







YEAR 4

Weather, Seasons and Sustainability

Teachers' E-book

4th grade

Weather, Seasons and Sustainability

Time/ station	Independent Station 	Teacher station 	Collaboration station 	Technology station 
1 st task	B1, NS	A1, A2, B1	A1, A2, B1, NS	
2 nd task	A1, A2, B1, NS	A1, A2	A2, B1, NS	A1, B1
3 rd task	B1, NS	A1, A2, B1,	A1, A2, B1, NS	
4 th task	NS	A1, A2, B1, NS	A1, A2, B1, NS	
5 th task	A2, B1, NS	A1, A2, B1, NS	A2, B1, NS	
6 th task	A2, B1, NS	A1, A2, B1, NS	A2, B1, NS	A1, A2, B1, NS
7 th task		A1, A2, B1, NS	A2, B1, NS	NS
8 th task		A1, A2, B1, NS	A1, A2, B1, NS	NS
9 th task		A1, A2, B1, NS	A1, A2, B1, NS	NS
10 th task		A1, A2, B1, NS	A1, A2, B1, NS	A1, A2, B1, NS

This booklet includes four different tasks which include several activities per task. In this respect, to understand better, Task relates to the activity outline, which in Year 2 is four, whilst Code relates to the number of activities within that task. Station refers to which area the various tasks could be assigned.

Example for Task 1

- ML – Malta
- SL – Second Language
- Year - 2
- Task – 1
- Activity – 1.1, 1.2
- Code – 1.1, 1.2
- Station – What tasks will work according to language competency level

Task One – The Weather around us

Description

ML.SL.4, 1.1
ML.SL.4, 1.2
ML.SL.4, 1.3
ML.SL.4, 1.4
ML.SL.4, 1.5

Technological Requirements:

- A digital device (computer, tablet, or smartphone) for each student or group of students.
- An internet connection to access the activities.

Link to the Technological Tools

Weather Vocabulary Phrases Flashcards

- A1 – [Weather Vocabulary Phrases A1](#), [Weather Vocabulary Phrases A1 – Part two](#)
- A2 - [Weather Vocabulary Phrases Part 1](#), [Weather Vocabulary Phrases A2 – Part Two](#), [Weather Vocabulary Phrases – Part Three](#)
- B1 – [Weather Vocabulary Phrases Part 1](#),
- Native Speaker - [Weather Vocabulary Phrases Part 1](#) [Weather Vocabulary Phrases Part 2](#)

Weather Vocabulary Questions & Sentences – Drag & Drop Word

- A1 – [Weather Vocabulary Questions](#)
- A2 – [Weather Vocabulary Questions](#)
- B1 – [Weather Vocabulary Questions](#)
- Native Speakers – [Weather Vocabulary Questions](#)

Instructions for A1 (Beginner) Students:

1. Introduction to Weather Words: Begin by introducing the weather-related words.
2. Use visuals or gestures to help students understand each word.
3. Use technological flashcards to go through the vocabulary. Use the flashcards [Weather Vocabulary Phrases A1](#) initially to show the initial vocabulary (ML.SL.4, 1.1)
4. Give the students the link to the [Weather Vocabulary Phrases A1](#) so that they try and write the words on their own.
5. Show them the second set of flashcards [Weather Vocabulary Phrases A1 – Part two](#) with more complicated weather flashcards (ML.SL.4, 1.2).
6. Give the students the link to the [Weather Vocabulary Phrases A1 – Part two](#) so that they try and write the words on their own.
7. Sentence Building: Encourage students to use the weather words in simple sentences. For example, show the sun flashcard and ask, What is it? The student should respond, It's the sun. Repeat this for each word (ML.SL.4, 1.3).
8. Following this sentence building activity. Give students the link to the weather vocabulary questions [Weather Vocabulary Questions](#). Here students need to drag and drop the right word which matches the sentence (ML.SL.4, 1.4).

Instructions for A2 (Elementary) Students:

1. Introduction to Weather Words: Begin by introducing the weather-related words.
2. Use visuals or gestures to help students understand each word.
3. Use technological flashcards to go through the vocabulary. Use the flashcards [Weather Vocabulary Phrases](#) initially to show the initial vocabulary (ML.SL.4, 1.1).

4. Give the students the link to the [Weather Vocabulary Phrases](#) so that they try and write the words on their own.
5. Show them the second set of flashcards with more complicated weather flashcards.
6. Give the students the link to the , [Weather Vocabulary Phrases A2 – Part Two](#) so that they try and write the words on their own (ML.SL.4, 1.2)..
7. **Sentence Building:** Encourage students to use the weather words in simple sentences. For example, show the sun flashcard and ask, What is it?
8. Following this sentence building activity. Give students the link to the weather vocabulary questions [Weather Vocabulary Questions](#). Here students need to drag and drop the right word which matches the sentence (ML.SL.4, 1.3).
9. **Pair or Group Activities:** Divide students into pairs or small groups. Provide each group with a set of flashcards. Have them take turns using the flashcards to ask and answer questions related to the weather (ML.SL.4, 1.5).

Instructions for B1 (Intermediate) Students:

1. **Introduction to Weather Words:** Assume that B1 students have a good understanding of basic weather words. You can introduce more advanced weather vocabulary if desired.
2. Use technological flashcards to go through the vocabulary. Use the flashcards initially to show the initial vocabulary (ML.SL.4, 1.1). These cards have a definition where one needs to include the word [Weather Vocabulary Phrases Part 1](#).
3. **Discussion and Use in Context:** Engage students in discussions about weather conditions. Ask questions like, How does the weather affect your daily activities? or What do you do on a rainy day?
4. Give students the link to the weather vocabulary [Weather Vocabulary Questions](#). Here students need to drag and drop the right word which matches the sentence (ML.SL.4, 1.3).
5. **Writing Practice:** Have students write short paragraphs about various weather conditions and how they impact their lives, using the flashcards as reference. Students can use the [A1 Robot Teacher](#) to get information and feedback about their writing (ML.SL.4, 1.4).

Instructions for Native Language Speakers:

1. Introduce basic and advanced weather-related vocabulary. You can explore concepts like weather patterns, climate change, and their local impact.
2. Discuss with the students and give them the vocabulary to research in groups using the [A1 Robot Teacher](#) to get information.
3. Students together present a sentence or two about the weather phenomena that exists and explain it to the other students in class.
4. **Discussion and Use in Context:** Engage students in discussions about weather conditions. Ask questions like Does the weather impact various aspects of life?
5. Give students the link to the weather vocabulary [Weather Vocabulary Questions](#). Here students need to drag and drop the right word which matches the sentence (ML.SL.4, 1.3)
6. **Environmental Awareness:** Discuss the connections between weather, climate change, and environmental sustainability. Encourage students to explore ways they can contribute to sustainability efforts in their community.

Language skill	<ul style="list-style-type: none"> • Vocabulary Skills • Speaking Skills
Competences for democratic culture	<ul style="list-style-type: none"> • I am able to understand how the climate of a country affects the environment. • I can identify the main features of the locality where I live.
Type of learning Activity	<ul style="list-style-type: none"> • Vocabulary Skills • Speaking Skills
Learning Outcome	<ul style="list-style-type: none"> • Through fun activities, learning new weather-related vocabulary whilst also being able to express one's understanding of the environment around us.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> ○ I speak so that I can be heard and understood properly with pronunciation and good intonation, with emphasis where necessary. ○ I speak generally using an appropriate range of vocabulary on things that are familiar and of interest to me by using personal and attached pronouns well and appropriately, comparing gender and count with nouns and the verbs I use and use the correct form of the positive adjective. ○ I use mathematical, scientific and technological language in my everyday speech such as when I say numbers, talk about simple shapes and elementary scientific concepts, weigh and measure, and tell time.



Educators Material

A1 Level

Flash Cards Part 1

- Flashcard 1: Sunny - Phrase: It is sunny.
- Flashcard 2: Rainy - Phrase: It is rainy.
- Flashcard 3: Cloudy - Phrase: It is cloudy.
- Flashcard 4: Windy - Phrase: It is windy.
- Flashcard 5: Snowy - Phrase: It is snowy.

Flash Cards Part 2

- Sunny: Clear, no clouds.
- Rainy: Water falling from the sky.
- Windy: Air moving fast outside.
- Snowy: White flakes coming down from the sky.
- Hot: Very warm weather.
- Cold: Very cool weather.
- Fog: Thick cloud on the ground, hard to see.
- Ice: Frozen water on surfaces.

Simple Questions

1. What do you wear when it's sunny? Sunglasses,
2. What do you see in the sky when it's raining? Clouds
3. Is it hot or cold when it snows? Cold
4. What do you need to take outside when it's windy? A kite

A2 Level

Flash Cards Part 1

- Flashcard 1: Thunderstorm - Phrase: There is a thunderstorm.
- Flashcard 2: Foggy - Phrase: It is foggy.
- Flashcard 3: Chilly - Phrase: It is chilly.
- Flashcard 4: Warm - Phrase: It is warm.
- Flashcard 5: Freezing - Phrase: It is freezing.

Flash Cards Part 2 & 3

- Cloudy: Lots of clouds covering the sky.
- Storm: Very bad weather with rain, wind, and often thunder.
- Thunder: Loud noise during a storm.
- Lightning: Bright flashes in the sky during storms.
- Chilly: Cool but not freezing.
- Damp: Slightly wet; not dry.
- Freeze: When water turns to ice.
- Hail: Balls of ice falling from the sky.

Simple Questions

1. Why do we use an umbrella? For rainy weather
2. What season do we often get a lot of rain? Winter,
3. What comes before thunder? Lightening
4. What should you wear if the weather is chilly? A jacket



B1 Level

Flash Cards

- Humid - Phrase: It is humid today, which makes it feel hotter.
- Drizzling - Phrase: It is drizzling – perfect weather for a light umbrella.
- Blustery - Phrase: It is blustery, making it hard to walk straight.
- Overcast - Phrase: The sky is overcast; it might rain later.
- Heatwave - Phrase: There is a heatwave; it's unusually hot.
- Blizzard: A snowstorm with very strong winds and intense snowfall.
- Drought: Long periods without rain, causing dryness.
- Humidity: The amount of water vapor in the air.
- Monsoon: Seasonal winds that bring heavy rains, especially in Asia.
- Tornado: A violently rotating column of air touching the ground, usually developing from a thunderstorm.
- Hurricane: A large tropical storm with high winds, forming over warm ocean waters.
- Flood: Excessive water on land that is normally dry, often due to heavy rain.

Simple Questions

1. What is a monsoon? A seasonal wind that brings heavy rain
2. Describe what a tornado looks like. A spinning column of air
3. Why does it flood? When there's too much rain and the ground can't absorb it
4. How does a hurricane differ from a tornado? A hurricane forms over warm ocean water

Native Speaker

Drag and Drop

- Gale - Phrase: A gale is blowing, causing difficulties for ships at sea.
- Hail - Phrase: Hail is striking the ground, which can damage crops and cars.
- Sleet - Phrase: Sleet is making the roads slippery and dangerous.
- Drought - Phrase: A severe drought has been ongoing, affecting water supply and agriculture.
- Monsoon - Phrase: The monsoon season brings much-needed rain but also causes flooding.
- El Niño: A climate pattern that causes unusual warming of ocean waters in the central and eastern tropical Pacific Ocean.
- La Niña: A climate pattern that features a cooling of the ocean surface in the central and eastern tropical Pacific Ocean.
- Tsunami: A large sea wave caused by an underwater earthquake or volcanic eruption.
- Waterspout: A rotating column of water and spray formed by a whirlwind over the sea or a body of water.
- Heatwave: A prolonged period of excessively hot weather, which may also be accompanied by high humidity.
- Typhoon: A tropical cyclone occurring in the western Pacific or Indian oceans characterized by sustained winds.
- Polar Vortex: A pattern of winds circulating around the Arctic, keeping extremely cold weather contained at the pole.
- Atmospheric Pressure: The pressure exerted by the weight of the atmosphere, which affects weather patterns.

Simple Questions

1. Explain how El Niño affects weather patterns around the world. It causes unusual weather,
2. What is a waterspout? A rotating column of air that forms over water,



3. What geographical conditions lead to the formation of a cyclone? Warm ocean waters and low atmospheric pressure
4. Discuss how the polar vortex can influence winter weather in temperate regions. It can bring very cold weather and heavy snow,

Students Material

M. SL.4

Activity

ML.SL.4, 1.1

ML.SL.4, 1.2

ML.SL.4, 1.4

Code

4.1, 4.2, 4.4

Teacher Station
Independent
Station
Technological
Station

Instructions for Students

- The teacher will be introducing you to some weather-related words.
- When the teacher tells you click on the link [Weather Vocabulary Phrases A1](#).
- Here you will be asked to write the correct word below the sentence. Read the phrase/ sentence and write the word.
- The words are sunny, cloudy, rainy, windy, snowy.
- The teacher will once again give you some new weather conditions.
- When the teacher tells you click on the link [Weather Vocabulary Phrases A1 – Part two](#) which has some more weather conditions.
- You will have the meaning of the word, and you need to include the words.
- The words are sunny, windy, snowy, hot, cold, fog, ice.
- Create some basic sentences with all the weather words.
- When the teacher tells you, click on this link [Weather Vocabulary Questions](#).
- You will have some sentences with a missing word.
- You will need to drag and drop the right word that matches the sentence.

M. SL.4

Activity

ML.SL.4, 1.1

ML.SL.4, 1.2

ML.SL.4, 1.4

Code

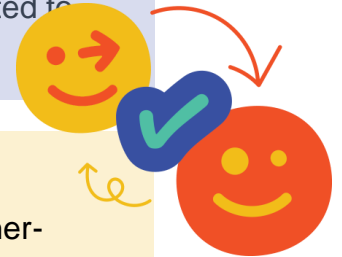
4.1, 4.2, 4.4

Teacher Station
Independent
Station
Technological
Station
Cooperation
Station

Instructions for Students:

- The teacher will be introducing you to some weather-related words.
- When the teacher tells you click on the link [Weather Vocabulary Phrases](#)
- Here you will be asked to write the correct word below the sentence. Read the phrase/ sentence and write the word.
- The teacher will once again give you some new weather conditions.
- When the teacher tells you click on the link [Weather Vocabulary Phrases A2 – Part Two](#) which has some more weather conditions.
- You will have the meaning of the word, and you need to include the words.
- Create some basic sentences with all the weather words.

- When the teacher tells you, click on this link [Weather Vocabulary Questions](#).
- You will have some sentences with a missing word.
- You will need to drag and drop the right word that matches the sentence.
- In a group ask some questions and answers related to the weather.



M. SL.4

Activity
ML.SL.4, 4.1
ML.SL.4, 4.4
ML.SL.4, 4.5

Code
4.1, 4.2, 4.4, 4.5

Teacher Station
Independent
Station
Technological
Station

Instructions for Students:

- The teacher will be introducing you to some weather-related words.
- When the teacher tells you click on the link [Weather Vocabulary Phrases Part 1](#),
- Here you will be asked to write the correct word below the sentence. Read the phrase/ sentence and write the word.
- Answer the question How does the weather affect your daily activities? Discuss the various weather conditions.
- When the teacher tells you, click on this link [Weather Vocabulary Questions](#)
- You will have some sentences with a missing word. You will need to drag and drop the right word that matches the sentence.
- Write a few sentences about how weather conditions impact our lives. You can use the [A1 Robot Teacher](#) to get information and feedback about your writing

M. SL.4

Activity
ML.SL.4, 1.4
ML.SL.4, 1.5

Code
4.4, 4.5

Teacher Station
Independent
Station
Technological
Station
Cooperation
Station

Instructions for Students:

- The teacher will be introducing you to some weather-related words.
- When the teacher tells you, in a group you are to find information about some words using the [A1 Robot Teacher](#) to get information.
 - The words are - Gale, Hail, Sleet, Drought, Monsoon, El Niño, La Niña, Tsunami Waterspout, Heatwave, Typhoon, Polar Vortex, Atmospheric Pressure.
- Write two sentences on the words.
- Discuss - Does the weather affect our lives?
- When the teacher tells you, click on this link [Weather Vocabulary Questions](#).
- You will have some sentences with a missing word. You will need to drag and drop the right word that matches the sentence.
- Discuss with the teacher the connections between weather, the environment and climate change.

Task Two – Weather Journal

Description

ML.SL.4, 2.1
ML.SL.4, 2.2



Resources Required:

1. **Journal Templates:** Prepare journal templates for students to record daily weather observations. You can create these templates on paper, in a digital format, or use a combination of both.
2. **Weather Symbols:** Provide simple weather symbols or images (e.g., sun, cloud, rain, snow, wind) that students can use to represent daily weather conditions.
3. **Thermometer or Temperature Chart:** Use a thermometer or temperature chart to help students record the temperature each day.

Instructions for A1 Students:

1. **Introduction to Weather Vocabulary:** Begin by introducing basic weather-related vocabulary words such as sunny, rainy, cloudy, windy, hot, warm, cold, cool. Repeat from the previous lesson.
2. **Weather Journal Explanation:** Explain the purpose of the weather journal activity. Discuss the importance of observing and documenting weather conditions, as well as how weather can affect their daily lives.
3. **Weather Journal Format:** Provide students with a basic weather journal template that includes spaces for the date, a weather icon (e.g., a sun, cloud, or raindrop), temperature (e.g., hot or cold), and a feelings section (e.g., happy or sad) (Template outline is included in the educators' section) (MS.SL.4, 2.1).
4. **Daily Observations:** Instruct students to observe and record the weather daily for that day. They should choose the appropriate weather icon, describe the temperature using simple words, and express their feelings about the weather.
5. **Weekly Observation:** Continue this activity for a week.
6. **Review and Discussion:** At the end of each week, review the week's entries with the class. Discuss the different weather conditions, temperature changes, and students' feelings.

