

Primary School Via Pescara – Comprehensive Institute Chieti

**Target Group** Age of the pupils 7/8 years old

**Subject** history

**Topic** WEATHER AND TIME

**Key Competences**

X Communicative Competence - Ability of Expressing  
X Autonomy, initiative and decision taking  
X Learning to learn  
X Digital competence

**Objectives**

X to identify the weather words and symbols.  
X to describe the weather changes from day to day and over the seasons.  
X Vocabulary: *rainy, sunny, stormy, windy, cloudy, hot, cold*  
X Communicative functions: *what's the weather like?*;  
X Structures *simple present*;

**Duration** 6 hours

**Materials and Resources Used**

Song: "Weather dance"  
"The weather game": match the words and pictures  
"Game": read and match the symbols

**School Subjects**  
Learning Process

Mother tongue, History, Music, ICT, Art.

Songs "Miming the weather"  
Play "The weather games"  
Prepare a poster about the weather.

**Final Product**

Poster, Video

## Assessment

self-assessment grids

### SELF-ASSESSMENT

For students

N° of pupils 23

#### Portfolio check: "I CAN...."

- 20 I can identify the weather symbols.
- 21 I can say the weather words.
- 22 I can ask *what's the weather like?*
- 23 I can describe the weather changes from day to day
- 23 I increased my ICT skills
- 23 I increased my motivation



# WEATHER







sunny

cloudy

rainy

snowy

windy

hot

stormy

cold













*What can you do when it*

*Rains?*

*Is sunny?*

*Is very hot?*

*Is very cold?*

*Is snowy?*

*Is windy?*

*When it rains I can stay at home*

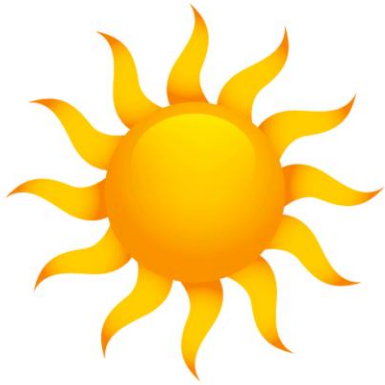
*When it is sunny* \_\_\_\_\_

*When it is very hot* \_\_\_\_\_

*If it is windy* \_\_\_\_\_

*If it is snowy* \_\_\_\_\_

*If it is very cold* \_\_\_\_\_



It's sunny



It's cloudy



It's partly cloudy



It's rainy



It's stormy



It's snowy



## Weather flashcards

*thinking and language skills*

## CONTENT

Geography:

- weather and climate;
- climate's factors and elements

## COMMUNICATION

- describing weather conditions
- interacting with teacher and classmates.

## COGNITION

- remembering (weather)
- identifying different climatic conditions.
- reasoning

## CULTURE

- to know some climatic conditions related to Italy and above all our region



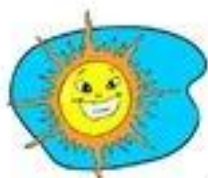
NAME: .....

DATE: .....

# What's the weather like?

- Write the sentences in the correct places.

It is hot.	It is cloudy.	It is stormy.	It is rainy.
It is windy.	It is snowy.	It is cold.	It is sunny.

