UNIT 6 THE SEASONS

SCHEME OF WORK

Suggested time frame: 7 periods (1 period is approximately 40 minutes.)

Lesson	No. of Periods	Learning Objective(s)	Process Skill(s)	Vocabulary	Resource(s) and Material(s)
1	3	• Know the four seasons. • Observe and describe weather conditions associated with each season.	• Analysing • Classifying • Communicating • Generating possibilities • Inferring • Observing	• Autumn • Cold • Cool • Hot • Season • Snow • Spring • Summer • Warm • Windy • Winter	• **Textbook,** pp. 72–73 • **Activity Book,** pp. 38–40 • Pictures of things that represent the four seasons (e.g. green grass, blooming flowers, the Sun, a beach, trees with red autumn leaves, dried leaves on the ground, a snowman and bare trees) • Internet • Large sheets of paper, markers • Pencils, paper of different colours, scissors, glue
2	4	• Understand how seasons affect how we dress and the types of activities that we can do. • Know the different seasons in your area.	• Analysing • Communicating • Comparing • Evaluating • Generating possibilities • Inferring • Observing	• Light • Thick • Thin	• **Textbook,** pp. 70–71, 74–81 • **Activity Book,** pp. 41–44 • Pupils' photographs taken in places that have different seasons • Paper dolls and clothes for different seasons • Pictures of animals that live in Antarctica Optional: • Pictures related to each of the four seasons from magazines or newspapers, scissors, large sheets of paper, marker, glue

Note: This unit is supported by PowerPoint Slides and an online Question Bank, which can be found at: *www.MCEduHub.com*

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A What Are the Four Seasons?

Lesson 1 Duration of lesson: 3 periods

Learning objectives

- Know the four seasons.
- Observe and describe weather conditions associated with each season.

Process skills

- Analysing, classifying, communicating, generating possibilities, inferring, observing

Vocabulary

- Autumn, cold, cool, hot, season, snow, spring, summer, warm, windy, winter

5E	Lesson	Resource(s) and Material(s)
Engage (20 min)	*(Process skills: Observing, classifying, communicating)* • Show pupils pictures of different things that represent the four seasons (e.g. green grass, blooming flowers, the Sun, a beach, trees with red autumn leaves, dried leaves on the ground, a snowman and bare trees) from the Internet. • Get pupils to try to sort the pictures into four groups. • Ask pupils the following question: ➢ What do these pictures show? ○ These pictures show the four seasons.	• Pictures of things that represent the four seasons (e.g. green grass, blooming flowers, the Sun, beach, trees with red autumn leaves, dried leaves on the ground, a snowman and bare trees)
Explore (40 min)	*(Process skills: Observing, generating possibilities, communicating)* • Show pupils a video that introduces the four seasons at: https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7 • Write the words "spring", "summer", "autumn" and "winter" on the board. • Divide pupils into four groups. • Assign each group a different season. • Get each group to discuss the words that come to their mind when they think of the season. • Get pupils to write their answers on a large sheet of paper. • Do a gallery walk.	• Internet • Large sheets of paper, markers

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5E	Lesson	Resource(s) and Material(s)
Explain (20 min)	*(Process skills: Analysing, communicating, observing)* • Get pupils to look at the words that they have used to describe the four seasons in "Explore". • Ask pupils the following questions: ➢ What is the weather like in spring, summer, autumn and winter? ➢ Which words do we use to describe the weather in each season? • Use Textbook p. 72 to explain the weather conditions related to each season. • Tell pupils that the four seasons occur in a cycle. • Use Textbook p. 73 to explain how the leaves of some trees change over the seasons.	• **Textbook,** pp. 72–73
Elaborate (30 min)	*(Process skill: Communicating)* • Get pupils to carry out Creative Science on Activity Book pp. 39–40 to make a tree for each season. • Get pupils to use Research on Textbook p. 72 to find out in which countries autumn is known as "fall" and why.	• **Textbook,** Research, p. 72 • **Activity Book,** Creative Science, pp. 39–40 • Pencils, paper of different colours, scissors, glue
Evaluate (10 min)	*(Process skills: Observing, analysing)* • Get pupils to answer the questions in Quick Check on Textbook p. 73. • Get pupils to complete Activity 1 on Activity Book p 38.	• **Textbook,** Quick Check, p. 73 • **Activity Book,** Activity 1, p. 38

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B What Do We Wear and Do In Each Season?