Instructions for A2 (Elementary) Students:

1. **Review and Expand Weather Vocabulary:** Review basic weather vocabulary and introduce more advanced words such as partly cloudy, breezy, chilly, and foggy.
2. **Weather Journal Format:** Provide students with a weather journal template that includes space for the date, weather descriptions, temperature (in degrees), and a section for additional observations (Template outline is included in the educators' section) (MS.SL.4, 2.1).
3. **Daily Observations:** Instruct students to observe and record the weather daily. They should describe the weather conditions in more detail, including any changes throughout the day.
4. **Temperature Recording:** Encourage students to record the temperature in degrees Celsius.
5. **Feelings and Impact:** Have students describe how the weather conditions impact their daily activities, mood, and clothing choices. Encourage the use of more descriptive words.
6. **Comparisons:** Ask students to compare the current day's weather with previous days. Have them note any patterns or changes they observe.

Instructions for B1 Students:

1. **Advanced Weather Vocabulary:** Introduce more advanced weather-related vocabulary, including terms such as meteorological, precipitation, climate, and forecast.
2. **Weather Journal Format:** Provide students with a comprehensive weather journal template that includes space for the date, detailed weather descriptions, temperature in degrees Celsius, wind speed, humidity, and an open section for observations (Template outline is included in the educators' section) (MS.SL.4, 2.1).
3. **Observations and Analysis:** Instruct students to record detailed observations of the weather conditions, including cloud formations, wind direction, and any unusual weather events.
4. **Temperature and Scientific Analysis:** Encourage students to analyse temperature trends and consider the science behind weather patterns. They can research local climate data.
5. **Feelings and Impact:** Have students delve into how weather conditions impact the community, such as agriculture, outdoor activities, or energy consumption.
6. **Weather Forecasting:** Discuss weather forecasting and its importance. Encourage students to make their own short-term weather predictions based on their observations.

Instructions for Native Language Speakers:

1. **In-Depth Weather Vocabulary:** Assume that native language speakers have a strong grasp of basic weather vocabulary. Introduce more advanced meteorological terms and concepts.
2. **Comprehensive Weather Journal:** Provide a comprehensive weather journal template with sections for the date, weather conditions, temperature, wind speed, humidity, air pressure, cloud formations, and any other relevant meteorological data. (Template outline is included in the educators' section) (MS.SL.4, 2.1).
3. **Scientific Analysis:** Encourage students to analyse their weather data scientifically. They can compare their observations to official weather records and discuss anomalies.
4. **Climate Change Discussions:** Engage students in discussions about climate change, global warming, and the impact of human activities on the climate.
5. **Extreme Weather Research:** Assign research projects related to extreme weather events, climate modelling, or regional climate change effects. Students can make use of [A1 Robot Teacher](#) (MS.SL.4, 2.2).
6. **Environmental Action:** Encourage students to explore ways they can contribute to environmental sustainability and climate mitigation in their local communities.

Language skill

- Vocabulary Skills
- Speaking Skills
- Writing Skills

Competences for democratic culture

- I am able to understand how the climate of a country affects the environment.
- I can identify the main features of the locality where I live.

Type of learning Activity

- Vocabulary Skills
- Speaking Skills
- Writing Skills

Learning Outcome	Through fun activities, learning new weather-related vocabulary whilst also being able to express one's understanding of the environment around us.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none">• I plan ideas and organize them to plan drafts for my writings, according to specific objectives, by asking questions such as: Who? When? How? Where? what happened Why?• I keep a diary with the most important events for me of the day.

Educators Material

Weather Journal Outline of Worksheets

A1 Level

My Simple Weather Chart

Instructions: Every day, look outside and choose what the weather looks like.

- Date: Write today's date here: _____
- Weather: Look outside and circle the weather today.
 - ☀ Sunny!
 - ☁ Cloudy!
 - 🌧 Rainy
 - ❄ Snowy
- Temperature: Choose how it feels today.
 - 🔥 Hot!
 - 😊 Warm!
 - 😐 Cool!
 - ❄ Cold!
- Observations: Write one sentence about what you did today
- What I did today: Because it is _____, today I _____.

A2 Level

My Detailed Weather Journal

Instructions: Observe the weather each day and fill out this chart. Try to use new words you learn about the weather.

- Date: What is the date today? _____
- Weather: What is the weather like? Check the box.
 - Sunny
 - Partly Cloudy
 - Overcast
 - Rainy
 - Windy
 - Snowy
- Temperature: Record today's temperature.
 - _____ °C /
- Weather Description and Observations:
 - Write two sentences that describe the weather.
 - Write about how the weather affected what you did today.



B1 Level (Intermediate)

Junior Meteorologist's Log

Instructions: Use this worksheet to record detailed observations about the weather each day and make predictions for the next day.

- Date: Enter today's date: _____
- Weather Symbols: Mark today's weather conditions using the symbols below.
 - Clear
 - Cloudy
 - Foggy
 - Drizzle
 - Heavy Rain
 - Hail
- Temperature: Record the high and low temperatures of the day.
 - High: _____°C
 - Low: _____°C
- Type of precipitation (rain fall)
 - None
 - Drizzle
 - Heavy Rain
 - Hail
- Wind
 - None
 - Light
 - Moderate
 - Strong
- Detailed Description: What do you think the weather will be like tomorrow? Why?

Native Language Speakers

Comprehensive Meteorological Journal

Instructions:

As a young weather expert, use this worksheet to analyze weather patterns and provide a forecast for the class.

- Date: Today's Date: _____
- Weather Analysis: Analyze and record the weather conditions observed. Utilize the symbols and add any unusual observations:
 - Sunny
 - Cloudy
 - Fog
 - Light Rain
 - Thunderstorm



Windy

• Temperature: Log today's temperature at three different times:

Morning: _____°C

Afternoon: _____°C

Evening: _____°C

• Wind Speed and Direction:

Wind Speed

Direction

• Detailed Observations: Analyze today's weather.

What trends are you noticing?

How might they affect tomorrow's weather?

How could they impact our local environment?

How could it affect human activity?

• Professional Forecast: Write a short weather forecast for tomorrow, using technical terms and providing advice based on expected conditions.

Students Material

M. SL. 4

Activity 2.3,

- Independent Station
- Teacher station

Student Instructions

- Discuss with the teacher weather-related vocabulary
- Listen to the teacher who will be explaining about a weather journal.
- When the teacher gives you the worksheet, you will find information that needs to be completed for one week
- You are asked to mark the days weather
 - Weather - a weather icon (e.g., a sun, cloud, or raindrop),
 - Temperature (e.g., hot or cold),
 - Feelings section
- Check this for a week
- At the end of the week explain to the teacher whether the weather and temperature affected how you felt.

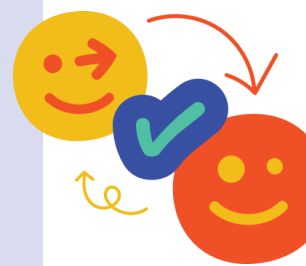
ML. SL. 4

Activity 2.2,

- Independent Station
- Teacher station

Student Instructions

- Discuss with the teacher weather-related vocabulary
- Listen to the teacher who will be explaining about a weather journal.
- When the teacher gives you the worksheet, you will find information that needs to be completed for one week.
- You are asked to mark the days weather
 - Weather - a weather icon (e.g., a sun, cloud, or raindrop),
 - Temperature (e.g., hot or cold),
 - Feelings section
 - Additional Observations. Here include changes in conditions throughout the day.
- Check this for a week
- Did you notice any changes on the previous days?
- At the end of the week describe how the weather conditions impacted your daily activities, mood and clothing choices.



ML. SL. 4

Activity 2.2,

- Independent Station
- Teacher station

Student Instructions

- Discuss with the teacher weather-related vocabulary
- Listen to the teacher who will be explaining about a weather journal.
- When the teacher gives you the worksheet, you will find information that needs to be completed for one week.
- You are asked to mark the days weather
 - Weather - a weather icon (e.g., a sun, cloud, or raindrop),
 - Temperature (e.g., hot or cold),
 - Wind Speed and Directions
 - Feelings section
 - Additional Observations. Here include changes in conditions throughout the day.
- Check this for a week
- Did you notice any changes on the previous days? Did you observe any patterns in the temperature? How does the climate affect the Maltese landscape such as agriculture, outdoor activities, or energy consumption
- At the end of the week describe how the weather conditions impacted your daily activities, mood and clothing choices.
- Make your own weather predictions for the coming week based on your observations.

ML. SL. 4

Activity 2.1, 2.2

- Independent Station
- Teacher station

Student Instructions

- Discuss with the teacher weather-related vocabulary
- Listen to the teacher who will be explaining about a weather journal.
- When the teacher gives you the worksheet, you will find information that needs to be completed for one week.
- You are asked to mark the days weather
 - Weather - a weather icon (e.g., a sun, cloud, or raindrop),
 - Temperature (e.g., hot or cold),
 - Wind Speed and Directions
 - Cloud Formations
 - Feelings section
 - Additional Observations. Here include changes in conditions throughout the day.
- Check this for a week
- Did you notice any changes on the previous days? Did you observe any patterns in the temperature? How does the climate affect the Maltese landscape such as agriculture, outdoor activities, or energy consumption?
- At the end of the week compare your observations to official weather records and discuss. Describe how the weather conditions impacted your daily activities, mood and clothing choices.

- What is climate change and global warming? How can human activities affect the climate?
- When the teacher tells you, in a group you are to find information about some extreme weather events using the [A1 Robot Teacher](#) to get information.
- What can we do to reduce global warming and improve environmental sustainability?

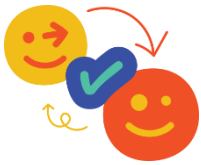
Task Three – Weather Vocabulary – Seasons & Feelings

Description

ML.SL.4, 3.1

ML.SL.4, 3.2

ML.SL.4, 3.3



Technological Requirements:

1. A digital device (computer, tablet, or smartphone) for each student or group of students.
2. An internet connection to access the activities.

Link to the Technological Tools

General Vocabulary List

A1 – [General Vocabulary](#)

A2 – [General Vocabulary](#)

B1 – [General Vocabulary](#), [Vocabulary Drag and Drop](#)

NS – [General Vocabulary](#)

Specific Vocabulary

A1 - [Sentences and Feelings](#)

A2 – [Vocabulary Words Feelings](#), [Vocabulary Words Seasonal Changes](#)

B1 - [Vocabulary Words \(Phenomena B1\)](#), [Vocabulary Words \(Seasonal Changes B1\)](#), [Vocabulary Words \(Emotions B1\)](#)

NS - [Vocabulary Words \(Advanced Descriptions\)](#), [Vocabulary words \(seasons & feelings\)](#).

Instructions for A1 Students:

1. *The Vocabulary in this Section can be complicated and very challenging. Use whatever aspects you find are suitable for your students.*
2. **Expanded Seasonal Vocabulary:** Together with the students go through the general vocabulary list. Explain what the word are and what they mean. Together with the students work through the activity.
3. **Individual/Collaborative Work:** Provide the link to the students and in pairs let them work together through some of the vocabulary.
4. **Discuss Feelings and Seasons:** Discuss with the students' what feelings they feel during various seasons. Why do they feel this way?
5. **Sentences:** Together with the students complete the [Sentences and Feelings](#) for Summer. Ask them to create some similar sentences for the other Seasons.

Instructions for A2 Students:

1. *The Vocabulary in this Section can be complicated and very challenging. Use whatever aspects you find are suitable for your students.*
2. **Expanded Seasonal Vocabulary:** Together with the students go through the general vocabulary list. Explain what the word are and what they mean. Together with the students work through [General Vocabulary](#) the activity.
3. **Individual/Collaborative Work:** Provide the link to the students and in pairs let them work together through some of the vocabulary.
4. **Discuss:** Ask students what the feelings are, activities and changes they observe in the environment around them during the four seasons. Ask them to make a list together.
5. **Technological Tools:** Show them the various vocabulary for seasonal changes, activities and feelings. Work them out with the students. Give students the links [Vocabulary Words Feelings](#), [Vocabulary Words Seasonal Changes](#) to try and work them out in groups or individually.

6. **Sentences:** Ask the students to create some simple sentences with the vocabulary learnt.

Instructions for B1 Students:

1. *The Vocabulary in this Section can be complicated and very challenging. Use whatever aspects you find are suitable for your students.*
2. **Expanded Seasonal Vocabulary:** Together with the students go through the general vocabulary list. Explain what the words are and what they mean. Together with the students work through [General Vocabulary](#), activity.
3. **Individual/Collaborative Work:** Provide the link to the students and in pairs let them work together through some of the vocabulary. Following this activity, students can attempt to work through the [Vocabulary Drag and Drop](#) tool on an individual level.
4. **Discuss:** Ask students what the feelings are, activities and changes they observe in the environment around them during the four seasons. Ask them to make a list together.

Technological Tools: Show them the various vocabulary for seasonal changes, activities and feelings. Work them out with the students. Give students the links [Vocabulary Words \(Phenomena B1\)](#), [Vocabulary Words \(Seasonal Changes B1\)](#), [Vocabulary Words \(Emotions B1\)](#) to try and work them out in groups or individually.

5. **Sentences:** Ask the students to create sentences with the vocabulary learnt.

Instructions for Native Language Speakers:

1. *The Vocabulary in this Section can be complicated and very challenging. Use whatever aspects you find are suitable for your students.*
2. **Expanded Seasonal Vocabulary:** Together with the students go through the general vocabulary list. Explain what the words are and what they mean. Together with the students work through [General Vocabulary](#) activity.
3. **Individual/Collaborative Work:** Provide the link to the students and in pairs let them work together through some of the vocabulary. Following this activity, students can attempt to work through the tool on an individual level.
4. **Discuss:** Ask students what the feelings are, activities and changes they observe in the environment around them during the four seasons. Ask them to make a list together.
5. **Technological Tools:** Show them the various vocabulary for seasonal changes, activities and feelings. Work them out with the students. Give students the links [Vocabulary Words \(Advanced Descriptions\)](#), [Vocabulary words \(seasons & feelings\)](#). Inform students that they can make use of the [AI Roboteacher](#) to research the difficult words.
6. to try and work them out in groups or individually.
7. **Sentences:** Ask the students to write a paragraph in the [AI Roboteacher](#) with the vocabulary learnt. See what feedback this tool gives you on your spelling and writing.

Language skill

- Writing Skills
- Vocabulary Skills

Competences for democratic culture

- I am able to understand how the climate and seasons of a country affects the environment

Type of learning Activity	<ul style="list-style-type: none">• Writing Skills• Vocabulary Skills• Speaking Skills
Learning Outcome	Through fun activities, learning weather-related and season vocabulary whilst also being able to express and write in creative words one's understanding of the environment around us.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none">• Learn different vocabulary about sustainability• Write short sentences



Educators Resources

A1 Level

General Vocabulary List

1. Winter
2. Spring
3. Summer
4. Fall (Autumn)
5. Cold
6. Hot
7. Warm
8. Cool
9. Rain
10. Snow
11. Wind
12. Sun
13. Cloud
14. Ice
15. Leaf
16. Flower
17. Tree
18. Grass
19. Coat
20. Boots

Vocabulary Words:

- Seasons: Spring, Summer, Autumn, Winter
- Weather Types: Sunny, Rainy, Windy, Snowy
- Feelings: Happy, Sad, Angry, Scared

Sentences:

- I like summer.
- It is sunny.
- I am happy.

A2 level

General Vocabulary List

1. Breezy
2. Chilly
3. Frosty
4. Humid
5. Misty
6. Overcast
7. Drizzle
8. Flurry (of snow)
9. Gust (of wind)
10. Shade



11. Thunder
12. Lightning
13. Puddle
14. Mud
15. Bloom (of flowers)
16. Harvest
17. Chirping (of birds)
18. Melting
19. Sweater
20. Scarf

Vocabulary Words:

- Seasonal Changes: Leaves fall, Flowers bloom, Snow melts, Sun shines
- Activities: Swimming, Skiing, Gathering leaves, Picnicking
- Feelings/Adjectives: Cheerful, Gloomy, Refreshed, Chilly

Sample Sentences:

- In fall, leaves turn orange and fall down.
- Winter is cold and snowy. I feel cozy inside.
- Spring makes me feel cheerful because flowers bloom.

B1 Level

General Vocabulary List

1. Blustery
2. Sweltering
3. Searing
4. Crisp
5. Balmy
6. Sleet
7. Hail
8. Dew
9. Fog
10. Cyclone
11. Equinox
12. Solstice
13. Foliage
14. Deciduous
15. Evergreen
16. Orchard
17. Horizon
18. Climate
19. Meteorology
20. Barometer



Vocabulary Words:

- Seasonal Changes: Crisp air, Blazing sun, Gentle breeze, Frosty mornings
- Emotions: Serene, Anxious, Invigorated, Melancholy
- Phenomena: Frost, Harvest, Migration, Blossoming

Sample Sentences

- During spring, the air is filled with the scent of blossoming flowers, making me feel invigorated.
- The serene atmosphere of a snowy winter day can be very calming.
- Summer heat can sometimes make me feel anxious because of the blazing sun.