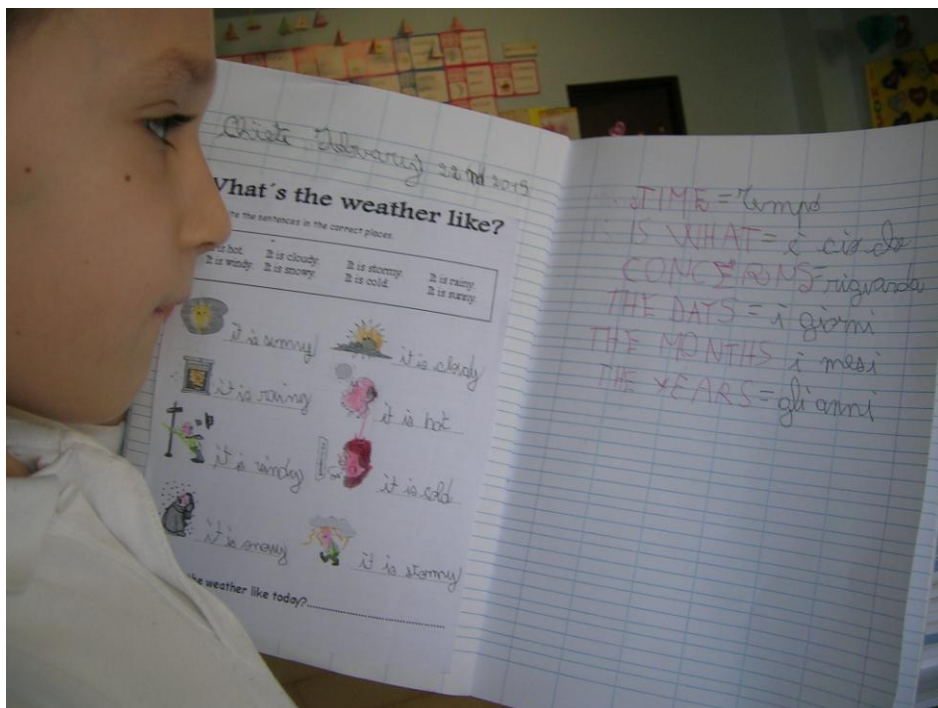
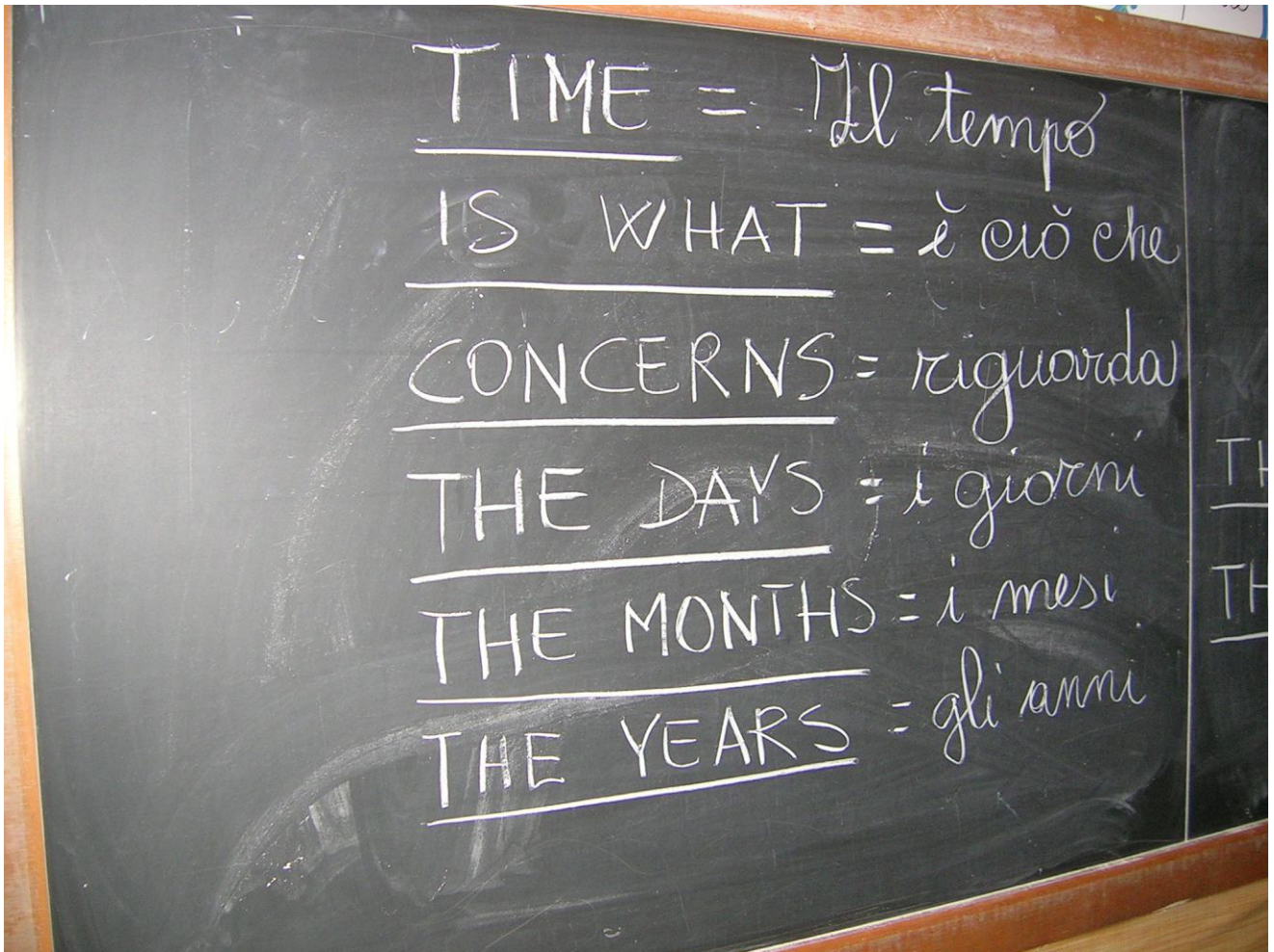


What is the weather like today? .....