Lesson 2 Duration of lesson: 4 periods

Learning objectives

- Understand how seasons affect how we dress and the types of activities that we can do.
- Know the different seasons in your area.

Process skills

- Analysing, communicating, comparing, evaluating, generating possibilities, inferring, observing

Vocabulary

- Light, thick, thin

5E	Lesson	Resource(s) and Material(s)
Engage (20 min)	*(Process skills: Observing, analysing, communicating)* Note: Ask pupils to bring their photographs taken when they travelled to places that have different seasons, if available, before the lesson. • Divide pupils into groups of four or five. • Tell pupils to share their photographs. • Get pupils to talk about the type of weather they experienced and the clothes they wore. • Ask pupils the following questions: ➢ What was the season when you visited the place? ➢ What types of clothes did you wear? ➢ Why did you wear these types of clothes?	• Pupils' photographs taken in places that have different seasons
Explore (60 min)	*(Process skills: Generating possibilities, communicating, evaluating)* Note: Prepare paper dolls and clothes for different seasons before the lesson. Pictures of paper dolls and clothes can be found from the Internet. • Divide pupils into four groups. • Give each group a set of a paper doll and clothes. • Assign each group a different season. • Get each group to dress the paper doll for the season assigned. • Get pupils to present their paper doll and explain why they dressed their paper doll in this way. • Ask pupils the following questions: ➢ Would you dress your paper doll in the same way for a different season? ➢ Would you change the types of clothes that you wear with each season? • Draw four columns on the board. • Write the headings "Spring", "Summer", "Autumn" and "Winter" in separate columns. • Ask pupils the following question: ➢ What activities can you do in each season?	• Paper dolls and clothes for different seasons

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5E	Lesson	Resource(s) and Material(s)
	• Write pupils' answers under the headings on the board. • Ask pupils the following questions: ➢ Do you carry out the same activities in different seasons? ➢ Which activities do we carry out in certain seasons only?	
Explain (20 min)	*(Process skills: Observing, inferring)* • Get pupils to look at the picture on Textbook pp. 70–71 to identify the seasons represented by the characters based on what they wear and do. • Guide pupils to conclude that seasons affect what we wear and what we do. • Go through the examples of the types of clothes that we wear and the activities that we can do in each season on Textbook pp. 74–77.	• **Textbook,** pp. 70–71, 74–77
Elaborate (20 min)	*(Process skills: Communicating, analysing)* • Ask pupils the following questions: ➢ Are there different seasons where you live? ➢ What is your favourite activity in each season? • Get pupils to use Explore on Textbook p. 77 to discuss. • Get pupils to use Language Connect on Textbook p. 77 to write three sentences about what they would wear and do in their favourite season. • Share with pupils that Antarctica is the coldest place on the Earth. • Get pupil to read Science Today on Textbook p. 81 to find out about the weather conditions in Antarctica. • Show pupils pictures of animals that live in Antarctica from the Internet. • Get pupils to discuss how the animals that live in Antarctica survive the cold. ○ The animals have features that help keep them warm. For example, some animals have a thick layer of fat and some animals have thick fur. • Get some pupils to present their answers.	• **Textbook,** Explore, p. 77, Language Connect, p. 77 and Science Today, p. 81 • Pictures of animals that live in Antarctica
Evaluate (40 min)	*(Process skills: Observing, analysing, inferring, comparing, evaluating)* • Get pupils to answer the questions in Quick Check on Textbook p. 77. • Get pupils to complete Activity 2 on Activity Book p. 41. • Get pupils to complete Activity 3 on Activity Book p. 42. • Go through What We Have Learnt on Textbook pp. 78–79 and Science Words on Textbook p. 80 to recall the concepts and vocabulary learnt in this unit. • Get pupils to complete Test Yourself on Textbook p. 80. • Get pupils to complete Let's Review on Activity Book pp. 43–44.	• **Textbook,** pp. 77–80 • **Activity Book,** Activity 2, p. 41, Activity 3, p. 42 and Let's Review, pp. 43–44

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