Native Language Speakers

General Vocabulary List

1. Vernal (relating to spring)
2. Nocturnal (active at night)
3. Diurnal (active during the day)
4. Festival (relating to summer)
5. Hibernial (relating to winter)
6. Autumnal (relating to autumn)
7. Zephyr (a soft gentle breeze)
8. Monsoon
9. Biome
10. Tundra
11. Savanna
12. Cumulus (type of cloud)
13. Stratus (type of cloud)
14. Nimbus (rain cloud)
15. Photosynthesis
16. Chlorophyll
17. Pollination
18. Ecology
19. Ecosystem
20. Biodiversity

Vocabulary Words:

- Advanced Descriptions: Ethereal mist, Sweltering heat, Decaying leaves, Vibrant blossoms
- Complex Emotions: Nostalgic, Contemplative, Exhilarated, Resigned
- Metaphorical Concepts: Cycle of life, Seasons of life, Eternal renewal, Winter of discontent

Sample Sentences:

- The ethereal mist of the autumn morning brings a nostalgic feeling, reminding me of times past.
- Summer is like the season of life at its peak, filled with vibrant blossoms and sweltering heat, making me feel exhilarated and alive.
- As winter approaches, I become contemplative, thinking about the year's end and the quiet resignation that comes with shorter days.



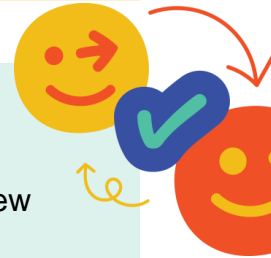
Students Instructions

<p>ML. SL. 4</p> <p>Activity 3.3</p> <p>Code 3.1, 3.2, 3.3</p> <ul style="list-style-type: none"> • Teacher station • Technology Station • Collaboration Station 	<p>Instructions</p> <ul style="list-style-type: none"> • Together with the teacher, you are going to be learning new vocabulary. Try and guess what the words could mean. • Work on the General Vocabulary together with your teacher. The words are Winter, Spring, Summer, Autumn, Cold, Hot, Warm, Cool, Rain, Snow, Wind, Sun, Cloud, Ice Leaf, Flower, Tree, Grass, Coat, Boots. • Now try and do it on your own. • Discuss with the teacher <ul style="list-style-type: none"> - What feelings do you feel during the various seasons? - Why do you feel this way? • Together with the teacher complete the following Sentences and Feelings for Summer. • When you finish them, write some sentences for the other seasons.
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<p>ML. SL. 4</p> <p>Activity 3.3</p> <p>Code 3.1, 3.2, 3.3</p> <ul style="list-style-type: none"> • Teacher station • Technology Station • Collaboration Station 	<p>Instructions</p> <ul style="list-style-type: none"> • Together with the teacher, you are going to be learning new vocabulary. Try and guess what the words could mean. • Work on the General Vocabulary together with your teacher. The words are breezy, chilly, frosty, humid, misty, overcast, drizzle, flurry (of snow), gust (of wind), shade, thunder. Lightning, puddle, mud, bloom (of flowers), harvest, chirping (of birds), melting, sweater, scarf. • Now try and do it on your own. • Discuss with the teacher <ul style="list-style-type: none"> - What feelings do you feel during the various seasons? - Why do you feel this way? • Together with the teacher complete the following Vocabulary Words Feelings, Vocabulary Words Seasonal Changes
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<p>ML. SL. 4</p> <p>Activity 3.3</p> <p>Code 3.1, 3.2, 3.3</p>	<p>Instructions</p> <ul style="list-style-type: none"> • Together with the teacher, you are going to be learning new vocabulary. Try and guess what the words could mean. • Work on the General Vocabulary together with your teacher. The words are blustery, sweltering, searing, crisp, balmy, sleet, hail, dew, fog, cyclone, equinox, solstice, foliage, deciduous, evergreen, orchard, horizon, climate, meteorology, barometer.
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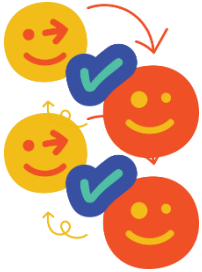
<ul style="list-style-type: none"> • Teacher station • Technology Station • Collaboration Station 	<ul style="list-style-type: none"> • Now try and do it on your own. You can also try this other version Vocabulary Drag and Drop • Discuss with the teacher <ul style="list-style-type: none"> ○ What feelings do you feel during the various seasons? ○ Why do you feel this way? • Together with the teacher complete the following Vocabulary Words (Phenomena B1), Vocabulary Words (Seasonal Changes B1), Vocabulary Words (Emotions B1)
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<p>ML. SL. 4</p> <p>Activity 3.3</p> <p>Code 3.1, 3.2, 3.3</p> <ul style="list-style-type: none"> • Teacher station • Technology Station • Collaboration Station 	<p>Instructions</p> <ul style="list-style-type: none"> • Together with the teacher, you are going to be learning new vocabulary. Try and guess what the words could mean. • Work on the General Vocabulary together with your teacher. The words are Vernal (relating to spring), Nocturnal (active at night), Diurnal (active during the day), Festival, Hibernial (relating to winter), Autumnal (relating to autumn), Zephyr (a soft gentle breeze), Monsoon, Biome, Tundra, Savanna, Cumulus (type of cloud), Stratus (type of cloud), Nimbus (rain cloud), Photosynthesis, Chlorophyll, Pollination, Ecology, Ecosystem, Biodiversity • Now try and do it on your own. • Discuss with the teacher <ul style="list-style-type: none"> ○ What feelings do you feel during the various seasons? ○ Why do you feel this way? ○ What activities can we do in the various seasons? • Together with the teacher complete the following Vocabulary Words (Advanced Descriptions), Vocabulary words (seasons & feelings). • Try doing them on your own when the teacher tells you to.
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Task Four – Seasonal Poetry**Description**

ML.SL.4, 4.1
ML.SL.4, 4.2
ML.SL.4, 4.3

**Resources Required:**

1. **Seasonal Information:** Gather information and visual resources about the four seasons (spring, summer, autumn, winter). This can include images, descriptions, and key characteristics of each season.
2. **Poetry Templates:** Create poetry templates or worksheets with spaces for students to write their poems. The complexity of the template can vary depending on the students' proficiency levels.
3. **Writing Tools:** Provide pens, pencils, markers, or digital devices for writing the poems.

Instructions for A1 Students:

1. **Introduction to Seasons:** Start by introducing the four seasons: spring, summer, autumn (fall), and winter. Use visuals, props, and simple descriptions to help students understand the characteristics of each season.
2. **Basic Seasonal Vocabulary:** Teach basic seasonal vocabulary words related to each season. For example, flowers for spring, sun for summer, leaves for autumn, and snow for winter.
3. **Sample Rhymes:** Provide students with simple rhymes or phrases for each season that they can use as a template. For example, In spring, I see flowers bloom. In summer, I play by the sea. In autumn, leaves fall down. In winter, it's time for hot cocoa.
4. **Create Seasonal Poems:** Instruct students to choose a season and complete the rhyme with their own words. Encourage them to use the seasonal vocabulary words they learned. For example, In spring, I see colourful flowers bloom. In summer, I play in the warm sun. In autumn, leaves fall gently to the ground. In winter, I sip hot cocoa by the fire.
5. **Illustrations:** Have students draw pictures or illustrations that go along with their seasonal poems to make them more engaging.
6. **Sharing:** Allow students to share their poems with the class. Celebrate their creativity and effort.

Instructions for A2 Students:

1. **Seasonal Review:** Review the four seasons and their characteristics with students, encouraging them to describe each season in a bit more detail.
2. **Expanded Seasonal Vocabulary:** Introduce more vocabulary words and phrases related to each season. For example, for spring, include words like blossoms, rain, and chirping birds.
3. **Sample Poems:** Provide students with sample poems for each season, written in simple language but with more descriptive details. For example, In spring, flowers bloom in every colour. The rain falls gently, and birds sing in the trees. In summer, the sun shines brightly, and we play by the glistening sea.
4. **Create Descriptive Poems:** Instruct students to choose a season and write a descriptive poem. Encourage them to use more words and phrases to paint a vivid picture of each season.
5. **Illustrations:** Have students create colourful illustrations to accompany their poems. This can help them visualize their descriptions.
6. **Reading Aloud:** Give students the opportunity to read their poems aloud to the class. Emphasize expression and fluency.

Instructions for B1 (Intermediate) Students:

1. **Seasonal Discussion:** Engage students in discussions about the characteristics and unique aspects of each season. Encourage them to share their experiences and preferences.
2. **Advanced Seasonal Vocabulary:** Introduce more advanced vocabulary and idiomatic expressions related to each season. For example, blossoming meadows, sweltering heat, crisp leaves, and frosty mornings.
3. **Sample Poems:** Provide students with sample poems that showcase rich imagery and metaphors for each season. Discuss the use of figurative language and similes.
4. **Write Imaginative Poems:** Instruct students to select a season and write an imaginative and creative poem that incorporates metaphors, similes, and descriptive language. Encourage them to think beyond the obvious and create unique images.
5. **Illustrations:** Have students create artistic illustrations or collages that complement their poems and add depth to their artistic expression.
6. **Peer Review:** Arrange for a peer review session where students exchange poems and provide feedback on each other's work. This can foster constructive criticism and collaboration.

Instructions for Native Language Speakers:

1. **Seasonal Exploration:** Encourage native language speakers to delve deeper into the emotions, symbolism, and cultural aspects associated with each season.
2. **Poetry Styles:** Introduce various poetry styles such as haiku, sonnet, or free verse. Discuss how different styles can be used to convey the essence of each season.
3. **Original Poems:** Challenge students to write original and unique poems for each season. Emphasize creativity, symbolism, and the use of literary devices.
4. **Illustrations and Presentation:** Have students create visually appealing presentations with their poems and illustrations. Encourage them to explain the symbolism and meaning behind their poems.
5. **Sharing and Discussion:** Conduct a poetry reading and discussion session where students share their poems and engage in conversations about the themes and emotions they've conveyed.

Language skill	<ul style="list-style-type: none"> • Writing Skills • Vocabulary Skills • Speaking Skills
Comp etences for democratic culture	<ul style="list-style-type: none"> • I am able to understand how the climate of a country effects the environment. • I can identify the main features of the locality where I live.
Type of learning Activity	<ul style="list-style-type: none"> • Writing Skills • Vocabulary Skills • Speaking Skills
Learning Outcome	Through fun activities, learning weather-related and season vocabulary whilst also being able to express and write in creative words one's understanding of the environment around us.



Objective (Link to Curriculum and/or European frameworks)

- Write from scratch or continue dialogues of no less than 70 words on themes that take up my daily life and the environment around me.
- Write fictional stories of no less than 70 words containing characters, stories and events.



Educators Resources

Poems which can be used in class

A1 Level

Original Poem

Poem: Four Seasons

Spring is green,
Summer's bright,
Fall is gold,
Winter's white.

Author

Poem: Bed in Summer by Robert Louis Stevenson
(A simple poem about the experience of going to bed while it's still light outside during the summer.)

In winter I get up at night
And dress by yellow candlelight.
In summer quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

A2 Level

Original Poem:

Poem: A Song of the Seasons

Spring whispers through the trees,
Fresh blossoms to unfurl.
Summer laughs with sunny days,
Children splash and twirl.

Fall paints with fiery hues,
Leaves crunch under the shoes.
Winter sings in frosty tones,
Of white snow where children roam.

Author

Poem: March by Emily Dickinson
(This poem provides imagery associated with the beginning of spring.)

Dear March - Come in -
How glad I am -
I hoped for you before -
Put down your Hat -
You must have walked -
How out of Breath you are -
Dear March, how are you, and the Rest -
Did you leave Nature well -

Oh March, Come right upstairs with me -
I have so much to tell -

B1 Level

Original Poem:

Poem: The Voice of Seasons

Spring dances on a daisy's petal,
Beckoning life to wake and settle.
Summer blazes in the golden grain,

Author

Poem: To Autumn by John Keats
(A richly detailed ode to autumn that captures the fullness and waning of the season.)

Season of mists and mellow fruitfulness,



Pours its warmth like sweet
champagne.

Autumn whispers in the chilly air,
Striping the trees starkly bare.
Winter howls in gusts of snow,
Cloaks the earth in icy glow.

Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eves run;
To bend with apples the moss'd cottage-trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more,
And still more, later flowers for the bees,
Until they think warm days will never cease,
For summer has o'er-brimm'd their clammy cells.

Native Speaker Level

Original Poem:

Poem: Seasonal Symphony

In Spring's tender arms, the buds swell
with promises,
Gentle rains murmur secrets to the
awakening soil.
Summer's fierce sun commands the
skies,
Its relentless energy igniting the days
with vibrant defiance.

Autumn's maturity colors the world with
introspection,
Leaves rustle sonnets of change in the
cooling breeze.
Winter's austere beauty silences the
bustling world,
Its crisp serenity a quiet coda to the
year's end.

Author

Poem: The Snow Man by Wallace Stevens
(An intricate poem that explores the essence of
winter and the observer's emotions and
perceptions.)

One must have a mind of winter
To regard the frost and the boughs
Of the pine-trees crusted with snow;

And have been cold a long time
To behold the junipers shagged with ice,
The spruces rough in the distant glitter

Of the January sun; and not to think
Of any misery in the sound of the wind,
In the sound of a few leaves,

Which is the sound of the land
Full of the same wind
That is blowing in the same bare place

For the listener, who listens in the snow,
And, nothing himself, beholds
Nothing that is not there and the nothing that is.



Poetry Worksheet Templates

A1 Level

Worksheet Title: My Favorite Seasons

Instructions: Fill in the blanks with words or phrases to describe what you see or like in each season.

1. Spring:
In spring, I see _____. (Image of flowers blooming)
2. Summer:
In summer, I like _____. (Image of the sun shining)
3. Autumn:
In fall, I see _____. (Image of leaves falling)
4. Winter:
In winter, I like _____. (Image of snow)

A2 Level

Worksheet Title: Seasons Rhyme Time

Instructions:

Write two lines about each season. Try to make the second line rhyme with a word in the first line.

1. Spring:
Spring is here, the flowers bloom,
I play outside, no more gloom.
2. Summer:
Summer sun is oh so bright,
We swim and play from morning to night.
3. Autumn:
Leaves are falling down to the ground,
They crunch and crackle with a sound.
4. Winter:
Snow falls softly, white and light,
We make snowmen round and bright.

B1 Level

Worksheet Title: Creative Seasons Poem

Instructions: Write a creative poem for each season. Use vivid descriptions and express how each season makes you feel or describe the activities you enjoy.

1. Spring:
- Spring wakes the flowers, and trees reach for light,
- _____, _____.
2. Summer:
- Under the summer sun, we run and shout,



- _____, _____.

3. Autumn:

- Autumn brings apples, pumpkins, and pies,

- _____, _____.

4. Winter:

- Winter whispers through snowy streets,

- _____, _____.

Native Speakers

Worksheet Title: Four Seasons, Four Stories

Instructions: Compose a short, four-line poem for each season. Incorporate themes of change, growth, and reflection. Use metaphors and similes to enhance your poem.

1. Spring:

- Spring's gentle breath revives the earth,

- _____,

- _____,

- _____.

2. Summer:

- Summer's fierce embrace warms our days,

- _____,

- _____,

- _____.

3. Autumn:

- Fall's crisp whisper, a tale of change,

- _____,

- _____,

- _____.

4. Winter:

- Winter's cloak, serene and pure,

- _____,

- _____,

- _____.

Students Instructions

<p>ML. SL. 4</p> <p>Activity 4.4</p> <p>Code 4.1, 4.2, 4.3</p> <ul style="list-style-type: none"> • Teacher station • Independent Station • Collaboration Station 	<p>Instructions</p> <ul style="list-style-type: none"> • Together with your teacher talk about the four seasons in a year. The words are Spring, Summer, Autumn, Winter. • Answer the questions <ul style="list-style-type: none"> ○ What is special about each season? ○ What do we observe happens in each season? ○ What objects and images do we relate to each season? • The teacher will now be introducing two Poems. • Questions <ul style="list-style-type: none"> ○ What did you understand about the Poems? ○ What is the author trying to say? • Now try to become a poet yourself and complete the worksheet. <p>Worksheet Title: My Favorite Seasons</p> <p>Instructions: Fill in the blanks with words or phrases to describe what you see or like in each season.</p> <ol style="list-style-type: none"> 1. Spring: In spring, I see _____. 2. Summer: In summer, I like _____. 3. Autumn: In autumn, I see _____. 4. Winter: In winter, I like _____. <ul style="list-style-type: none"> • Draw a picture that goes along with your poem • Share your picture and poem in class.
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<p>ML. SL. 4</p> <p>Activity 4.4</p> <p>Code 4.1, 4.2, 4.3</p> <ul style="list-style-type: none"> • Teacher station • Independent Station • Collaboration Station 	<p>Instructions</p> <ul style="list-style-type: none"> • Together with your teacher talk about the four seasons in a year. The words are Spring, Summer, Autumn, Winter. • Answer the questions <ul style="list-style-type: none"> ○ What is special about each season? ○ What do we observe happens in each season? ○ What objects and images do we relate to each season? • The teacher will now be introducing two Poems. • Questions <ul style="list-style-type: none"> ○ What did you understand about the Poems? ○ What is the author trying to say? • Now try to become a poet yourself and complete the worksheet. <p>Worksheet Title: Seasons Rhyme Time</p> <p>Instructions: Write two lines about each season. Try to make the second line rhyme with a word in the first line.</p>
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1. Spring:

Spring is here, the flowers bloom,
I play outside, no more gloom.

