

## 5.10 Read and draw

<p><b>Topic:</b> Weather <b>Subtopic:</b> Climate <b>Activity type/skill:</b> Word/picture matching <b>Literacy focus:</b> Vocabulary</p>
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### Objective

- Focus on the meaning of target vocabulary.
- Use vocabulary in new contexts.

### What you need

- Student worksheet (see next page)

### What to do

1. Look at the bottom of the student worksheet. Read the captions in the boxes as a group.
2. Copy the nine boxes on the board. Ask them to think of something suggested by the caption for you to draw in each box.
3. Rub your drawings off the board. Tell them they have 10 minutes to draw something in each box to illustrate the captions. (The competence of the drawing is irrelevant – it is the idea that counts.) Make it a competition. Tell them you will give two marks for each idea that is correct and different from the picture you drew on the board and one mark for drawings that are the same as the one that you drew on the board. Encourage lateral thinking and using the vocabulary in a new environment, for example, an electric jug to heat water.
4. Have the students explain their drawings to the group, which must accept that the drawings accurately represent the caption before marks are allocated.

## Activity nine

### Snow in New Zealand

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## Activity ten

Something that heats water

Something you wear when  
the temperature is low

You put pressure on this  
to make it ring

Windy watcher

Something you rarely eat

An animal that likes to  
live in a cold climate

Something that is flowing

A sport you enjoy when  
the temperature is high

One effect of forgetting  
to do your homework