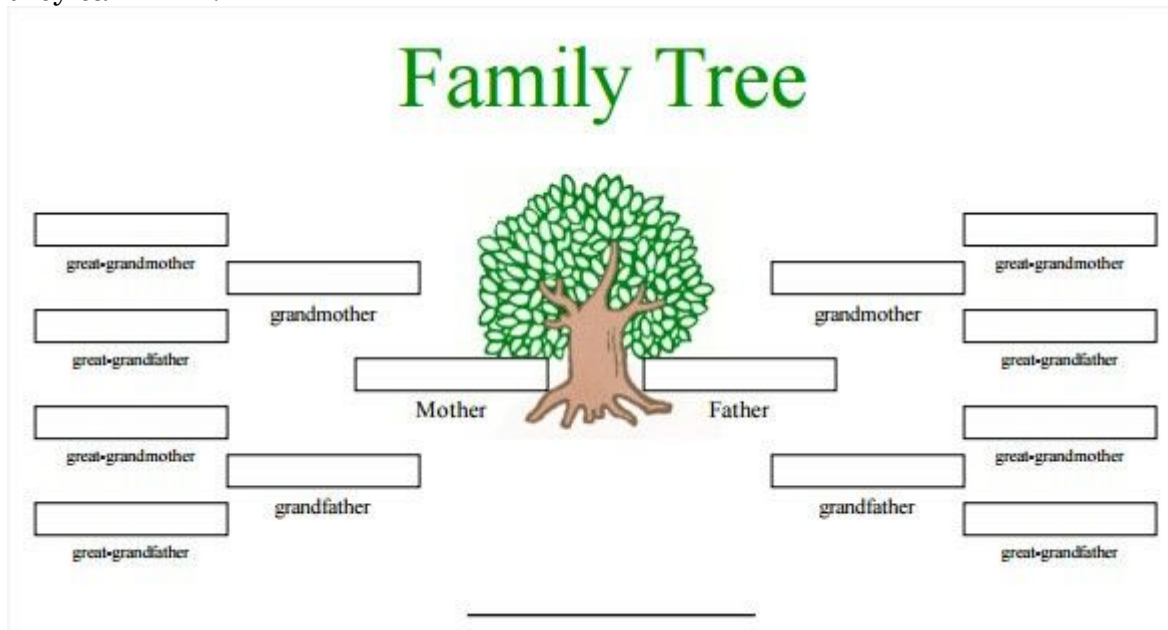
Guyana ethnic composition (2012)



© Encyclopædia Britannica, Inc.

<https://www.britannica.com/place/Guyana/People#/media/1/250021/208347>

Here is a family tree that students can be encouraged to take home to see how much they can fill in.



3.2 CULTURAL HERITAGE. Dress, Festivals, and Folk Customs.

UN-SCRAMBLE THE WORDS

- NAGAYU [Guyana]; ERUTLUC [culture]; AIIODNRRTT [tradition]; CENTHI [ethnic]; SMOSUCT[customs]

SYLLABLE COUNTS

- Students determine the number of syllables in words of UN-SCRAMBLE activity.

FILL IN THE CHART: Give examples of what can fit each category. See what additional categories students suggest (sports, dress, music, etc)

CULTURE

Religion		
Ethnicity		
Language		
Food		
Celebrations		

4.1 TYPES OF RESOURCES. Physical Resources

WORD STUDY: resource, physical, mineral, extract, develop, process

- Discuss each word by asking what it means, a synonym or antonym, an example, rhyme, related word, and other suitable possibilities.
 - RESOURCE: (meaning) something a person, country, or group has that they can use. Examples – minerals, crops, forest. Rhyme – horse, course.
 - PHYSICAL: (meaning) related to the body; existing in a form you can see or touch. Synonym – natural. Antonym – artificial, mental. Related words – physics, physique.
 - MINERAL: (meaning) something naturally formed in the ground that is not a plant or animal. Example – gold. Related word – mine.
 - EXTRACT (verb): (meaning) to remove, especially by force. Synonym – remove. Antonym – replace. Example – to take out of a mine; to pull out a tooth.
 - DEVELOP: (meaning) to become better or more advanced. Synonyms – grow, advance. Related words – developer, development.
 - PROCESS: (meaning) to change in a particular way. Synonyms – manage, treat. Example – processed food (chips), computers process information.

AGREE / DISAGREE: Give students examples to see if they understand physical resources. If they agree something is a physical resource they are to stand. If they disagree and do not agree it is a physical resource they are to sit. (If the classroom does not allow for standing and sitting easily thumbs up or down or other signals can be used). Have one student explain her/his reasoning. Add to the explanation as needed.

- The parking lot of a store. (Agree – it is land and helps the business have more customers).
- A truck making deliveries. (Agree – it allows a business to bring goods and take them to buyers).
- A social media account. (Agree – if it used to advertise a business. Disagree – if it is personal).
- The president of a company. (Disagree it is not a physical resource).
- A refrigerator. (Agree – if it is used for merchandise or for workers to be able to have food and drink while at work).
- A class to learn to improve the business. (Disagree – it is not a physical resource).
- A computer. (Agree – it lets the business keep its information organized).