2. Summer:

Summer sun is oh so bright,
We swim and play from morning to night.

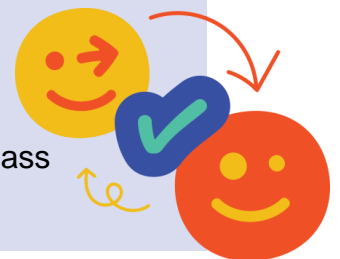
3. Autumn:

Leaves are falling down to the ground,
They crunch and crackle with a sound.

4. Winter:

Snow falls softly, white and light,
We make snowmen round and bright.

- Draw a picture that goes along with your poem
- Share your picture and read your poem aloud in class



ML. SL. 4

Activity 4.4

Code 4.1, 4.2, 4.3

- Teacher station
- Independent Station
- Collaboration Station

Instructions

- Together with your teacher talk about the four seasons in a year. The words are Spring, Summer, Autumn, Winter.
- Answer the questions
 - What is special about each season?
 - What do we observe happens in each season?
 - What objects and images do we relate to each season?
- The teacher will now be introducing two Poems.
- Questions
 - What did you understand about the Poems?
 - What is the author trying to say?
- Now try to become a poet yourself and complete the worksheet.

Worksheet Title: Creative Seasons Poem

Instructions: Write a creative poem for each season. Use vivid descriptions and express how each season makes you feel or describe the activities you enjoy.

1. Spring:

- Spring wakes the flowers, and trees reach for light,

- _____, _____.
 - 2. Summer:
 - Under the summer sun, we run and shout,
 - _____, _____.
 - 3. Autumn:
 - Autumn brings apples, pumpkins, and pies,
 - _____, _____.
 - 4. Winter:
 - Winter whispers through snowy streets,
 - _____, _____.
- Draw a picture that goes along with your poem
 - Share your picture and read your poem aloud in class
 - Questions
 - What did you like about other students' poems and drawings?

ML. SL. 4

Activity 4.4

Code 4.1, 4.2, 4.3

- Teacher station
- Independent Station
- Collaboration Station

Instructions

- Together with your teacher talk about the four seasons in a year. The words are Spring, Summer, Autumn, Winter.
- Answer the questions
 - What is special about each season?
 - What do we observe happens in each season?
 - What objects and images do we relate to each season?
- The teacher will now be introducing two Poems.
- Questions
 - What did you understand about the Poems?
 - What is the author trying to say?
- Now try to become a poet yourself and complete the worksheet.

Worksheet Title: Four Seasons, Four Stories

Instructions: Compose a short, four-line poem for each season which shows growth.

1. Spring:
 - Spring's gentle breath revives the earth,
 - _____,
 - _____,
 - _____.
2. Summer:
 - Summer's fierce embrace warms our days,
 - _____,
 - _____,
 - _____.
3. Autumn:
 - Fall's crisp whisper, a tale of change,
 - _____,
 - _____,
 - _____.
4. Winter:
 - Winter's cloak, serene and pure,

- _____,
- _____,
- _____.

- Draw a picture that goes along with your poem
- Share your picture and read your poem aloud in class
- Questions
 - What did you like about other students' poems and drawings?

Task Five – Weather Storytelling

Description

ML.SL.4, 5.1
ML.SL.4, 5.2
ML.SL.4, 5.3



Resources Required:

1. **Story Prompts:** Included in Educator Resources and In Students Instructions
2. **Publication:** Consider publishing the stories in a class booklet or displaying them in the classroom for students to read and enjoy.

Instructions for A1 Students:

1. **Introduction to Basic Weather Vocabulary:** Begin by introducing basic weather-related vocabulary, such as sun, rain, wind, and clouds. Use visuals and simple explanations to help students understand these terms.
2. **Guided Storytelling:** Provide students with a basic story outline that includes a setting, characters, and a simple plot. For example, Sara went to the park. It was a sunny day. She played on the swings and had a picnic.
3. **Weather Integration:** Instruct students to incorporate one or more weather elements into the story. For example, Sara went to the park, but suddenly, it started to rain. She found shelter under a tree.
4. **Story Creation:** Encourage students to use the provided outline and weather-related elements to create their own short stories. They can draw or write their stories, using the weather as a plot twist or a backdrop (ML.SL.4, 4.1)
5. **Share and Discuss:** Give students the opportunity to share their stories with the class and discuss how the weather affected the characters' adventures (ML.SL.4, 4.2).

Instructions for A2 Students:

1. **Review and Expand Weather Vocabulary:** Review basic weather vocabulary and introduce more advanced words related to weather conditions, such as storm, thunder, lightning, and drizzle.
2. **Character Development:** Have students create characters for their stories. Encourage them to describe their characters' personalities, appearance, and interests.
3. **Plot Development:** Provide a basic story structure with a clear beginning, middle, and end. For instance, one sunny morning, Emma and Jake decided to go on a picnic. As they were setting up their picnic, dark clouds started to gather.
4. **Weather Integration:** Instruct students to incorporate weather elements into their stories. Encourage them to consider how weather affects the plot and characters' actions.
5. **Creative Writing:** Encourage students to write their own stories independently, paying attention to character development, plot progression, and dialogue (ML.SL.4, 4.1).
6. **Illustrations:** Have students illustrate their stories with pictures or drawings that correspond to the weather in their narratives (ML.SL.4, 4.3).
7. **Peer Sharing:** Allow students to share their stories with a partner or in small groups, fostering peer discussion and feedback (ML.SL.4, 4.2).

Instructions for B1 Students:

1. **Weather Vocabulary and Idioms:** Introduce a wider range of weather vocabulary and idiomatic expressions. Discuss how weather idioms can be used to add depth to storytelling.

2. **Character and Plot Creativity:** Encourage students to create unique and well-rounded characters and plotlines. Discuss character motivations and the development of conflicts and resolutions.
3. **Weather as a Literary Device:** Discuss how weather can be used as a literary device to reflect characters' emotions or symbolize events in a story.
4. **Independent Story Writing:** Instruct students to write their own weather-related adventure stories independently, using their creativity and the weather as a central theme (ML.SL.4, 4.1).
5. **Dialogue Practice:** Encourage the inclusion of dialogue in their stories to enhance language skills. Discuss proper punctuation and formatting of dialogue.
6. **Editing and Revising:** Guide students through the process of editing and revising their stories for clarity and coherence.
7. **Presentation:** Provide opportunities for students to present their stories to the class. They can share what inspired them and how they used weather in their narratives (ML.SL.4, 4.2).

Instructions for Native Language Speakers:

1. **Advanced Weather Vocabulary:** Assume native language speakers have a strong grasp of basic weather vocabulary. Introduce more advanced weather-related terms and idioms.
2. **Creative Writing Skills:** Focus on enhancing creative writing skills, including character development, plot structure, symbolism, and literary techniques.
3. **Weather Symbolism:** Discuss how weather can be used as a symbol in literature and encourage students to explore deeper meanings and metaphors in their stories.
4. **Independent Storytelling:** Challenge students to write more elaborate and sophisticated weather-related stories, incorporating symbolism and complex character interactions (ML.SL.4, 4.1).
5. **Literary Analysis:** After creating their stories, encourage students to analyze and discuss the use of weather in famous works of literature.
6. **Peer Review and Workshopping:** Organize peer review sessions where students provide constructive feedback on each other's stories, fostering discussion and literary analysis (ML.SL.4, 4.2).

Language skill	<ul style="list-style-type: none"> ● Writing Skills ● Vocabulary Skills ● Speaking Skills
Competences for democratic culture	<ul style="list-style-type: none"> ● I am able to understand how the climate of a country effects the environment. ● I can identify the main features of the locality where I live.
Type of learning Activity	<ul style="list-style-type: none"> ● Writing Skills ● Vocabulary Skills ● Speaking Skills
Learning Outcome	Through fun activities, learning weather-related and season vocabulary whilst also being able to express and write in creative words one's understanding of the environment around us.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> ● I understand the meaning of light language that shows a simple feeling and opinion. ● I hear and understand the mathematical, scientific and technological language that I use in my daily life such as numbers, simple shapes, measurement, weighing and time.

- I read writings of different genres, subjects and registers and recognize their functions for example, short reports, advertisements, newspaper notices, brochures, magazines, light poems, stories, traditional Maltese tales, matches, songs, songs and recipes, print, electronic and digital.



Educators Resources

Teachers Information for Story Planning

Encouraging students to plan their stories effectively is essential for developing their writing skills and helping them create more structured and engaging narratives. Here's a guide for teachers on facilitating story planning with a focus on weather conditions as a key element, along with character development and plot structuring:

Step 1: Introduce the Concept of Story Planning

Purpose: Explain to students that planning a story is like drawing a map before starting a journey. It helps them know where they are going and what they want to achieve.

Discussion Points:

- **Weather as a Setting:** Discuss how different weather conditions can set the mood of the story (e.g., a sunny day at the beach, a spooky night with a thunderstorm, a snowy day adventure).
- **Character Creation:** Talk about the importance of characters in driving the story forward.
- **Plot Development:** Explain how a plot with a clear beginning, middle, and end keeps the reader engaged.

Step 2: Brainstorming Session

Purpose: Organize a brainstorming session to help students gather their ideas and think creatively about different story elements.

Activities:

- **Weather Condition:** Have students choose a weather condition that interests them and describe how it might affect the events in their story.
- **Create Characters:** Encourage students to think about who their story is about. They should consider their characters' names, ages, appearances, and personalities.
- **Plot Outline:** Guide students to think about the main events that will take place in their story. What is the problem or conflict? How will it be resolved?

Step 3: Story Mapping

Purpose: Use story maps to visually outline the structure of the story.

Tools:

- **Storyboard:** Provide storyboard templates where students can sketch the main events.
- **Graphic Organizers:** Use graphic organizers to outline the plot development.
- **Components to Include:**
 - **Beginning:** How will the story start? What hooks the reader? Set the scene and introduce the characters and initial situation.
 - **Middle:** What is the main event or conflict? How do the characters try to resolve it? How does the weather play into this?
 - **End:** How is the conflict resolved? What is the conclusion or the moral of the story?

Step 4: Writing the Draft

Purpose: Encourage students to start writing their stories based on their plans.

Guidance:

- **Use Descriptive Language:** Remind students to use descriptive words to paint a picture of the weather and settings in the reader's mind.
- **Develop Dialogue:** Help them write conversations between characters to advance the plot and show character development.



- Keep the Flow: Ensure that the events are logically connected and contribute to the development of the story's conclusion.

Step 5: Review and Revise

Purpose: Teach students the importance of reviewing and revising their work to improve clarity, structure, and style.

Review Techniques:

- Peer Review: Have students exchange stories with a classmate to provide feedback.
- Teacher Feedback: Provide constructive feedback focusing on how well they used the weather element, developed their characters, and structured their plot.

Step 6: Final Presentation

Purpose: Allow students to share their stories, fostering a sense of accomplishment and encouraging public speaking skills.

Presentation Ideas:

- Read Aloud: Students can read their stories aloud to the class.
- Storybook Creation: Students can turn their stories into mini-books, complete with illustrations.

Teachers can effectively guide students through the planning, writing and presenting process. This structured approach helps to improve writing skills whilst also boosting creativity and confidence.



Story Telling Prompts

A1 Level

A Sunny Day at the Park

Imagine you are at the park on a very sunny day. What games do you play? Who do you see there? Write about your day in the park.

A Rainy Afternoon

It started raining while you were at school. How did the rain change your day? Did you do anything different because it was raining? Describe what you see and hear.

Snowy Morning Surprise

You wake up to find that it has snowed all night, and everything is covered in white. What is the first thing you do? Describe how your house and street look covered in snow.

A Day at Mellieña Bay

It's a sunny day and you are spending the day at Mellieña Bay with your family. What do you see at the beach? What games do you play in the sand? Describe what you eat during your picnic.

A2 Level

The Windy Day Adventure

On a very windy day, you and your friends decide to fly kites. Tell the story of your day from preparing your kite to competing with your friends. What challenges do you face because of the wind?

Lost in the Fog

One morning, a thick fog covers your town. On your way to school, you take a wrong turn and have an unexpected adventure. Who do you meet? What strange and exciting things happen in the fog?

Hot Summer Festival

Your town is holding a big festival on the hottest day of summer. What activities are there? How do you and your family stay cool? Write about the different foods, games, and people you see.

Festival in Valletta

Imagine you are at a festival in Valletta, and it starts to rain heavily. What was the festival celebrating? How do people react to the rain? Describe how the streets of Valletta look during the downpour and what you do to stay dry.

B1 Level

A Stormy Night Mystery

During a stormy night, the power goes out, and you hear a strange noise outside. Armed with just a flashlight, you decide to investigate. What do you discover? How does the weather make everything more thrilling?

Autumn Leaves Festival

Your school is organizing a festival to celebrate the autumn season. You are in charge of one of the booths. Describe your preparations, the day of the festival, and any unexpected events that occur because of an autumn storm.



Winter Wonderland Misadventure

While building a snow fort, you find a mysterious object buried under the snow. Describe your quest to find out what it is, whom you ask for help, and what adventures you have along the way.

Adventurous Winds in Gozo

You are on a holiday in Gozo and a strong wind starts blowing on a day you planned to visit the Ġgantija temples. How does the wind change your plans? Describe your adventure as you explore the ancient temples in this windy weather. What unexpected things happen because of the wind?

Native Speaker Level

The Hurricane's Secret

A hurricane is approaching, and while preparing, you discover an old diary in your attic that reveals a secret about your house's history related to a past hurricane. Narrate your findings and the events during the hurricane.

The Four Seasons Quest

You receive a magical challenge that requires experiencing something unique in each season within one week. Describe your experiences during each season, the magical elements you encounter, and how you complete the quest.

Echoes in the Mist

While exploring a misty moor, you encounter echoes that predict the future. These predictions start to come true in unexpected ways as you and your friends try to make sense of the mysterious voices. Explore the implications of knowing the future and the adventures that ensue.

The Sirocco's Mystery

During a particularly hot and dusty sirocco wind, you uncover an old tale from your grandfather about a lost treasure hidden somewhere in Mdina. Inspired by the story and the mysterious weather, you decide to look for clues. Describe your journey through the ancient city, the people you meet, and any challenges you face because of the unusual weather conditions.

Student Resources

ML. SL. 4

Activity 5.4,

Code 5.1, 5.2

- Independent Station
- Teacher station
- Collaboration Station

Instructions for Students:

- Together with the teacher, remember any weather-related vocabulary you learnt in the classroom.
- Listen to the teacher's instructions on how to write a simple adventure story with weather vocabulary.
- Create a story. Here below you have some suggestions. Choose only one
- Share your story with the class

A Sunny Day at the Park

Imagine you are at the park on a very sunny day. What games do you play? Who do you see there? Write about your day in the park.

A Rainy Afternoon

It started raining while you were at school. How did the rain change your day? Did you do anything different because it was raining? Describe what you see and hear.

Snowy Morning Surprise

You wake up to find that it has snowed all night, and everything is covered in white. What is the first thing you do? Describe how your house and street look covered in snow.

A Day at Mellieña Bay

It's a sunny day and you are spending the day at Mellieña Bay with your family. What do you see at the beach? What games do you play in the sand? Describe what you eat during your picnic.

ML. SL. 4

Activity 4.2,

Code 5.1, 5.2, 5.3

- Independent Station
- Teacher station
- Collaboration Station

Instructions for Students:

- Together with the teacher, remember any weather-related vocabulary you learnt in the classroom.
- Listen to the teacher's instructions on how to write an adventure story with weather vocabulary.
- Create a story. Here below you have some suggestions. Choose only one
- Share your story with the class
- Draw a scene from your story.

The Windy Day Adventure

On a very windy day, you and your friends decide to fly kites. Tell the story of your day from preparing your kite to competing with your friends. What challenges do you face because of the wind?

Lost in the Fog

One morning, a thick fog covers your town. On your way to school, you take a wrong turn and have an unexpected adventure. Who do you meet? What strange and exciting things happen in the fog?

Hot Summer Festival

Your town is holding a big festival on the hottest day of summer. What activities are there? How do you and your family stay cool? Write about the different foods, games and people you see.

Festival in Valletta

Imagine you are at a festival in Valletta, and it starts to rain heavily. What was the festival celebrating? How do people react to the rain? Describe how the streets of Valletta look during the downpour and what you do to stay dry.



ML. SL. 4

Activity 4.2,

Code 5.1, 5.3

- Independent Station
- Teacher station
- Collaboration Station

Instructions for Students:

- Together with the teacher, remember any weather-related vocabulary you learnt in the classroom.
- Listen to the teacher's instructions on how to write an adventure story with weather vocabulary.
- Create a story. Here below you have some suggestions. Choose only one
- Share your story with the class

A Stormy Night Mystery

During a stormy night, the power goes out, and you hear a strange noise outside. Armed with just a flashlight, you decide to investigate. What do you discover? How does the weather make everything more thrilling?

