



YEAR 4

INTERCULTURAL EBOOK

LEVEL NATIVE SPEAKER



## TASK ONE

ML. ICC.4

Code - 1.1, 1.2

Teacher Station  
Independent  
Station  
Collaboration  
Station  
Technological  
Station

1. Together with the teacher discuss some vocabulary about the weather. Can you mention some words which describe the weather?
2. The teacher will give you a specific region to research. You will need to find the climate, weather patterns, and geographical factors that influence the weather in that region.
3. Write a paragraph about typical activities people engage in during different weather conditions, such as winter sports or beach vacations. Research also the clothes they wear.
4. Present your writing to the rest of the class.
5. When the teacher tells you, click on the link [Weather, Countries & Clothes NS](#). Drag and drop the word to the right box.

## TASK TWO

ML. ICC.4

Code - 2.1, 2.2

Teacher Station  
Independent  
Station  
Collaboration  
Station  
Technological  
Station

- Discuss with your teacher basic vocabulary about the seasons. Which words do you know? Do you know any holidays from different countries?
- When the teacher tells you, click on the link here [Seasons Definition NS](#) and start answering the sentences. You will find a sentence and you need to find the word for it.
- The teacher will give you a seasonal celebration or tradition from around the world to research. Write about the specific tradition and explore historical and cultural aspects.
- Present this to the class and discuss together the similarities and differences between the seasonal traditions. Also discuss how one feast can be celebrated in different ways in different countries.
- In small groups create a presentation or poster about a specific seasonal tradition from a different culture
- Present your findings in class.

## TASK THREE

ML. ICC.4  
Code 3.1,

Teacher Station  
Independent Station  
Collaboration  
Station

1. With the teacher, use some words which are related to the weather. Discuss how the weather influences our daily lives.
2. Create a drawing, collage or painting that represents the weather in your town.
3. Write a brief description of your weather artwork. Explain the town or village where the drawing is done and explain how the weather influences your daily life. Include any feelings or activities associated with it.

4. Show your artwork to the class. Explain your drawing and the brief description you wrote.
5. Your drawing will be exchanged with another class in a different country. Research where they are from.
6. When you receive their paintings create a presentation about the artistic techniques, emotions shown and how the weather is shown. Compare to the local weather and climate.
7. Discuss about the similarities and differences between the two countries.

## TASK FOUR

ML. ICC.4

Code  
4.1, 4.2, 4.3

Teacher Station  
Independent  
Station  
Technological  
Station

- Have you ever heard of the word sustainability? Do you know what it means? Discuss with the teacher what the word means.
- You will be working in pairs, where you will investigate sustainability practices in different countries.
- The teacher will provide you with links and information. You can also use the [Roboteacher](#) to find out more information and check your writing.
- Guiding questions for your research
  - What do you know about this topic?
  - What is the meaning of the sustainability topic given to you?
  - What are people doing in other countries to help the environment?
  - Write a report or a presentation about what you learned.
  - Present to the class what you found through your research.
- Discuss in class about the different practices learned.
  - Which projects did you find interesting?
  - Which projects are important? Would this be useful where you live?
  - What small project/actions can we take in our community?
  - Are there any organisations which we can help and support?

## TASK FIVE

### ML. ICC.4

Activity 5.1,  
5.2, 5.3, 5.4

Teacher  
Station  
Technology  
Station  
Independent  
Station  
Collaboration  
Station

- Today we will be talking about the weather. We will discuss temperature units (e.g., Celsius and Fahrenheit), wind speed, humidity and some other concepts.
- We are going to start by observing our local weather. How do we check the Weather
  - Look Outside: See what the sky looks like.
  - Feel the Temperature: Is it warm or cold?
  - Watch a Weather Report: Look at the weather forecast on TV or online.
- Together we are going to create a weather chart for our town.
  - Look Outside: Check the weather each day.
  - Choose a Symbol: Pick the right symbol (☀️, ☁️, 🌧️, ❄️, 🌪️).
  - Record on Chart: Draw the symbol on the weather chart for each day.
  - Write the temperature of the day.
- Weather Words Symbols
  - Temperature: How hot or cold the air is.
  - Humidity: The amount of water vapor in the air.
  - Precipitation: Any form of water, like rain or snow, that falls from the sky.
  - Sunny: ☀️ Clear skies and bright sunlight.
  - Cloudy: ☁️ Sky covered with clouds.
  - Rainy: 🌧️ Rain falling from the sky.
  - Snowy: ❄️ Snow falling from the sky.
  - Windy: 🌪️ Strong winds blowing.

### Weather Chart for this week.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day of the Week							
What Does the Sky Look Like							
Temperature °C							
Wind Speed							
Weather Description							

- You will now be given a foreign city to research the weather in that city. You will research the weather in that country and/or city. For your research use some of the weather apps the teacher is going to suggest to you.
- The report should include detailed weather conditions, temperature, wind speed, and a description of the weather.
- Once you have completed your research, you will be placed in a group with students who researched other cities. Create a weather report which includes the four cities.
- Here are some guiding questions to help you with your discussion

#### **Guiding Questions:**

- What is the weather like in Malta?
- What is the temperature in Malta?
- What is the weather like in Greece?
- What is the temperature in Greece?
- What is the weather like in Italy?
- What is the temperature in Italy?
- What is the weather like in Portugal?
- What is the temperature in Portugal?
- What is the weather like in Cyprus?
- What is the temperature in Cyprus?
- Which city is the hottest?
- Which city is the coolest?
- Which city is the sunniest?
- Which cities have rainy or cloudy weather?
- Prepare a weather report day presentation which includes the five cities. You can include maps and pictures for your presentation.
- Each presentation should include the following elements:
  - City and Country: The name of the foreign city and the country it is located in.
  - Current Weather: The temperature, humidity, wind speed, and any other relevant weather conditions.
  - Forecast: A brief forecast for the upcoming days.
  - Local Climate: Information about the typical climate in that city (e.g., is it rainy, snowy, hot, or cold during certain seasons?).
- Present together your weather report to the class.