ACROSTIC: Pairs of students or threes make an acrostic, writing sentences associated to the assigned word. Assign all 6 words, one per group. (Here is a first letter for each).

- Resources can bring riches to a country.
- Physical education classes keep students healthy.
- Miners dig gold from deep in the earth.
- Each country tries to gain from its resources.
- Deep in the ground there are valuable minerals.
- Processed foods are not usually healthy.

4.2 HUMAN RESOURCES

MATCH SKILLS TO ACTIVITIES.

- What skills are needed to ____? Be a musician, a newspaper reporter, a blogger...

SKILL IDENTIFICATION.

- Students make individual lists of their skills.
- Help them to consider:
 - What they enjoy.
 - What they are proud of.
 - What challenges they have overcome.
 - What they have learned better than most others.
- Have them ask other people what they like about them and what they see them do well.

ALPHABET WORDS. Students look for words about resources, using letters of the alphabet to begin each word. (5 letters could be given to each student or small group, ABCDE, FGHIJ, KLMNO, PQRST, UVWXYZ—allowing this group to skip a letter). If any word does not seem to be a resource they must defend it with an explanation. Here is a suggestion for the first letter of each group.

Have students make a sentence with each word to relate it to resources.

animal - Animals are resources in a butcher shop.

farm - From a farm food goes to those who live in the city.

knowledge - The knowledge gained in school will make workers more productive.

people - It is always necessary to have people work even when there are many machines.

Utensil - A utensil, such as a tool, usually makes work easier to do-.

4.3 CLASSIFICATION OF RESOURCES. Renewable and non renewable resources. Exhaustible and inexhaustible resources.

WORD STUDY.

- renewable: RE = again; NEW = not old; ABLE = possible.
- Have students think of other words where RE means again. (replace, recover, but NOT reward).
- Have students think of other words with NEW as the root. (newness, anew, newborn).
- Have students think of other words with ABLE as the suffix. (likeable, capable, washable, but NOT table, cable).
- NON = not.
- Have students think of other words with NON as the prefix. (nonsense, nonstop, nonessential). Note that these are often written with a hyphen.

WORD STUDY.

- exhaustible = able to go out or to finish.
- The suffix -ible has the same meaning as -able. See if students know other words with -ible as a suffix. (visible, possible, sensible).
- IN = not. See if students know other words with in- as a prefix meaning not. (inactive, insane, but NOT information, inky).

WORD ART.

- Students in pairs or threes make lists of renewable, nonrenewable, exhaustible, or inexhaustible things and make artistic representations of the words.



4.4 RESOURCES IN THE LOCAL COMMUNITY. Physical resources

PHYSICAL RESOURCES. List some resources of Guyana and students brainstorm how the resources can be used.

- Soil: (farming). Sugar cane, peanuts, rice...
- Water: fish, electric power...
- Forests: lumber, plants...

FINISH THE SENTENCE. Individual students use the information about resources in the local community to finish the given sentences.

- An important resource of my community
- Wasting our resources
- I can best use resources

GROUP STORY. Groups of 3 – 6. One person begins with one sentence for a story about using resources. For example “There was a student who wanted to learn about the resources of Guyana.” After that each person adds one part, all relating to the theme of resources. They must listen carefully to each other to continue a story. Each person must have at least one turn, two are encouraged.

5.1 GROWTH AND DEVELOPMENT

WORD STUDY.

- **GROWTH.** Identify the number of sounds: G – R – O – TH.
 - Give synonyms for GROWTH: progress, change, increase.
 - Give antonyms for GROWTH: decrease, loss, subtraction
 - Words related to GROWTH: grow, grown, grower
 - Rhymes for GROWTH: both, oath.
- **DEVELOP:** (meaning) to become better or more advanced.
 - Identify the number- of sounds: D – E – V – E – L – O – P.
 - Synonyms – grow, advance. Related words – developer, development.
 - Syllables in DEVELOP: de – vel – op.

CHART. Show growth of a variety of things in pictures or other graphics. Suggest people, animals, plants, buildings, preparing a meal, or other possibilities.



5.2 SUBSTANCE ABUSE

WORD STUDY.

- SUBSTANCE: what something is made from, solid, liquid, or gas.
 - Brainstorm some solids: fruit, stones, our bodies..
 - Brainstorm some liquids: water, milk, oil..
 - Brainstorm some gases: steam, oxygen, smoke..
- ABUSE: the harmful or wrong way to use something.
 - Related words with USE: useless, misuse, overuse
- DRUG: a substance that can cause a change in the body.
 - List some common changes from food or drink: coffee, liquor, sugar, medicine
- ADDICTED: having a serious need for a substance, especially one that is harmful
 - Related words: addict, addiction, addictive

CLOZE EXERCISE. Individually or in small groups students fill in the information from the word study. (The underlined words would be left out for students).


Drug abuse is the misuse of substances. The overuse of a substance often leads to addiction. The risk of becoming addicted is sometimes genetic. One person may take a substance and never want it again. Another will become an addict. Frequent abuse of caffeine (in coffee or soft drinks), alcohol, sugar, cigarettes, and even medicines can cause addiction. Illegal drugs like heroin are the most dangerous. Some people begin drug abuse to follow their friends. Some begin because of stress and personal difficulties. The consequences can be very serious immediately or years later. Brain development can be harmed. Various organs of the body and general health problems can develop. The best advice is to avoid any possibility of addiction early.