Autumn Leaves Festival

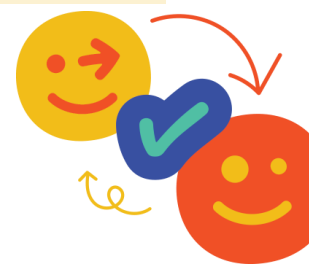
Your school is organizing a festival to celebrate the autumn season. You are in charge of one of the booths. Describe your preparations, the day of the festival, and any unexpected events that occur because of an autumn storm.

Winter Wonderland Misadventure

While building a snow fort, you find a mysterious object buried under the snow. Describe your quest to find out what it is, whom you ask for help, and what adventures you have along the way.

Adventurous Winds in Gozo

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ML. SL. 4

Activity 4.2,

Code 5.1. 5.3

- Independent Station
- Teacher station
- Collaboration Station

Instructions for Students:

- Together with the teacher, remember any weather-related vocabulary you learnt in the classroom.
- Listen to the teacher's instructions on how to write an adventure story with weather vocabulary.
- Create a story. Here below you have some suggestions. Choose only one
- Share your story with the class

The Hurricane's Secret

A hurricane is approaching, and while preparing, you discover an old diary in your attic that reveals a secret about your house's history related to a past hurricane. Narrate your findings and the events during the hurricane.

The Four Seasons Quest

You receive a magical challenge that requires experiencing something unique in each season within one week. Describe your experiences during each season, the magical elements you encounter, and how you complete the quest.

Echoes in the Mist

While exploring a misty moor, you encounter echoes that predict the future. These predictions start to come true in unexpected ways as you and your friends try to make sense of the mysterious voices. Explore the implications of knowing the future and the adventures that ensue.

The Sirocco's Mystery

During a particularly hot and dusty sirocco wind, you uncover an old tale from your grandfather about a lost treasure hidden somewhere in Mdina. Inspired by the story and the mysterious weather, you decide to look for clues. Describe your journey through the ancient city, the people you meet, and any challenges you face because of the unusual weather conditions.

Task Six – Scavenger Hunt

Description

ML.SL.4, 6.1

ML.SL.4, 6.2



Resources Required:

1. **Scavenger Hunt Lists:** Create separate scavenger hunt lists for each season. Each list should include items that represent that particular season. For example, a spring list might include flowers, while a winter list might include snowflakes. (Found in educators resources).
2. **Clipboards and Pencils:** Provide clipboards and pencils for students to record their findings and take notes about the items they collect.
3. **Location:** Choose an appropriate location for the scavenger hunt, whether it's a schoolyard, a nearby park, or within the classroom using seasonal props.

Instructions for A1 Students:

1. **Introduction to Seasons:** Begin by introducing the four seasons - spring, summer, autumn (fall), and winter. Use visuals and simple descriptions to help students understand the characteristics of each season.
2. **Basic Seasonal Vocabulary:** Teach basic seasonal vocabulary words related to each season. For example, flowers for spring, sun for summer, leaves for autumn, and snow for winter.
3. **Scavenger Hunt Lists:** Provide students with a simple list of items or objects associated with each season. For example, Find a flower for spring, Find a sun hat for summer, Find a leaf for autumn, and Find a snowflake for winter (ML.SL.4, 5.1).
4. **Scavenger Hunt:** Organize a scavenger hunt outdoors or within the classroom. Students should work in pairs or small groups and find the items listed for each season.
5. **Descriptive Vocabulary:** Encourage students to describe the items they find using basic descriptive words. For example, This leaf is brown and crispy like the ones I saw in autumn.
6. **Group Sharing:** Have students share what they found with their groups and use their newly acquired vocabulary to describe the items.
7. **Discussion:** Engage the class in a discussion about the different seasons, what they like about each season, and the items they found.

Instructions for A2 (Elementary) Students:

1. **Review and Expand Seasonal Vocabulary:** Review basic seasonal vocabulary and introduce more specific words related to each season. For example, blossoms for spring, beach ball for summer, pumpkin for autumn, and icicle for winter.
2. **Detailed Scavenger Hunt Lists:** Provide students with more detailed lists of items or objects, including items that are less commonly associated with each season. For example, Find a daffodil for spring, Find a surfboard for summer, Find a scarecrow for autumn, and Find a pair of mittens for winter (ML.SL.4, 5.1).
3. **Scavenger Hunt:** Organize the scavenger hunt in an outdoor or indoor setting. Students should work in pairs or small groups and find the items listed for each season.
4. **Descriptive Language:** Encourage students to use descriptive language and adjectives to describe the items they find. For example, This daffodil is a bright yellow flower that blooms in the spring.

5. **Group Sharing and Comparison:** Have students share what they found with their groups and compare their findings. Encourage them to discuss the differences between items from the same season.
6. **Presentation:** Select a representative from each group to present their findings to the class, using descriptive language to describe the items and their significance in each season.
7. **Seasonal Reflection:** Engage the class in a discussion about their favorite seasons and the reasons why they like them. Encourage them to share their favorite items from the scavenger hunt.

Instructions for B1 (Intermediate) Students:

1. **Advanced Seasonal Vocabulary:** Introduce more advanced vocabulary and idiomatic expressions related to each season. Discuss the cultural and symbolic significance of seasonal items.
2. **Scavenger Hunt Challenge:** Provide students with a challenge to find items that may not be readily available in the immediate environment, and they may need to research or prepare in advance. For example, Find a traditional spring festival decoration, Find a unique summer recipe, Find an artistic autumn craft, and Find a winter holiday symbol. They can also use the [AI Roboteacher](#) for finding some information required (ML.SL.4, 5.2).
3. **Scavenger Hunt:** Organize the scavenger hunt and allow students to work in pairs or small groups. They should find challenging items related to each season.
4. **Detailed Descriptions:** Encourage students to provide detailed descriptions of the items, including historical, cultural, or personal significance. For example, This traditional spring festival decoration is used to celebrate the New Year and represents good luck.
5. **Group Sharing and Presentation:** Have students share and present their findings to the class, explaining the cultural, historical, or personal significance of each item.
6. **Discussion:** Engage the class in a discussion about how seasons are celebrated and marked in different cultures and regions. Encourage students to share their perspectives on seasonal items.

Instructions for Native Language Speakers:

1. **In-Depth Exploration:** Assume that native language speakers have a strong understanding of seasons and vocabulary. Challenge them to explore the cultural, historical, and ecological aspects of each season.
2. **Advanced Scavenger Hunt Challenge:** Provide advanced challenges that require students to find unique, culturally significant items associated with each season. For example, Find a traditional song or dance related to spring celebrations, Find a summer festival recipe passed down through generations, Find a piece of art inspired by autumn, and Find a classic winter story or poem. They can also use the [AI Roboteacher](#) for finding some information required (ML.SL.4, 5.2).
3. **Research and Presentation:** Instruct students to conduct research about the cultural and historical significance of the items they find and prepare detailed presentations about their findings.
4. **Comparative Analysis:** Encourage students to compare and contrast how seasons are celebrated and marked in different cultures and regions. Discuss the diversity of seasonal traditions and their importance.

Language skill	<ul style="list-style-type: none"> • Writing Skills • Vocabulary Skills • Speaking Skills • Research Skills
Competences for democratic culture	<ul style="list-style-type: none"> • I am able to understand how the climate of a country effects the environment. • I can identify the main features of the locality where I live.
Type of learning Activity	<ul style="list-style-type: none"> • Writing Skills • Vocabulary Skills • Speaking Skills
Learning Outcome	<ul style="list-style-type: none"> • Through fun activities, learning weather-related and season vocabulary whilst also being able to express and write in creative words one's understanding of the environment around us
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I hear and understand the mathematical, scientific and technological language that I use in my daily life such as numbers, simple shapes, measurement, weighing and time.

Educators Resources

Scavenger Hunt Suggested Lists

A1 Level (Beginner)

<p>Spring</p> <ul style="list-style-type: none"> - Flowers - Green leaf - Bird - Raindrop (drawing or photo) - Worm 	<p>Summer</p> <ul style="list-style-type: none"> - Sand - Sunglasses - Ice cream stick - Seashell - Feather
<p>Autumn (Fall)</p> <ul style="list-style-type: none"> - Yellow leaf - Acorn - Twig - Pumpkin - Pinecone 	<p>Winter</p> <ul style="list-style-type: none"> - Snowflake (drawing or photo) - Mittens - Scarf - Ice (small piece) - Pine needle

A2 Level

<p>Spring</p> <ul style="list-style-type: none"> - Daffodil or any yellow flower - Nest or picture of a nest - Bud on a tree - Puddle - Kite 	<p>Summer</p> <ul style="list-style-type: none"> - Flip-flop - Beach ball or picture of one - Sunscreen - Picnic basket (picture or drawing) - Firefly (picture or drawing)
<p>Autumn (Fall)</p> <ul style="list-style-type: none"> - Maple leaf - Corn cob or picture - Squirrel (picture or drawing) - Hay (piece or picture) - Spider web (drawing) 	<p>Winter</p> <ul style="list-style-type: none"> - Snowman (drawing or photo) - Hot chocolate packet - Holly leaf - Woolen socks - Icicle (drawing or picture)

B1 Level

<p>Spring</p> <ul style="list-style-type: none"> - Pollen (on a car or leaf, etc.) - Blooming flower (specific type, e.g., tulip) - Fresh grass (sample or photo) - Baby bird (photo or drawing) - Rain gauge or picture of one 	<p>Summer</p> <ul style="list-style-type: none"> - Sun shadow at noon (photo or drawing) - Fruit of the season (e.g., watermelon, peach) - Barbecue grill (photo or drawing) - Swimming gear (e.g., goggles, swimming cap) - Thunderstorm evidence (photo or story)
<p>Autumn (Fall)</p> <ul style="list-style-type: none"> - Harvested produce (e.g., apple, corn) - Migration evidence (e.g., geese flying south, photo or drawing) - First leaf to change color (actual or photo) - Wool hat - Football (photo or real) 	<p>Winter</p> <ul style="list-style-type: none"> - Frost pattern (photo) - Bare tree (photo or drawing) - Thermal wear (e.g., thermal gloves, ear muffs) - Winter constellation (drawing or star chart) - Frozen pond (photo or drawing)

Native Speakers (Advanced/Fluent)

<p>Spring</p> <ul style="list-style-type: none"> - First cherry blossoms or equivalent local blooming flower - Habitat starting signs (e.g., insects emerging, photo or actual) - Spring festival related item or symbol (drawing or photo) - Poem or song about spring - Photo of a rainy day 	<p>Summer</p> <ul style="list-style-type: none"> - Local cultural event related to summer (ticket stub or program) - Night sky photo (specific stars visible in summer) - Recipe or sample of a summer dish - Wildlife activity typical to summer (e.g., nesting, photo or actual) - Heatwave evidence (e.g., melted object, story)
<p>Autumn (Fall)</p> <ul style="list-style-type: none"> - Local autumnal custom (e.g., decoration or craft) - Photo of morning dew - Leaf chromatography artwork - Story or poem about fall - Harvest festival picture or artifact 	<p>Winter</p> <ul style="list-style-type: none"> - Traditional winter meal recipe or photo - Winter solstice tradition or symbol - Ice art (photo or actual) - Snow sport equipment (photo or actual) - Photo of a winter night

Instructions for students

- With the teacher discuss the four seasons in a year – Spring, Summer, Autumn and Winter.
- Answer the questions –
 - What is special about each season?
 - What do we see around us?
- When the teacher tells you, go and find the objects listed below.

Spring <ul style="list-style-type: none"> - Flowers - Green leaf - Bird - Raindrop (drawing or photo) - Worm 	Summer <ul style="list-style-type: none"> - Sand - Sunglasses - Ice cream stick - Seashell - Feather
Autumn (Fall) <ul style="list-style-type: none"> - Yellow leaf - Acorn - Twig - Pumpkin - Pinecone 	Winter <ul style="list-style-type: none"> - Snowflake (drawing or photo) - Mittens - Scarf - Ice (small piece) - Pine needle

- Describe the items that you have found
- Answer the question
 - What do you like about each season?

M. SL. 4

Activity 6.1, 6.2

- Teacher station
- Collaboration Station

Instructions for students

- With the teacher discuss the four seasons in a year – Spring, Summer, Autumn and Winter.
- Answer the questions –
 - What is special about each season?
 - What do we see around us?
- When the teacher tells you, go and find the objects listed below.

Spring <ul style="list-style-type: none"> - Daffodil or any yellow flower - Nest or picture of a nest - Bud on a tree - Puddle - Kite 	Summer <ul style="list-style-type: none"> - Flip-flop - Beach ball or picture of one - Sunscreen - Picnic basket (picture or drawing) - Firefly (picture or drawing)
Autumn (Fall) <ul style="list-style-type: none"> - Maple leaf - Corn cob or picture - Squirrel (picture or drawing) 	Winter <ul style="list-style-type: none"> - Snowman (drawing or photo) - Hot chocolate packet - Holly leaf

M. SL. 4

Activity 6.1, 6.2

- Teacher station
- Collaboration Station

- Hay (piece or picture)	- Woolen socks
- Spider web (drawing)	- Icicle (drawing or picture)

- Describe the items that you have found and share them with your classmates.
- Answer the question
 - What do you like about each season?
 - What is your favourite season?
 - Why do you like that season?

M. SL. 4

Activity 6.1, 6.2

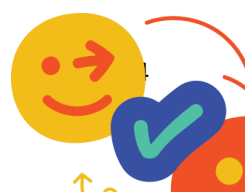
- Teacher station
- Collaboration Station
- Technology Station

Instructions

- With the teacher discuss the four seasons in a year – Spring, Summer, Autumn and Winter.
- Answer the questions –
 - What is special about each season?
 - What do we see around us?
- When the teacher tells you, go and find the objects listed below. Some items need to be researched. You can use the [AI Roboteacher](#) for finding some information.

Spring <ul style="list-style-type: none"> - Pollen (on a car or leaf, etc.) - Blooming flower (specific type, e.g., tulip) - Fresh grass (sample or photo) - Baby bird (photo or drawing) - Rain gauge or picture of one 	Summer <ul style="list-style-type: none"> - Sun shadow at noon (photo or drawing) - Fruit of the season (e.g., watermelon, peach) - Barbecue grill (photo or drawing) - Swimming gear (e.g., goggles, swimming cap) - Thunderstorm evidence (photo or story)
Autumn (Fall) <ul style="list-style-type: none"> - Harvested produce (e.g., apple, corn) - Migration evidence (e.g., geese flying south, photo or drawing) - First leaf to change color (actual or photo) - Wool hat - Football (photo or real) 	Winter <ul style="list-style-type: none"> - Frost pattern (photo) - Bare tree (photo or drawing) - Thermal wear (e.g., thermal gloves, ear muffs) - Winter constellation (drawing or star chart) - Frozen pond (photo or drawing)

- Describe in detail the items that you have found and share them with your classmates.
- Answer the question
 - What do you like about each season?
 - What is your favourite season?
 - Why do you like that season?
 - How are seasons celebrated in different cultures/countries.



Instructions

- With the teacher discuss the four seasons in a year – Spring, Summer, Autumn and Winter.
- Answer the questions –
 - What is special about each season?
 - What do we see around us?
 - What are the cultural, historical and ecological aspects of each season?
 - Do all countries have the same experience in the seasons?
- When the teacher tells you, you need to go and find the objects listed below. Some items need to be researched. You can use the [AI Roboteacher](#) for finding some information.

<p>Spring</p> <ul style="list-style-type: none"> - First cherry blossoms or equivalent local blooming flower - Habitat starting signs (e.g., insects emerging, photo or actual) - Spring festival related item or symbol (drawing or photo) - Poem or song about spring - Photo of a rainy day 	<p>Summer</p> <ul style="list-style-type: none"> - Local cultural event related to summer (ticket stub or program) - Night sky photo (specific stars visible in summer) - Recipe or sample of a summer dish - Wildlife activity typical to summer (e.g., nesting, photo or actual) - Heatwave evidence (e.g., melted object, story)
<p>Autumn (Fall)</p> <ul style="list-style-type: none"> - Local autumnal custom (e.g., decoration or craft) - Photo of morning dew - Leaf chromatography artwork - Story or poem about fall - Harvest festival picture or artifact 	<p>Winter</p> <ul style="list-style-type: none"> - Traditional winter meal recipe or photo - Winter solstice tradition or symbol - Ice art (photo or actual) - Snow sport equipment (photo or actual) - Photo of a winter night

- Prepare a presentation for your classmates about the areas you have researched and found,
- Answer the question
 - What do you like about each season?
 - What is your favourite season?
 - Why do you like that season?
 - How are seasons celebrated in different cultures/countries.
 - What do you think about the different seasonal traditions celebrated around the world?
 - Are they important?

M. SL. 4

Activity 6.1, 6.2

- Teacher station
- Collaboration Station
- Technology Station

Task Seven - Sustainability

Description

ML.SL.4,7.1
ML.SL.4,7.2
ML.SL.4,7.3
ML.SL.4,7.4



Resources Required:

1. **Poster Materials:** Provide students with poster-sized sheets of paper or digital design tools, depending on your classroom setup.
2. **Art Supplies:** Offer art supplies such as markers, colored pencils, crayons, scissors, glue, and magazines for collage materials.