Let's discover...

MARLIN KIDS

Early Years

# Telling the Time



Wake-up time

quarter past six  
06:15 AM

Breakfast time

seven o'clock  
07:00 AM

Time for school

quarter to eight  
07:45 AM

Activity time

ten past eight  
08:10 AM

Teatime

ten o'clock  
10:00 AM

Playtime

half past ten  
10:30 AM

Lunch time

one o'clock  
13:00 PM

Homework time

quarter past four  
16:15 PM

Dinner time

six o'clock  
18:00 PM

AM: used with times of the day between midnight and noon.  
Remember: after midnight.

PM: used with times of the day after noon until midnight.  
Remember: past midday.

Bath time

ten past seven  
19:10 PM

Bedtime

eight o'clock  
20:00 PM

Digital time

quarter to eleven  
10:45 AM





Name \_\_\_\_\_

# Telling Time



3:00



8:00



4:00



10:00



6:00



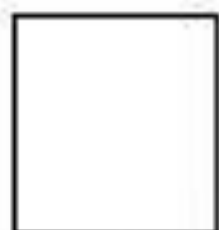
11:00



2:00



7:00



© Miss Griffiths

Match  
the  
clock  
to the  
correct  
time.









# How to Tell Time

## Step 1: Hour Hand

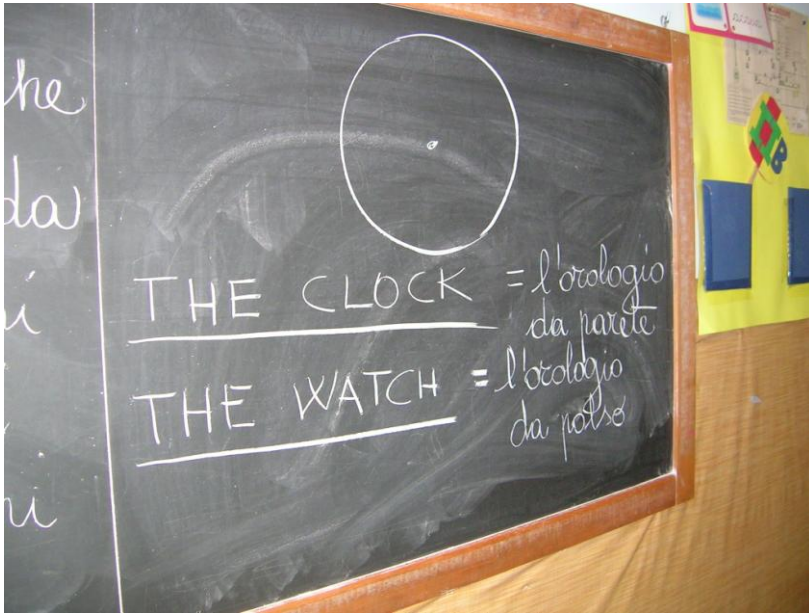
Look at the short hand.  
Look at what number it has passed, then STOP.  
Write that number.



## Step 2: Minute Hand

Look at the long hand.  
Start at 12 then count by 5's.  
Stop when you get to the  
minute hand.

























Name \_\_\_\_\_

# Daily Routines: Time to the Hour

Directions: Read the sentences and look at the clock.

Write the time for each daily routine.

<p><b>I make my bed at</b></p>  <p>_____ : _____</p> 	<p><b>I eat breakfast at</b></p>  <p>_____ : _____</p> 
<p><b>I go to school at</b></p>  <p>_____ : _____</p> 	<p><b>I eat a snack at</b></p>  <p>_____ : _____</p> 
<p><b>I eat lunch at</b></p>  <p>_____ : _____</p> 	<p><b>I eat dinner at</b></p>  <p>_____ : _____</p> 
<p><b>I take a bath at</b></p>  <p>_____ : _____</p> 	<p><b>I read a book at</b></p>  <p>_____ : _____</p> 
<p><b>I go to sleep at</b></p>  <p>_____ : _____</p> 	<p><b>What time do you wake up?</b></p> <p>_____ : _____</p> <p><b>What time do you go</b></p> <p>_____ : _____</p> 