5.3 LEISURE

WORD STUDY.

- Discuss the different sounds of EI in a variety of words.
 - EI = long E sound: leisure, receive, ceiling
 - EI = long A sound: eight, vein, beige
- Name other words with the sounds in LEISURE
 - L – love, light
 - EI – evening, read
 - S – measure, usual
 - URE – her, germ

FRAYER MODEL

<p style="text-align: center;">Definition</p> <p>A time of not working or going to school</p>	<p style="text-align: center;">Similar words</p> <p style="text-align: right;">vacation play time recess</p>
<p style="text-align: center;">Sentence</p> <p>During leisure time I like to go to the beach.</p>	<p style="text-align: center;">Picture / Evidence</p> 

6.1 WEATHER AND CLIMATE

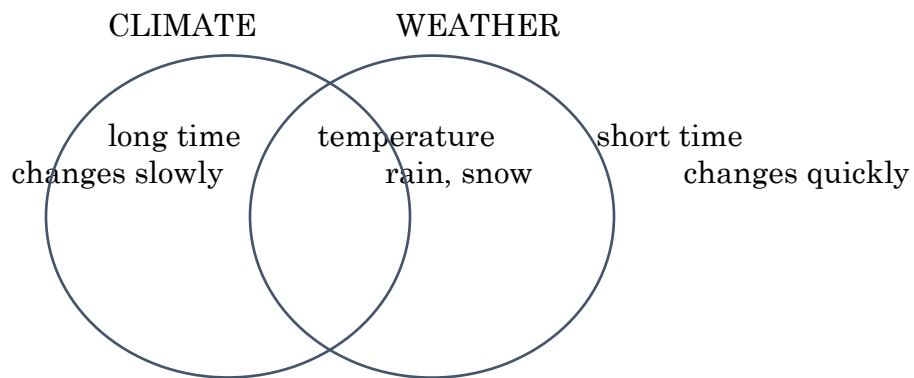
WORD STUDY. Define WEATHER and CLIMATE, showing the differences between them.

- WEATHER: conditions outside relating to cold and heat, rain and dry.
 - Homophone (a word that sounds the same as another but has different spelling and meaning): WHETHER – used to show choices.
- CLIMATE: conditions outside over long periods of time.
- INSTRUMENTS: a tool or device.
 - List some instruments for various purposes: making music, doing surgery, measuring water...
- ATMOSPHERE: the air that surrounds earth and space; a feeling in one place.
 - Discuss some things that are in the atmosphere. Oxygen, smoke, wind...
 - Describe the atmosphere in school, a park, a church, a party...
- FORECAST: (verb) to say what will happen; (noun) a statement of what will happen.
 - Discuss forecasts about the weather, economic conditions, climate change, or other relevant topics.

MAKE NEW WORDS. Use the letters of words about WEATHER and CLIMATE to make new words of 3 or more letters.

- WEATHER → wear, the, there
- CLIMATE → meat, cat, lime
- INSTRUMENTS → men, mess, true
- ATMOSPHERE → sphere, most, roams
- FORECAST → cares, cafe, stare

VENN DIAGRAM: the similarities and differences between weather and climate. Different students may do diagrams about instruments.



6.2 THE ELEMENTS OF WEATHER AND CLIMATE

ELEMENTS OF WEATHER AND CLIMATE. Name the main elements, describe their characteristics, what we would see, where they may occur, how they affect life. Leave highlighted cells empty for students to fill in and encourage additional information in all spaces.

ELEMENT	CHARACTERISTICS	WHAT WE SEE	WHERE IT MAY BE	HOW IT AFFECTS LIFE
temperature	hot	no visible change	tropical areas	light clothing
temperature	cold	no visible change	far north and south	warm clothing
wind	mild or strong	things move	everywhere	dries clothing quickly
rain	water from the sky	Water	many parts of earth	plants grow
snow	cold, white	snow and ice	far north and south	difficulties in transportation
sun	bright light	Light	everywhere	plants grow

SCRAMBLED SENTENCES. Groups of 3 – 4 students write sentences about elements of climate and weather to challenge other groups to unscramble them. They must make sure to begin with a capital letter and end with a period. All spelling and grammar must be correct. Example:

the weather. we it and is the When sunny about is say that warm,
[When we say it is sunny and warm, that is about the weather.]

6.3 THE SEASONS

DEFINE: season – (noun) part of the year with different weather; (verb) to add flavor to food.

- Identify the sounds in SEASON: S – EA – S – O – N
- Name some synonyms for SEASON: (noun) period, time; (verb) flavor, spice
- Rhymes for SEASON (in one or more words): reason, trees on, freeze in

POEM: write (serious or silly) poem of 6 or more lines with SEASON and a rhyme for it at least once.

In every single season
I can apply a reason
For why we have vacation
For people in the nation
As we enjoy some rest days
And sit under the sun rays.