Instructions for A1 Students:

1. **Introduction to Sustainability:** Begin by explaining the concept of sustainability in simple terms. Use visuals and real-life examples to help students understand the importance of taking care of the environment.
2. **Basic Vocabulary Introduction:** Introduce basic sustainability-related vocabulary, such as recycling, water, energy, and earth. Ensure students understand the meanings of these words.
3. **Sustainable Habits Brainstorming:** Lead a brainstorming session in which students generate ideas for sustainable habits they can depict on their posters. Discuss different aspects of sustainability, including recycling, conserving energy, saving water, reducing waste, and using public transportation.
4. **Poster Elements:** Provide a simple poster template with spaces for students to draw or paste images related to recycling, saving water, and using energy wisely. Colouring suggestion included in the educators' section (ML.SL.4, 6.1).
5. **Visual Representation:** Encourage students to draw simple, clear images or use cutouts from magazines that represent each sustainable habit on the poster. For example, a recycling bin, a faucet with a water droplet, and a light bulb. They can extend this to the rest of the poster.
6. **Labeling:** Have students label each image with the corresponding vocabulary word (e.g., recycle next to the recycling bin). This reinforces vocabulary acquisition.
7. **Discussion:** Engage in a class discussion about the importance of these sustainable habits. Encourage students to use the new vocabulary in simple sentences like, we recycle to help the earth.
8. **Poster Presentation:** Allow students to present their posters to the class, explaining the images and their significance in promoting sustainability (ML.SL.4, 6.2).

Instructions for A2 Students:

1. **Sustainability Discussion:** Start by discussing the concept of sustainability and its impact on the environment. Encourage students to share what they already know.
2. **Expanded Vocabulary:** Introduce more advanced sustainability-related vocabulary, such as compost, conservation, renewable energy, and environment.
3. **Poster Design:** Provide a poster template with spaces for students to create visually appealing posters illustrating sustainable habits in more

detail. Include sections for recycling, water conservation, and energy efficiency. Colouring suggestion included in the educator's section.

4. **Visual Creativity:** Encourage students to use their creativity to draw, color, or create collages that depict these habits. They can also add captions or short explanations for each image. They can extend this to the rest of the poster.
5. **Explanatory Sentences:** Instruct students to write sentences that explain each sustainable habit. For example, Recycling helps reduce waste and save resources.
6. **Peer Discussion:** Arrange a peer-sharing session where students discuss their posters, ask questions, and learn from each other's explanations.
7. **Presentation Skills:** Give students the opportunity to present their posters to the class, elaborating on the images and sentences they include. Encourage them to use the newly acquired vocabulary in their presentations.

Instructions for B1 Students:

1. **Sustainability Exploration:** Begin with a comprehensive exploration of sustainability, including its environmental, social, and economic aspects. Discuss the global impact of sustainable practices.
2. **Advanced Vocabulary:** Introduce more advanced sustainability-related vocabulary and terms, such as carbon footprint, renewable resources, green technology, and biodiversity.
3. **Custom Poster Creation:** Have students design their own custom posters from scratch, using a larger canvas or poster board. They should plan the layout, design, and content.
4. **Detailed Illustrations and Explanations:** Encourage students to create detailed and informative illustrations for each sustainable habit. These should be accompanied by in-depth explanations or fact-based information. Information can be obtained using the [AI Roboteacher](#) (ML.SL.4, 6.3)
5. **Sustainable Slogan or Quote:** Ask students to include a sustainable slogan or an inspirational quote related to sustainability on their posters. This reinforces the message and promotes critical thinking.
6. **Peer Review and Debate:** Organize a peer review session where students evaluate each other's posters, share feedback, and engage in discussions or debates about the most effective sustainability practices.

Instructions for Native Language Speakers:

1. **Advanced Sustainability Discussion:** Assume that native language speakers have a strong grasp of the concept of sustainability. Engage them in in-depth discussions about environmental challenges and global sustainability efforts.
2. **Complex Vocabulary and Terminology:** Introduce advanced sustainability terminology, such as circular economy, sustainable development goals, climate mitigation, and ecological footprint.
3. **Use the [AI Roboteacher](#)** to find some information about the environmental impact of sustainable habits (ML.SL..)
4. **Customizable Poster Project:** Challenge students to create highly customized and visually appealing posters. They should consider the use of design software or artistic techniques.

	<p>5. Research and Citations: Encourage students to conduct research, cite reliable sources, and present scientific data on the environmental impact of sustainable habits.</p> <p>6. Public Awareness Campaign: Elevate the project to a public awareness campaign. Have students present their posters to the school, create digital versions for online sharing, and actively advocate for sustainable habits within their community (ML4., 6.4).</p>
Language skill	<ul style="list-style-type: none"> • Vocabulary Skills • Creativity Skills • Presentation Skills • Research Skills
Competences for democratic culture	<ul style="list-style-type: none"> • I can observe, through pictures and photos, seasonal changes in the landscape in Malta and abroad. • I can observe and explain the effects seasonal changes have on us
Type of learning Activity	<ul style="list-style-type: none"> • Vocabulary Skills • Creativity Skills • Presentation Skills • Research Skills
Learning Outcome	Students will be able to identify and learn about the environment and the issues of sustainability
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I speak in general using an appropriate range of vocabulary on things that are familiar and of interest to me using personal and attached pronouns well and appropriately, matching gender and count with nouns and -verbs I use and use the correct form of the positive adjective. • I take part in a discussion on familiar themes and participate not only with words but also with a number of signs, non-verbal gestures, and emphasis on key words.



Educators Material

Introduction to Sustainability

Objective: To help students understand what sustainability means and why it is important for our planet.

Step 1: Define Sustainability

Explanation:

- Simple Definition: Explain that sustainability means using the Earth's resources, like water, land, and air, in a way that ensures they are not depleted or permanently damaged. This helps ensure that the planet will be a good home for us and future generations.
- Visual Aid: Use images or a video that shows both sustainable and unsustainable practices, such as a comparison between a polluted vs. a clean beach.

Step 2: Discuss the Importance of Sustainability

Key Points:

- Future Impact: Explain how taking care of our planet means people will have clean air to breathe, clean water to drink, and enough food to eat in the future.
- Animal Welfare: Highlight how sustainable practices help protect animals and their habitats, ensuring they have safe places to live.
- Quality of Life: Discuss how sustainability efforts contribute to a healthier and more enjoyable life for everyone.

Step 3: Introduction to Eco-friendly Practices

Examples and Activities:

1. Recycling:
 - Teach students about the basics of recycling. What items can be recycled (paper, plastic, glass), and why recycling helps conserve resources.
 - Activity: Have a sorting game where students categorize items into recyclable and non-recyclable bins.
2. Conservation of Water and Energy:
 - Water: Explain the importance of conserving water by turning off taps when not in use and why it's good to use water wisely.
 - Energy: Discuss turning off lights when leaving a room and the benefits of using energy-saving bulbs.
 - Activity: Create a daily checklist for the classroom to ensure energy and water are used responsibly.
3. Reducing Waste:
 - Teach students about the impact of waste on the environment and how reducing waste can help. Discuss using reusable bags, bottles, and containers.
 - Activity: Have students bring in their reusable items and share how these choices help reduce waste.
4. Planting Trees and Plants:
 - Discuss how plants and trees are important for clean air and supporting wildlife.
 - Activity: Organize a planting day at school where each student can plant a small plant or participate in a tree-planting activity.
5. Discussion on Local and Seasonal Foods:
 - Explain how eating locally grown and seasonal foods reduces pollution and energy used in transporting food from far away.
 - Activity: Visit a local farm or have a local farmer come to class to speak about what they grow and the benefits of local farming.

Wrap up by encouraging students to think of ways they can help promote sustainability in their homes and communities. This can include simple actions like using less plastic, walking or biking instead of asking for car rides, or helping their parents to shop locally.

Visual Summary: Create a poster or a classroom mural that captures all the eco-friendly practices discussed. Encourage students to add their ideas and personal commitments to the poster.

By breaking down the concept of sustainability into understandable parts and engaging students with interactive activities, teachers can instill a sense of environmental responsibility that can grow as the students do. This foundational knowledge empowers students to become proactive stewards of their environment.

A1 Level (Beginner)

Vocabulary List:

- Recycle (verb): To use again
- Water (noun): What we drink and use to clean
- Waste (noun): Trash
- Save (verb): To keep and not use up

Activity: Sustainable Habits Brainstorming

Instructions: Show pictures representing each vocabulary word (e.g., a recycling bin, a running tap, a trash bin, and a light bulb). Ask students to think of one way they can help with each picture (e.g., putting paper in a recycling bin). Use simple sentence structures like I save water by _____.



A2 Level (Elementary)

Vocabulary List:

- Recycling (noun): Turning things like paper and plastic into new items
- Conserving water (phrase): Using less water
- Reducing waste (phrase): Making less trash
- Using energy wisely (phrase): Using less electricity

Activity: Sustainable Habits Brainstorming

Instructions: Provide a worksheet with each vocabulary word and a definition. Next to each, leave a space for students to draw or write one idea of how they can practice this at home or school. Encourage sentences like I reduce waste by using reusable bags.



B1 Level (Intermediate)

Vocabulary List:

- Sustainability (noun): Keeping things good for a long time
- Recyclable materials (noun): Items that can be recycled
- Energy conservation (noun): Saving energy
- Waste reduction (noun): Cutting down on garbage

Activity: Sustainable Habits Brainstorming

Instructions: Provide scenarios in a worksheet where students must choose the most sustainable option. For example, a question like What is better for saving energy: leaving lights on all day or turning them off when you leave the room? Allow space for students to suggest other sustainable actions related to the scenarios.

Native Speakers (Advanced/Fluent)

Vocabulary List:

- Renewable resources (noun): Resources that can be replenished
- Biodegradable (adjective): Able to be broken down naturally
- Eco-friendly (adjective): Not harmful to the environment
- Carbon footprint (noun): The amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organization, or community

Activity: Sustainable Habits Brainstorming

Instructions: Challenge students to create a detailed poster that includes all the vocabulary items. They should illustrate and explain how each can be applied in daily life. Encourage them to use complex sentences and provide reasons, such as Using biodegradable products helps reduce pollution because they break down naturally without harming the environment.

M. SL. 4
Activity 4.7,

7.1

- **Teacher station**
- **Independent Station**

Instructions for students

- Together with the teacher discuss what the word SUSTAINABILITY is. Key words are recycling, saving water, reducing waste, and using energy wisely.
- Answer questions –
 - Is it important to take care of our environment and why?
 - What can we do to take care of the environment?
- Colour in the template given to you by the teacher.
- On another page draw or paste images from magazines related to the key words.
- Present your poster to the class using simple sentences.



M. SL. 4

Activity 4.7,

7.1, 7.2

- **Teacher station**
- **Independent Station**

Instructions for students

- Together with the teacher discuss what the word SUSTAINABILITY is. Key words are recycling, saving water, reducing waste, using energy wisely, compost, conservation, renewable energy, and environment.
- Answer questions –
 - Is it important to take care of our environment and why?
 - What can we do to take care of the environment?
- Colour in the template given to you by the teacher.
- On another page draw or paste images from magazines related to the key words.
- Write a sentence about the old and new vocabulary
- Present your poster to the class using the sentences you used.



COMPOST

CONSERVATION

RENEWABLE ENERGY



M. SL. 4
Activity 4.7,

7.1, 7.2. 7.3

- Teacher station
- Independent Station
- Technology Station

Instructions for students

- Together with the teacher discuss what the word SUSTAINABILITY is. Key words are recycling, saving water, reducing waste, using energy wisely, compost, conservation, renewable energy, and environment. The new vocabulary is carbon footprint, renewable resources, green technology, and biodiversity.
- Answer questions –
 - Is it important to take care of our environment and why?
 - What can we do to take care of the environment?
- Write some sentences about the new vocabulary learnt. You can use the [AI Roboteacher](#) to help you and to correct your English.
- On a blank page, create a poster using a slogan or a quote about sustainability.
- Present your poster and slogan to the rest of the class.

M. SL. 4
Activity 4.7,

7.1, 7.2. 7.3

- Teacher station
- Independent Station
- Technology Station

Instructions for students

- Together with the teacher discuss what the word SUSTAINABILITY is. Key words are recycling, saving water, reducing waste, using energy wisely, compost, conservation, renewable energy, environment, carbon footprint, renewable resources, green technology, and biodiversity. The new words are circular economy, sustainable development goals, climate mitigation, and ecological footprint.
- Answer questions –
 - Is it important to take care of our environment and why?
 - What can we do to take care of the environment?
 - What are the environmental challenges?
 - What global sustainable efforts do you know about?
- Write some sentences about the topic of environmental challenged and new vocabulary learnt. You can use the [AI Roboteacher](#) to help you and to correct your English.
- On a blank page, create a poster using a slogan or a quote about sustainability.
- Present your poster and slogan to the rest of the class.
- Organise with your teacher a special assembly where you present your posters and slogans to the rest of the year/school.

Task Eight – Seasonal Craft Project

Description

ML.SL.4, 8.1
ML.SL.4, 8.2



Resources Required:

1. **Craft Materials:** Prepare the craft materials needed for the chosen seasonal project. This can include coloured paper, scissors, glue, markers, and any other relevant supplies.
2. **Instruction Templates:** Create instruction templates for students to write their step-by-step craft instructions. Design templates with varying levels of complexity to suit different proficiency levels.

Instructions for A1 Students:

1. **Introduction to Imperative Verbs:** Begin by explaining what imperative verbs are and how they are used to give instructions. Provide examples such as cut, color, glue, and fold.
2. **Seasonal Craft Choice:** Select a simple seasonal craft project that is suitable for beginners, such as making a paper snowflake or a spring flower card. Some examples are provided in the educator's section.
3. **Craft Demonstration:** As the teacher or facilitator, demonstrate the craft project step by step. Use simple language and gestures to explain each action.
4. **Group Discussion:** Engage the students in a group discussion about the craft project, emphasizing the key steps. Ask questions like, What do we need to start? and What should we do next?
5. **Collaborative Writing:** In a collaborative setting, write the instructions together as a class. Encourage students to suggest sentences using imperative verbs. For example, Cut out a square from the paper.
6. **Craft Activity:** Let students follow the written instructions to complete the craft project. Monitor and provide assistance as needed.
7. **Reflection:** Conclude the activity by discussing the importance of giving clear and detailed instructions, both in crafting and in daily life. Encourage students to reflect on what they've learned.

Instructions for A2 Students:

1. **Review of Imperative Verbs:** Begin by reviewing imperative verbs and their usage. Provide a list of common imperative verbs and their meanings.
2. **Seasonal Craft Selection:** Choose a seasonal craft project. Some examples are provided in the educator's section.
3. **Craft Introduction:** Introduce the craft project, showing a finished example. Explain that students will be creating step-by-step instructions to help others make the same craft.
4. **Step-by-Step Writing:** Ask students to write step-by-step instructions for the craft project, using imperative verbs. For example, Glue the two circles together to make the body.
5. **Peer Editing:** Have students pair up and exchange their written instructions. Encourage them to edit and improve each other's work.
6. **Craft Activity:** Let students swap instructions and follow their peer's directions to complete the craft project. This reinforces the importance of clear and precise instructions.
7. **Reflection:** Conclude the activity by discussing the importance of giving clear and detailed instructions, both in crafting and in daily life. Encourage students to reflect on what they've learned.

Instructions for B1 Students:

1. **Advanced Imperative Verbs:** Review imperative verbs and introduce more advanced verbs commonly used in craft instructions, such as assemble, attach, thread, and align.
2. **Seasonal Craft Choice:** Choose a seasonal craft project. Some examples are provided in the educator's section.
3. **Craft Project Presentation:** Have students present the chosen craft project to the class, explaining each step and demonstrating the process.
4. **Step-by-Step Writing:** Ask students to write their own step-by-step instructions for the craft project they presented. Encourage them to be precise and detailed.
5. **Peer Review and Feedback:** Arrange a peer review session where students exchange their written instructions. They should provide feedback on clarity, completeness, and organization.
6. **Craft Workshop:** Organize a craft workshop where students follow each other's instructions to complete the craft projects. This reinforces the importance of clear communication.
7. **Reflection:** Conclude the activity by discussing the importance of giving clear and detailed instructions, both in crafting and in daily life. Encourage students to reflect on what they've learned

Instructions for Native Language Speakers:

1. **Expert Craft Presentation:** Assume that native language speakers have a strong understanding of imperative verbs and craft instructions. Challenge them to present an expert-level craft project of their choice.
2. **Craft Project Presentation:** Have students present the chosen craft project to the class, explaining each step and demonstrating the process
3. **In-Depth Writing:** Instruct students to write comprehensive and sophisticated step-by-step instructions, including explanations of why certain steps are necessary.
4. **Peer Teaching:** Allow students to teach their craft projects to their peers. This encourages leadership and presentation skills.
5. **Craft Workshop Challenge:** Organize a craft workshop where students must follow and complete the craft projects based on their peers' instructions. Challenge them to provide constructive feedback and discuss the challenges they encountered.
6. **Reflection:** Conclude the activity by discussing the importance of giving clear and detailed instructions, both in crafting and in daily life. Encourage students to reflect on what they've learned

Language skill

- Vocabulary Skills
- Sentence Structure
- Writing Skills

Competences for democratic culture

- Clear communication when giving directions

Type of learning Activity

- Vocabulary Skills
- Sentence Structure
- Writing Skills

Learning Outcome	<ul style="list-style-type: none">• Through crafts and hobbies, students can apply organizational and creative skills whilst also engage in sentence structure building
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none">• I can write clear instructions by asking questions such as: Who? When? How? Where? What happened Why?

