

Grade 4	Social Studies	Week 4
Lesson Title: Weather and Climate		
Weekly Learning Targets: Students can define climate and understand that regions have different climates.		
AERO Social Studies Learning Standards: 3.5a – Explain and use the elements of maps and globes. 3.5c – Apply concepts such as location, distance, direction, scale, movement and region. 3.5d – Describe ways that the earth’s physical and human-made features have changed over time.		
MONDAY		
Daily Learning Target: Students can review weather and climate and describe the climate of their country or locale.		
Learning Tasks: The teacher can begin with the big question: “How does geography affect the way we live?” The students can describe the weather in the area that they live. Then, the students can read page 10 and page 11. The students can also mark the average temperature for their home country or locale. Next, the students can write or draw a diagram explaining the climate of their country.		
Daily Formative Assessment: The teacher can check the students’ writing.		
TUESDAY		
Daily Learning Target: Students can explain what factors affect climate.		
Learning Tasks: At the start of class, the teacher can propose the question: “What affects climate?” After discussing, the class can watch this video (SM A) about factors that affect climate and take notes. Vocabulary includes: landforms, latitude, altitude, and topography. After, students can read page 12 in the book together and answer the questions. Following that, students can read page 13 about elevation and plant life and answer the questions there. The students can also check the elevation of where they live and predict what type of plant life you could find there based on the image on page 13. The class can use this picture (SM B) for additional support.		
Daily Formative Assessment: The teacher can check students work in their notebook.		
WEDNESDAY		
Daily Learning Target: Students can identify the climate of the different regions of the United States.		
Learning Tasks: To begin the teacher can identify the learning target and define any key vocabulary. Then, the teacher can distribute the handout Regions of the United States. (SM C) The students will identify and describe the climates of the five main regions of the United States in the handout. (This lesson can also be adopted for the local country or duplicated for the local country) The students can read page 14 as a class stopping at every paragraph to review and fill out the handout. The teacher can show images of different locations in the USA and have the students guess the location based on what they know about the climate. (SM E)		
Daily Formative Assessment: The teacher can give feedback on their handout. (SM D)		
THURSDAY		
Daily Learning Target: Students can use different resources to find the region or state of the United States that is most similar to their home country.		
Learning Tasks: Today, students will be researching their local country and trying to find the most comparable USA state. To begin the class, the students will learn about the names of different climate types: tropical, arid, Mediterranean, temperate, continental, and polar. (SM E) After watching and discussing, the students can record the different climate types of the United States and their home country. Next, the students can look at rain maps to determine based on temperature and rain fall what state is the most similar to their home country. After determining the state, the students can write about the similarities.		
Daily Formative Assessment: The teacher can check the students’ writing.		

FRIDAY

Daily Learning Target: Students can compare and contrast climates across different regions. Students can use an inset map.

Learning Tasks: To start the class, the teacher can review the activities from the entire week. For question five on page 15, the students will choose a region of the United States that differs from them and explain the differences. Next, students can answer question number 6 about the effect elevation has on climate. Finally, the student can answer how the changing seasons affect what people do outdoors. On page 16 and 17, students will learn how to use an inset map. Students will read about an explanation of an inset map and use an inset map of the United States to answer questions on page 17.

Daily Formative Assessment: The teacher can give feedback on the answers from page 15 and 17.

Grade 4 – SS – Week 4	MATERIALS / RESOURCES
<p>pencils, markers, map of USA, map of local country</p> <p>A – Climate Factors Video - https://www.youtube.com/watch?v=E7DLLxrrBV8</p> <p>B – Plant Life and Elevation - https://www.nps.gov/seki/learn/nature/plants.htm</p> <p>C - Five Regions of the United States Worksheet - https://www.teacherspayteachers.com/FreeDownload/The-Five-Regions-of-The-United-States-3332475</p> <p>D – Photos of the USA in Winter - https://www.msn.com/en-us/weather/topstories/in-photos-winter-weather-across-the-united-states/ss-BBQloCw</p> <p>E – Climate Type Video - http://www.funkidslive.com/learn/marina-ventura/climate-explorers/major-climate-zones-world/#</p> <p>Additional Resources</p> <p>Weather Wiz Kids Website - http://www.weatherwizkids.com/</p> <p>Interactive Climate Map - http://oceanservice.noaa.gov/education/pd/oceans_weather_climate/media/climate_zones.swf</p> <p>Global Weather View - http://www.meteoearth.com</p>	