- In class with your teacher, discuss the differences and similarities in the weather between the five countries.
- Write a descriptive essay comparing the weather in these cities. Include how the weather might affect daily life in each city.

## TASK SIX

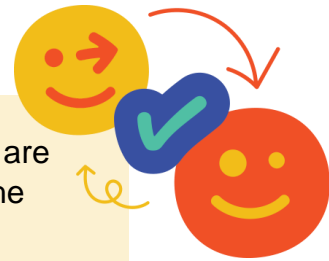
ML. ICC.4

Code 6.1, 6.2

Teacher Station  
Collaboration  
Station

- Today we will be talking about sustainability, which means taking care of the environment.
- Discuss with the teacher the concepts of sustainability, including recycling, conserving resources, reducing pollution, clean energy, conservation efforts, community gardens renewable energy sources, carbon footprint, and the circular economy.
  - Why are these sustainable practices important for the planet.
  - What impact do these projects have on communities and the environment?
  - What could you do to help the environment?
  - Anything we can do around the classroom? At home? Outside in our community?
- In groups you will brainstorm ideas for sustainable projects in your community or school. Here you can make use of [Roboteacher](#) to help you find further information for your sustainability project. The proposal should include the following elements:
  - Project Name: Give the project a creative and catchy name.
  - Project Description: Explain what the project aims to achieve and its environmental benefits.
  - Steps to Implementation: Outline the steps needed to make the project a reality.
  - Resources Required: Mention the resources, materials, and support needed.
  - Community Involvement: Describe how the local community can participate in the project.
- Present to the class your project. Discuss whether such projects can be taken up locally.

## TASK SEVEN



Activity  
ML.ICC.4,

Code  
7.1, 7.2, 7.3

Teacher  
Station  
Collaboration  
Station  
Independent  
Station

- Today you will be discussing folktales – what they are and how these have been passed down through the generations.
- With the teacher write some words related to the weather.
- The teacher will now read you a simple weather-related folktale. Listen carefully to the story. Answer the questions below.
  - What form does the Thunderbird take in the legend?
  - What natural events are caused by the Thunderbird?
  - How does the Thunderbird help the people?
  - What negative effects can the Thunderbird's storms have?
  - Where does the Thunderbird live according to the legend?
  - Why do you think the Thunderbird is both a protector and a precursor of change?
  - How does this legend reflect the relationship between Native American cultures and nature?
  - Do you know any weather-related folktales?
- In a group create a short- weather story. Here below find a basic story structure which you need to follow

### **Title: Create Your Own Folktale**

#### 1. Choose Your Characters

- Think of three unique and dynamic characters for your story.
- Example: A courageous sailor, a mystical sea creature, and a cunning pirate.

#### 2. Setting

- Decide where your story takes place. It could be a mysterious island, an underwater kingdom, or a bustling port city.
- Example: A mysterious island in the middle of the ocean.

#### 3. Problem

- What problem do the characters need to solve?

- Example: The pirate has hidden a magical artifact that controls the tides.
4. Solution
- How do the characters solve the problem?
  - Example: The sailor and sea creature team up to find the artifact and stop the pirate from causing chaos.
5. Lesson
- What can we learn from your story?
  - Example: Trust and cooperation can help overcome even the toughest challenges.
- Present your story to the rest of the class.

## TASK EIGHT

MT.ICC.4,  
Code 8.1, 8.2

Teacher  
Station  
Technological  
Station  
Collaboration  
Station

- Today with the teacher, we will be talking about environmental challenges. Words which will be talking about are pollution, deforestation, biodiversity loss, habitat destruction, wildlife conservation and global climate change.
- Write some vocabulary that you know about these environmental issues.
- In small groups, the teacher will give you an environmental challenge to research.
- You can use your tablet and **Roboteacher** for your research. Find information about the causes, effects and possible solutions.
- Create a short presentation and suggest a simple solution about this challenge.
- Present your findings to the class that explains the challenge, its global impact and suggests a simple solution.

## TASK NINE



## ML. ICC.4

### Activity 9.1, 9.2

#### Teacher Station Collaboration Station Technological Station

- Today you will be discussing climate change, it involves changes in weather patterns and temperatures which affect regions differently.
- Explain that it involves long-term shifts in weather patterns and temperatures, and that it can affect different regions in various ways.
  - What have you heard about climate change?
  - Why do you think climate change is in the news so much?
- Together with the teacher you will be learning some new vocabulary
- When the teacher tells you click on the link **Climate Related Crossword NS**. You are to read the definition and write the correct word in the blanks.
- The teacher will show you some pictures, videos, maps and data of different regions and their climate conditions. Discuss how climate change is leading to extreme weather conditions, changes in seasons and increase in temperature.
  - What are the similarities and differences between the places?
  - How does climate change affect people, animals and ecosystems?
  - How do you think people in hot or cold regions are affected by climate change?
  - Why is it important to take care of the Earth's climate?
  - What worries you the most about climate change?
  - How can we make a positive impact on the environment?
- In small groups continue discussing the following questions
- What changes have we noticed in our local weather?
- What are some things we can do to reduce our impact on the climate?
- Present your findings to the other students in class.