Educators Material

Below are two crafts—one for winter and one for spring—designed for students, including vocabulary lists, materials required, and step-by-step instructions.

1. Winter Craft: Snowflake Decorations

Vocabulary List:

- Snowflake: A small piece of snow that falls from the sky, usually with a unique, intricate pattern.
- Fold: To bend something over on itself so that one part of it covers another.
- Cut: To use scissors to make shapes or pieces.
- Decorate: To make something look more attractive by adding items to it.

Materials Required:

- White paper
- Scissors
- String
- Glitter glue
- Hole punch

Description and Steps:

This craft is associated with winter because snowflakes are a common symbol of the season, representing the unique and beautiful snow patterns that often accompany winter weather.

1. Prepare the Paper: Take a piece of white paper and fold it into a square. Trim off the excess to create a perfect square.
2. Fold the Square: Fold the square diagonally to form a triangle. Fold it twice more to make a smaller triangle.
3. Cutting Out Patterns: Using scissors, cut small shapes like triangles, circles, or lines out of the edges of your folded triangle. Be creative with the patterns to mimic the intricate designs of a snowflake.
4. Unfold and Reveal: Carefully unfold the paper to reveal your unique snowflake design.
5. Decorate: Use glitter glue to add some sparkle to your snowflake. This step is optional but adds a nice touch.
6. Hang Your Snowflake: Punch a hole at one point of the snowflake and thread a piece of string through it for hanging.

2. Spring Craft: Flower Seed Bombs

Vocabulary List:

- Seed: A small object produced by a plant from which a new plant can grow.
- Soil: The top layer of earth in which plants grow.
- Clay: A type of heavy, sticky earth that becomes hard when baked and is used for making things like pots and crafts.
- Mould: To shape something into a particular form.

Materials Required:

- Clay (natural air-dry clay works best)
- Compost or potting soil
- Flower seeds (choose native flowers to support local ecosystems)
- Water



- Bowl
- Spoon

Description and Steps:

This craft is associated with spring because it's a time when flowers start to bloom and planting takes place, celebrating growth and renewal.

1. **Mix Ingredients:** In a bowl, mix together one-part seeds, three parts compost, and five parts clay. Add just enough water to make the mixture moldable.
2. **Form Seed Bombs:** Take small amounts of the mixture and roll them into balls about the size of a marble.
3. **Dry the Seed Bombs:** Leave the seed bombs to dry in a sunny windowsill for 24-48 hours, or until they are hard and dry.
4. **Planting:** Once dry, these seed bombs can be planted in pots or gardens. Just throw them into soil and watch as the seeds start to sprout with the arrival of spring rains.

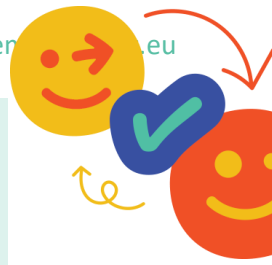
<p>M. SL. 4 Activity 4.8,</p> <p>8.1</p> <ul style="list-style-type: none"> • Teacher station • Collaboration Station 	<p>Instructions for Students</p> <ul style="list-style-type: none"> • Bring with you to class the crafts material the teacher requests from you. • Follow the demonstration given by the teacher • Discuss - What do we need to start? and What should we do next? • With your classmate write down the instructions to make the craft project • Do the craft project • Was it important to communicate clearly when giving instructions?
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<p>M. SL. 4 Activity 4.8,</p> <p>8.1</p> <ul style="list-style-type: none"> • Teacher station • Collaboration Station 	<p>Instructions for Students</p> <ul style="list-style-type: none"> • Bring with you to class the crafts material the teacher requests from you. • Follow the demonstration given by the teacher • Discuss - What do we need to start? and What should we do next? • With your classmate write down the instructions to make the craft project • Exchange the instructions and Do the craft project • Was it important to communicate clearly when giving instructions?
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<p>M. SL. 4 Activity 4.8,</p> <p>8.1</p> <ul style="list-style-type: none"> • Teacher station • Independent Station • Collaboration Station 	<p>Instructions for Students</p> <ul style="list-style-type: none"> • Bring with you to class the crafts material the teacher requests from you. • Write instructions for your classmates on the craft project the teacher gave you • Exchange the instructions and do the craft project • Was it important to communicate clearly when giving instructions?
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<p>M. SL. 4 Activity 4.8,</p> <p>8.1</p> <ul style="list-style-type: none"> • Teacher station • Independent Station • Collaboration Station 	<p>Instructions for Students</p> <ul style="list-style-type: none"> • Choose with the teacher a craft that you would like to share with your classmates. • Bring with you to class the crafts materials required. • Write clear sophisticated step-by-step instructions, including explanations of why certain steps are necessary. This will help them to understand and do the craft better. • Teach your craft to your classmates through your directions. Do it together with them.
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- Was it important to communicate clearly when giving instructions? How can we improve our directions giving.

Task Nine – Sustainability Discussion Activity

Description

ML.SL.4, 9.1
ML.SL.4, 9.2



Instructions for A1 Students:

1. **Introduction to Sustainability:** Begin by introducing the concept of sustainability in simple terms. Explain that it means taking care of the environment to ensure it stays healthy.
2. **Weather and Sustainability:** Explain that weather, like rain and sunshine, affects how we use resources like water and energy. Use visuals or props to illustrate this.
 - Weather: Explain what weather is, including elements like temperature, precipitation, wind, etc.
 - Define sustainability as practices that ensure our natural resources are preserved so the environment can continue to support human life and health.
 - Connection: Discuss how extreme weather (like hurricanes, droughts, floods) can affect the environment, such as damaging habitats, altering ecosystems, or impacting human resources and activities.
3. **Simple Sentences:** Encourage students to express their opinions and ideas in simple sentences. Ask questions like, how does rain help the plants? and Why is sunshine important for us?
4. **Discussion Prompts:** Provide discussion prompts or questions such as (ML.SL.4, 8.1)
 - What do you wear when it's rainy?
 - How do you help at home to save water?
5. **Discussion Rules:** Explain the rules of the discussion to students. Emphasize the importance of active listening and respectful communication.
6. **Discussion Roles:** Assign discussion roles to students. The discussion leader can guide the conversation, the timekeeper ensures discussions stay on schedule, and the note-taker records key points.
7. **Discussion Session:** Conduct the discussion session based on the provided prompts. Encourage students to express their opinions and ideas in simple sentences and provide opportunities for each student to participate.
8. **Group Discussion:** Divide the class into small groups and provide simple discussion prompts related to weather and sustainability.
9. **Group Sharing:** Have each group share their thoughts with the class. Encourage each student to contribute by speaking in complete sentences.
10. **Class Conclusion:** Summarize the key points of the discussion, reinforcing the relationship between weather and sustainability.

Instructions for A2 Students:

1. **Review Sustainability:** Begin by introducing the concept of sustainability in simple terms. Review the concept of sustainability, explaining its three pillars: environmental, social, and economic sustainability. Explain that it means taking care of the environment to ensure it stays healthy.
2. **Weather and Sustainability:** Discuss how different weather conditions impact sustainability. Use examples like droughts, floods, and extreme heat to illustrate the point.

3. **Sentence Expansion:** Encourage students to express their opinions and ideas using more complex sentences. For instance, I think that we should save water because it's important for the environment, especially during a drought.
4. **Small Group Discussion:** Divide students into small groups and provide discussion prompts that encourage critical thinking ((ML.SL.4, 8.1). For example,
 - How can we reduce energy consumption on hot days?
 - Why is it important to recycle?
 - What happens if we don't take care of our planet?
 - Describe what you would do during a very hot day. How does the heat affect plants and animals?
5. **Discussion Rules:** Explain the rules of the discussion to students. Emphasize the importance of active listening and respectful communication.
6. **Discussion Roles:** Assign discussion roles to students. The discussion leader can guide the conversation, the timekeeper ensures discussions stay on schedule, and the note-taker records key points.
7. **Discussion Session:** Conduct the discussion session based on the provided prompts. Encourage students to express their opinions and ideas in simple sentences and provide opportunities for each student to participate.
8. **Group Sharing and Feedback:** After group discussions, ask each group to present their ideas to the class. Encourage constructive feedback from peers.
9. **Class Debate:** Engage the class in a debate on a related topic, such as whether schools should have solar panels to save energy. This encourages critical thinking and argumentation.
10. **Class Reflection:** End the activity with a class reflection, where students summarize what they've learned about the impact of weather on sustainability.

Instructions for B1 Students:

1. **Advanced Sustainability Discussion:** Begin with a more in-depth discussion about sustainability, including its global significance and the United Nations Sustainable Development Goals (SDGs). Further activities and resources can be found from here <https://www.un.org/sustainabledevelopment/student-resources/>
2. **Weather and Sustainability Impact:** Explore the ways in which extreme weather events, climate change, and natural disasters affect sustainability. Discuss the role of sustainable practices in mitigating these impacts.
3. **Expressing Complex Ideas:** Encourage students to express complex ideas in well-structured sentences. They should explain their opinions and provide evidence. For instance, Climate change is a major threat to sustainability because it leads to more frequent and severe natural disasters.
4. **Small Group Discussion:** Divide students into small groups and provide discussion prompts that encourage critical thinking (ML.SL.4, 8.1). For example,
 - What are some ways we can protect our environment from extreme weather changes?

- Discuss the effects of drought on a community. How can people prepare for such weather?
 - Explain how renewable energy could help our planet.
5. **Discussion Rules:** Explain the rules of the discussion to students. Emphasize the importance of active listening and respectful communication.
 6. **Discussion Roles:** Assign discussion roles to students. The discussion leader can guide the conversation, the timekeeper ensures discussions stay on schedule, and the note-taker records key points.
 7. **Discussion Session:** Conduct the discussion session based on the provided prompts. Encourage students to express their opinions and ideas in simple sentences and provide opportunities for each student to participate.
 8. **Group Sharing and Feedback:** After group discussions, ask each group to present their ideas to the class. Encourage constructive feedback from peers
 9. **Debate and Critical Thinking:** Organize a debate or critical thinking activity where students must analyze a case study related to the impact of weather on sustainability. They should present arguments and counterarguments (Activity outline included in the Educators Materials) (ML.SL.4, 8.2).
 10. **Class Discussion:** Conclude the activity with a class-wide discussion, where students express their opinions on the importance of sustainable practices in the face of weather-related challenges.

Instructions for Native Language Speakers:

1. **Expert-Level Discussion:** Assume that native language speakers have a solid understanding of sustainability and its global implications. Encourage them to explore advanced topics and discuss solutions to complex issues.
2. **Expressing Complex Ideas:** Encourage students to express complex ideas in well-structured sentences. They should explain their opinions and provide evidence. For instance, Climate change is a major threat to sustainability because it leads to more frequent and severe natural disasters.
3. **Small Group Discussion:** Divide students into small groups and provide discussion prompts that encourage critical thinking (ML.SL.4, 8.1). For example,
 - Analyze the impact of deforestation on local weather patterns.
 - Debate the effectiveness of current sustainability practices in combating climate change.
 - Propose new methods for sustainable living that could be implemented in your community.
4. **Discussion Rules:** Explain the rules of the discussion to students. Emphasize the importance of active listening and respectful communication.
5. **Discussion Roles:** Assign discussion roles to students. The discussion leader can guide the conversation, the timekeeper ensures discussions stay on schedule, and the note-taker records key points.
6. **Discussion Session:** Conduct the discussion session based on the provided prompts. Encourage students to express their opinions and ideas in simple sentences and provide opportunities for each student to participate.

	<p>7. Group Sharing and Feedback: After group discussions, ask each group to present their ideas to the class. Encourage constructive feedback from peers</p> <p>8. Debate and Critical Thinking: Organize a debate or critical thinking activity where students must analyze a case study related to the impact of weather on sustainability. They should present arguments and counterarguments (Activity outline included in the Educators Materials) (ML.SL.4, 8.2).</p> <p>9. Class Discussion: Conclude the activity with a class-wide discussion, where students express their opinions on the importance of sustainable practices in the face of weather-related challenges. policies related to weather and sustainability. Encourage them to analyze the impact of these policies and propose alternatives.</p> <p>10. Real-World Application: Challenge students to identify local weather-related sustainability challenges and propose solutions that can be implemented in their community.</p>
Language skill	<ul style="list-style-type: none"> • Vocabulary Skills • Speaking and Presentation Skills • Debating Skills
Competences for democratic culture	<ul style="list-style-type: none"> • I can observe, through pictures and photos, seasonal changes in the landscape in Malta and abroad. • I can observe and explain the effects seasonal changes have on us.
Type of learning Activity	<ul style="list-style-type: none"> • Vocabulary Skills • Speaking and Presentation Skills • Debating Skills
Learning Outcome	<p>Students will be able to identify and learn about the environment and the issues of sustainability</p>
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • I speak in general using an appropriate range of vocabulary on things that are familiar and of interest to me using personal and attached pronouns well and appropriately, matching gender and count with nouns and -verbs I use and use the correct form of the positive adjective. • I take part in a discussion on familiar themes and participate not only with words but also with a number of signs, non-verbal gestures, and emphasis on key words.



Educators Material

Information for Educators

<https://sdgs.un.org/goals>

<https://www.un.org/sustainabledevelopment/student-resources/>

The United Nations Sustainable Development Goals (SDGs) are a set of 17 interlinked global goals designed to be a "blueprint to achieve a better and more sustainable future for all." They were established in 2015 by the United Nations General Assembly and are intended to be achieved by the year 2030. The SDGs are part of the broader 2030 Agenda for Sustainable Development, which was adopted by all United Nations Member States.

Here is a list of the 17 SDGs:

1. No Poverty: End poverty in all its forms everywhere.
2. Zero Hunger: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.
3. Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.
4. Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. Gender Equality: Achieve gender equality and empower all women and girls.
6. Clean Water and Sanitation: Ensure availability and sustainable management of water and sanitation for all.
7. Affordable and Clean Energy: Ensure access to affordable, reliable, sustainable, and modern energy for all.
8. Decent Work and Economic Growth: Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.
9. Industry, Innovation, and Infrastructure: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.
10. Reduced Inequality: Reduce inequality within and among countries.
11. Sustainable Cities and Communities: Make cities and human settlements inclusive, safe, resilient, and sustainable.
12. Responsible Consumption and Production: Ensure sustainable consumption and production patterns.
13. Climate Action: Take urgent action to combat climate change and its impacts.
14. Life Below Water: Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.
15. Life on Land: Protect, restore, and promote sustainable use of terrestrial ecosystems, manage forests sustainably, combat desertification, halt and reverse land degradation, and halt biodiversity loss.
16. Peace, Justice, and Strong Institutions: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels.
17. Partnerships for the Goals: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

These goals are interconnected, and progress in one area often requires addressing issues associated with others. The SDGs emphasize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

1. Introduction to Weather and Sustainability

Vocabulary Lists:

A1 Level (Beginner):

- Weather, Rain, Sun, Wind, Hot, Cold
- Recycle, Plant trees, Save water

A2 Level (Elementary) :

- Precipitation, Temperature , Climate , Drought
- Sustainability, Renewable energy, Conservation , Ecosystem

B1 Level (Intermediate):

- Barometer, Humidity , Meteorology , Cyclone
- Biodegradable, Carbon footprint , Deforestation , Biodiversity

Native Speakers (Advanced/Fluent) :

- Condensation, Evaporation, Atmospheric pressure , Biosphere
- Sustainable agriculture, Eco-friendly , Geothermal energy , Symbiosis

Activity: Provide printed lists and use flashcards with definitions and images to help students remember and understand these terms.

B1 Level

Case Study: The Impact of Weather on Farming and Food

Introduction

Imagine you are a farmer who grows vegetables like carrots, tomatoes, and lettuce. Your farm is usually very healthy, and you sell your vegetables to people in your village. But something has changed this year. The weather is very different, and it's affecting how your vegetables grow.

The Case Study

1. **The Problem:** This year, there has been a lot of heavy rain and storms. The rain flooded your fields, and some of your vegetables couldn't grow properly. On some days, the sun didn't come out at all, and the plants didn't get enough sunlight. Because of the bad weather, you have fewer vegetables to sell.
2. **Impact on the Village:** Because you couldn't grow as many vegetables, the people in the village don't have as much fresh food to eat. They have to buy food from other places, but it's more expensive, and it's not as fresh as the vegetables you usually grow.
3. **Impact on the Environment:** The bad weather also affected the soil. The heavy rain washed away some of the good nutrients in the soil that help plants grow. The soil is now weaker, and it might be harder to grow vegetables next year.

Debate or Critical Thinking Activity

Objective: Students will discuss how weather affects farming and what can be done to help farmers like you.

Steps for the Activity:

1. Divide the Class into Two Groups:



- Group 1 (Farmers): This group will pretend to be farmers. They will argue that the bad weather is making it very hard for them to grow vegetables, and they need help to find ways to protect their farms.
- Group 2 (Weather Experts): This group will pretend to be weather experts. They will argue that while bad weather can be a problem, there are ways farmers can prepare for bad weather in the future.

