

Weather

SPECIFIC OBJECTIVES

The students learn about

- weather, weather report and climate
- role of the sun in changing weather
- formation of sea breeze and land breeze

TEACHING AIDS

Cuttings of weather reports and weather forecasts from different newspapers; **Pictures** of sunny and cloudy weather, hot/cold desert (for defining climate and weather); **Pictures/animation** showing patterns of sunrays falling on the earth at noon, in morning and evening; **Pictures/animation** showing formation of sea breeze and land breeze.

LESSON PLAN

- The teacher will start the chapter with 'Warm Up' section by asking some general questions on rainbow and help the students to fill in the blank.
- Now, teacher will show some cuttings of weather reports and weather forecasts and discuss the information they provide and their utility.
- Teacher will also explain the role of a meteorologist in preparing weather report and weather forecasting.
- Teacher will define the terms weather and climate that weather is a temporary state of atmosphere at a particular place and time whereas climate is an average weather condition at a particular place but over a long period of time.
- Teacher will define the term 'temperature'.
- Now, with the help of teaching aids, teacher will explain the role of sun in weather change telling that morning and evening are cooler than noon because of pattern of sunrays falling on the earth.
- Teacher will demonstrate the activities (as given in chapter) in the class to explain the facts that air expands on heating, becomes lighter and rises up, and land gets heated and loses heat faster than water.
- With the help of teaching aids and combining the two facts, teacher will explain the formation of sea breeze and land breeze.

- Now, to check the understanding of students about the chapter, teacher will ask them to solve the Checkpoint given at the end of the chapter.
- At last, the teacher will sum up the chapter by going through the points given under the head 'At One Go' and make students revise the new terms given under the head 'Remember These Terms'.
- Teacher will help students to answer the questions given under the head 'Check Your Study'.

BOOST UP

- Teacher should make clear that desert does not mean hot and dry climate only but very cold and dry climate also makes a place desert. So there are hot as well as cold deserts in the world.
- Students should be encouraged to find out the names of some hot and cold deserts.
- Students should be asked to collect weather reports of one week of four big cities from each zone of the country. Teacher should help students to find the differences among them.
- Teacher should display a thermometer and by giving simple brief idea about its two scales, i.e., degree celsius and degree Fahrenheit, would show how body temperature is measured with it. Teacher should also explain to the students that the thermometer used for measuring body temperature is called clinical thermometer.
- Students should be encouraged to collect the pictures of some beaches of the country.

EXPECTED LEARNING OUTCOMES

The students

- understand about weather, weather report and climate.
- can differentiate between weather and climate.
- know the role of the sun in changing weather.
- understand the formation of land and sea breezes.

EVALUATIVE QUESTIONS

The teacher may ask the following questions for evaluating learning and understanding of students:

1. What does Weather Report column in newspapers inform us?
2. What is a meteorologist?
3. Why are mornings and evenings cooler than noon?
4. When do sea breeze and land breeze blow?