2. Discussion Points:

Farmers' Arguments:

- "The bad weather is ruining our crops, and we don't have enough food to sell."
- "The heavy rain is making the soil weak, and it's hard to grow healthy vegetables."
- "We need help to protect our farms from bad weather."

Weather Experts' Counterarguments:

- "We can't control the weather, but we can learn how to prepare for it."
- "Farmers can build better drainage systems to protect their fields from flooding."
- "We can teach farmers how to grow different types of vegetables that are stronger and can survive bad weather."

3. Class Discussion:

- After the debate, bring the whole class together to discuss what they learned.
- Ask them questions like:
 - o "What can farmers do to protect their crops from bad weather?"
 - o "How can the village help the farmers?"
 - o "Why is it important to have fresh food grown nearby?"

4. Conclusion:

Explain to the students that weather can be both good and bad for farming. It's important to find ways to protect our farms so that we always have enough food to eat. By working together, farmers, weather experts, and the community can find solutions to keep everyone healthy and happy.

Native Speaker Level

Case Study: The Impact of Drought on Water Supply

Introduction

Imagine you live in a small town where everyone depends on a nearby river for water. This river provides water for drinking, cooking, and watering gardens. But recently, something unusual has been happening—the river's water levels are getting lower and lower, and everyone is worried.

The Case Study

1. **The Problem:** This year, there hasn't been much rain. The weather has been very dry, and the river that gives water to your town is drying up. The farmers can't water their crops properly, and everyone in town is being asked to use less water.
2. **Impact on the Town:** With less water, people have to be careful about how they use it. They can't water their gardens, take long baths, or wash their cars as often. The farmers are especially worried because they need water to grow food. Without enough water, their crops might not survive, and there could be less food in the town.
4. **Impact on the Environment:** The animals that live in and around the river, like fish, frogs, and birds, are also affected. With less water in the river, their homes are disappearing, and they



have to find new places to live. The plants near the river are drying up, and the land is becoming dusty and dry.

Debate or Critical Thinking Activity

Objective: Students will discuss how drought affects water supply and what can be done to help the town and the environment.

Steps for the Activity:

1. Divide the Class into Two Groups:

- Group 1 (Town Residents): This group will pretend to be the people living in the town. They will argue that the drought is making life difficult, and they need to find ways to save water and protect the town's water supply.
- Group 2 (Environmental Scientists): This group will pretend to be environmental scientists. They will argue that while the drought is challenging, there are ways to conserve water and protect the river's ecosystem.

2. Discussion Points:

Town Residents' Arguments:

- "We need more water for our daily activities, but the river is drying up."
- "The farmers need water for their crops, or we won't have enough food."
- "We need to find ways to save water so we don't run out."

Environmental Scientists' Counterarguments:

- "It's important to save water during a drought by using it wisely."
- "We can teach people how to use less water and still take care of their needs."
- "We need to protect the river and the animals that live there, even if it means using less water for a while."

3. Class Discussion:

- After the debate, bring the whole class together to discuss what they learned.
- Ask them questions like:
 - o "What can the town do to save water during the drought?"
 - o "How can we help the farmers get the water they need?"
 - o "Why is it important to take care of the river and the animals that live there?"

4. Conclusion:

Explain to the students that droughts can be very hard on both people and the environment. It's important to find ways to use water wisely and protect our natural resources. By working together, the town, farmers, and scientists can find solutions to make sure everyone has enough water and that the river stays healthy.

M. SL. 4
Activity 4.9,

9.1

- Teacher station
- Collaboration Station

Instructions for Students:

- Discuss with the teacher what weather and sustainability mean and how these are connected.
- With the teacher answer – Why is sunshine important for us?
- Discuss in class following the rules given to you by the teacher. The topics are
 - What do you wear when it's rainy?
 - How do you help at home to save water?


M. SL. 4
Activity 4.9,

9.1

- Teacher station
- Collaboration Station

Instructions for Students:

- Discuss with the teacher what weather and sustainability mean and how these are connected.
- With the teacher answer – Why is sunshine important for us?
- Discuss in class following the rules given to you by the teacher. The topics are
 - How can we reduce energy consumption on hot days?
 - Why is it important to recycle?
 - What happens if we don't take care of our planet?
 - Describe what you would do during a very hot day. How does the heat affect plants and animals?




M. SL. 4
Activity 4.9,

9.1

- Teacher station
- Collaboration Station

Instructions for Students:

- Discuss with the teacher what weather and sustainability mean and how these are connected.
- With the teacher answer – Why is sunshine important for us?
- Discuss in class following the rules given to you by the teacher. The topics are
 - What are some ways we can protect our environment from extreme weather changes?
 - Discuss the effects of drought on a community. How can people prepare for such weather?
 - Explain how renewable energy could help our planet.
- In groups you will be given a case study to discuss.



M. SL. 4
Activity 4.9,

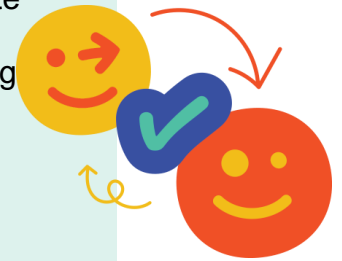
9.1

Instructions for Students:

- Discuss with the teacher what weather and sustainability mean and how these are connected.
- With the teacher answer – Why is sunshine important for us?

- Teacher station
- Collaboration Station

- Discuss in class following the rules given to you by the teacher. The topics are
 - Analyze the impact of deforestation on local weather patterns.
 - Debate the effectiveness of current sustainability practices in combating climate change.
 - Propose new methods for sustainable living could be implemented in your community.
- In groups you will be given a case study to discuss.



Task Ten – Weather related songs

Description

ML.SL.4, 10.1
ML.SL.4, 10.2
ML.SL.4, 10.3



Resources Required:

1. **Song Selection:** Choose a selection of songs related to weather and the seasons. Consider age-appropriate songs with clear lyrics that match the language proficiency levels of your students. In the educators section you will find some songs for this activity (ML.SL.4, 9.1).
2. **Audio Playback:** Ensure you have a reliable audio playback system, such as a digital device, or speakers for playing the songs.
3. **Visual Aids:** Provide visual aids or images related to the weather and seasons to help students understand the song's context.

Instructions for A1 Students:

1. **Introduction to Songs:** Start by introducing the purpose of the activity. Explain that students will be listening to and singing along with songs related to weather and the seasons.
2. **Vocabulary Introduction:** Review and introduce relevant vocabulary related to the songs, including weather terms, seasonal names, and any other important words. Provide printed lists of vocabulary words and phrases at varying levels of complexity.
3. **Song Selection:** Choose a simple and catchy children's song related to weather or seasons. Ensure that the lyrics are easy to understand. In the educators section you will find the songs for this activity (ML.SL.4, 9.1).
4. **Listening Practice:** Play the selected song for the students and ask them to listen attentively. You can show the lyrics on a screen or provide a printed version for them to follow along.
5. **Repetition:** Encourage students to sing along with the song, repeating the lyrics. This helps with pronunciation and memory.
6. **Vocabulary Discussion:** After listening to the song, discuss the weather-related vocabulary and phrases used in the lyrics. For example, if the song mentions rain, discuss what rain is and how it feels. Key Vocabulary Words: Rain, Sun, Snow, Wind, Hot, Cold
7. **New Song:** Listen to the music of the new song and try to sing it together in class on the music.
8. **Class Sing-Along:** Have the whole class sing the song together, focusing on pronunciation and rhythm. Make it an enjoyable group activity.
9. **Create Visuals:** Encourage students to draw or create simple visual representations of the weather conditions or seasons mentioned in the song (ML.SL.4, 9.2).
10. Play the song it's a Wonderful World (links and lyrics in educators' section).

Instructions for A2 Students:

1. **Song Choice:** Select a slightly more complex children's song related to weather and seasons. Ensure that it contains some descriptive language. In the educators section you will find the songs for this activity (ML.SL.4, 9.1).
2. **Lyric Study:** Provide the lyrics of the song to the students and ask them to read through them before listening to the song. Discuss any new or challenging vocabulary.
3. **Listening Comprehension:** Play the song and have students listen for specific details, such as the order of the seasons or types of weather mentioned.

4. **Lyric Analysis:** After listening to the song, ask students to analyze the lyrics. Discuss the meaning of the lyrics and any figurative language used.
5. **Pronunciation Practice:** Focus on pronunciation of challenging words or phrases from the song. Practice pronunciation exercises together.
6. **New Song:** Listen to the music of the new song and try to sing it together in class on the music
7. **Group Performances:** Divide the class into small groups and assign each group a section of the song to perform. They can sing it with expression and gestures.
8. Play the song it's a Wonderful World (links and lyrics in educators' section).

Instructions for B1 Students:

1. **Song Complexity:** Choose a children's song with more complex vocabulary and descriptive language related to weather, seasons, or nature. (ML.SL.4, 9.1).
2. **Lyric Study and Analysis:** Provide the lyrics in advance, and ask students to analyze them for metaphors, similes, and other literary devices. Discuss the song's themes and messages.
3. **Listening and Note-Taking:** Play the song, and have students take notes on key points, themes, or interesting phrases they hear.
4. **Lyric Interpretation:** After listening, ask students to interpret the song's lyrics. What do they think the song is trying to convey about the weather or seasons?
5. **New Song:** Listen to the music of the new song and try to sing it together in class on the music
6. **Song Modification:** Challenge students to modify the lyrics to the song to create their own version with new vocabulary and descriptions (ML.SL.4, 9.3).
7. **Individual Performances:** Have students prepare and perform the song individually or in pairs. Encourage them to express themselves through singing and pronunciation.
8. Play the song it's a Wonderful World (links and lyrics in educators' section).

Instructions for Native Language Speakers:

1. **Advanced Song Selection:** Choose a more complex song related to weather, seasons, and sustainability. This song can contain nuanced vocabulary and themes.
2. **Lyric Analysis:** Ask students to analyze the song's lyrics in detail, focusing on metaphorical language, imagery, and deeper meanings related to the environment and sustainability.
3. **Critical Discussion:** Engage students in a discussion about the themes of the song, including the impact of weather and seasons on the environment. Encourage them to express their opinions and ideas in depth.
4. **New Song:** Listen to the words of the new song. Create the music that goes together with the words of the song.
9. **Songwriting Challenge:** Challenge students to write their own song lyrics related to weather, seasons, or sustainability. This encourages creativity and language expression (ML.SL.4, 9.3).
5. **Individual or Group Performances:** Have students prepare and perform the song individually or in groups. Encourage expressive performances with a focus on pronunciation and emotion
6. Play the song it's a Wonderful World (links and lyrics in educators' section).

Language skill	<ul style="list-style-type: none"> • Vocabulary Skills • Writing Skills • Listening Skills
Competences for democratic culture	<ul style="list-style-type: none"> • I can observe, through pictures and photos, seasonal changes in the landscape in Malta and abroad. • I can observe and explain the effects seasonal changes have on us.
Type of learning Activity	<ul style="list-style-type: none"> • Vocabulary Skills • Writing Skills • Listening Skills
Learning Outcome	Students will be able to identify and learn about the environment and the issues of sustainability through listening and writing skills.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • After listening to or reading literary and factual texts, I know how to retell them to show that I liked and understood them. • I predict an ending that feels appropriate to stories, poems, matches that I hear the beginning and their development. • I listen to a short story and show what I understood orally, in writing or with gestures. • I listen and follow songs / poems / matches / and show what I understood orally, in writing or with gestures and mention examples where there is rhyme.



Educators Material

Vocabulary Lists:

A1 level

- Rain, Sun, Snow, Wind, Hot, Cold

A2 Level

- Words: Cloudy, Sunny, Thunderstorm, Breeze, Warm, Chilly

B1 Level

- Words: Precipitation, Humidity, Meteorology, Evaporation, Temperate, Frost

Native Speakers

- Words: Barometric pressure, Condensation, Photosynthesis, Equinox, Solstice, Climate zone



Common Song for All Levels

What a Wonderful World by Louis Armstrong (*focus on the lines about skies of blue, clouds of white, bright blessed day, dark sacred night*)

What a Wonderful World

Song by Louis Armstrong https://www.youtube.com/watch?v=rBrd_3VMC3c

Lyrics

I see trees of green
Red roses too
I see them bloom
For me and you
And I think to myself
What a wonderful world

I see skies of blue
And clouds of white
The bright blessed day
The dark sacred night
And I think to myself
What a wonderful world

The colors of the rainbow
So pretty in the sky
Are also on the faces
Of people going by
I see friends shaking hands
Saying, "How do you do?"
They're really saying
I love you

I hear babies cry
I watch them grow
They'll learn much more
Than I'll ever know
And I think to myself
What a wonderful world
Yes, I think to myself
What a wonderful world
Ooh, yes

Songwriters: George David Weiss / Robert Thiele

What a Wonderful World lyric © BMG Rights Management, Concord Music Publishing LLC



A1 Level Song

Song: Rain, Rain, Go Away (Traditional) <https://www.youtube.com/watch?v=LFrKYjrIDs8>

New Song: (Tune of Twinkle, Twinkle, Little Star)
<https://www.youtube.com/watch?v=OZuA3bDwGrs> (Instrumental)

- Rain, rain, falling down,
- Splashing water all around.
- Thunder roars, lightning flash,
- Jump in puddles, make a splash!

A2 Level Song

Song: You Are My Sunshine (Traditional) <https://www.youtube.com/watch?v=tptPct-IBI4>

New Song: (Tune of Baa Baa Black Sheep) <https://www.youtube.com/watch?v=UPeX9X5LAQ4>

- Sunny sunny, shine so bright,
- Warm my day, and light my night.
- In the park, we play and run,
- Summer days are so much fun!

B1 Level Song

Song: Here Comes the Sun by The Beatles <https://www.youtube.com/watch?v=uPhMyKAeYyw>

New Song: (Tune of The Wheels on the Bus) <https://www.youtube.com/watch?v=HnyhhiNwYGE>

- Wind on the hill goes whoosh, whoosh, whoosh,
- Leaves keep tumbling down all through the town.
- Clouds in the sky drift by, drift by, drift by,
- Clouds in the sky drift by, cool and so high

Native Speaker Level Song

Song: Colours of the Wind from Pocahontas <https://www.youtube.com/watch?v=O9MvdMqKvpU>

New Song: (Original melody) (To invent and decide with children)

- See the frost that clings to trees, feel the chill of winter's breeze.
- Watch the leaves of gold descend, each one a tale of the year's end.
- Seasons turn and teach us why, some things must end, some reach the sky.



<p>M. SL. 4 Activity 4.10,</p> <p>10.1</p> <ul style="list-style-type: none"> • Teacher station 	<p>Instructions for Students:</p> <ul style="list-style-type: none"> - The teacher will be introducing a song related to the weather. This is Rain, Rain, Go Away https://www.youtube.com/watch?v=LFrKYjrIDs8 - Sing along to the song - What weather words can you remember from previous lessons? - These are the new words to the new song <ul style="list-style-type: none"> o Rain, rain, falling down, o Splashing water all around. o Thunder roars, lightning flash, o Jump in puddles, make a splash! - Sing along to the music with the class. - Draw a picture of the weather conditions or seasons mentioned in the song.
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<p>M. SL. 4 Activity 4.10,</p> <p>10.1</p> <ul style="list-style-type: none"> • Teacher station 	<p>Instructions for Students:</p> <ul style="list-style-type: none"> - The teacher will be introducing a song related to the weather. This is You Are My Sunshine (Traditional) https://www.youtube.com/watch?v=tptPct-IBI4 - Sing along to the song - What weather words can you remember from previous lessons? - These are the new words to the new song <ul style="list-style-type: none"> o Sunny sunny, shine so bright, o Warm my day, and light my night. o In the park, we play and run, o Summer days are so much fun! - Sing along to the music with the class.
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<p>M. SL. 4 Activity 4.10,</p> <p>10.1 10.2</p> <ul style="list-style-type: none"> • Teacher station • Collaboration • Station 	<p>Instructions for Students:</p> <ul style="list-style-type: none"> - The teacher will be introducing a song related to the weather. Here Comes the Sun by The Beatles https://www.youtube.com/watch?v=uPhMyKAeYyw - Sing along to the song - What weather words can you remember from previous lessons? - These are the new words to the new song <ul style="list-style-type: none"> o Wind on the hill goes whoosh, whoosh, whoosh, o Leaves keep tumbling down all through the town. o Clouds in the sky drift by, drift by, drift by, o Clouds in the sky drift by, cool and so high - Sing along to the music with the class. - In groups create a new weather song with the vocabulary you learnt.
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M. SL. 4
Activity 4.10,

10.1
10.2

- **Teacher station**
- **Collaboration Station**

Instructions for Students:

- The teacher will be introducing a song related to the weather. **Colours of the Wind from Pocahontas**
<https://www.youtube.com/watch?v=O9MvdMqKvpU>
- Sing along to the song
- What weather words can you remember from previous lessons?
- These are the new words to the new song. Can you invent music to the words?
 - See the frost that clings to trees, feel the chill of winter's breeze.
 - Watch the leaves of gold descend, each one a tale of the year's end.
 - Seasons turn and teach us why, some things must end, some reach the sky.
- Sing along to the music with the class.
- In groups create a new weather song with the vocabulary you learnt.