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GEOGRAFIA

Sussidiario delle discipline
con eserciziaro integrato

AMICHE DISCIPLINE

Crescere insieme per
un MONDO MIGLIORE

Curatore
didattico-scientifico
Stefano Rossi

Imparare con
menti critiche e cuori
intelligenti

STORIE DELLA MERAVIGLIA

DIDATTICA COOPERATIVA

LIFE SKILLS

SOSTENIBILITÀ

STEAM

CLIL



Inquadra il QRcode e scopri il mondo Sanoma

sanoma

LANG



LANDFORMS AND HUMAN ACTIVITIES

PRE-TASK 1



Look at the following pictures, read the texts, then match the letters with the numbers. Share your ideas with your group.

USE THE
CHUNKS OF
LANGUAGE IF
YOU NEED!



1

.....



2

.....



3

.....



4

.....



5

.....



6

.....

- A** Natural stream of water that flows from the mountains towards the sea.
- B** Rounded elevation with an altitude between 200 and 600 metres.
- C** The salty water that covers a large part of the Earth's surface.
- D** Area filled with water and surrounded by land.
- E** Elevation with an altitude above 600 metres and cold climate.
- F** Large area of flat land with trees and vegetation.

CHUNKS OF LANGUAGE

- We can match the picture number [...] with the letter [...].
- I think that the picture number [...] corresponds to the description number [...].

PRE-TASK 2



Look at the pictures of PRE-TASK 1 and choose the correct name for each landform. Tell your choices to the class. Follow the example.

EXAMPLE

Picture number 1 represents a mountain landform. There are very high mountains with snow. There are many pine trees. There is a little mountain village, too.

MOUNTAIN

HILL

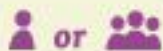
PLAIN

LAKE

RIVER

SEA

TASK 1



Look at the map and read the text, then answer the questions with the cardinal points, orally or in your exercise book. Share your answers with the class.

Italy is a peninsula. It means that it is almost surrounded by the sea. Italian seas are the Adriatic Sea, the Tyrrhenian Sea, the Mediterranean Sea and others.

In Italy there are two main mountain chains: the Italian Alps and the Apennines. Mont Blanc is the highest mountain in the Alps and in Europe, while Gran Sasso is the highest mountain in the Apennines.

The largest plain in Italy is the Po Valley. It is crossed by the longest Italian river, the Po, that starts from the Monviso in the Alps and ends into the Adriatic Sea.

The biggest Italian lake is Lake Garda.

Other famous lakes are Lake Como and Lake Trasimeno.

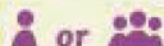
- 1) What is Mont Blanc and where is it situated?
- 2) Where is Mount Gran Sasso situated?
- 3) What is Po?
- 4) Where is the Po Valley situated?
- 5) What is Lake Garda and where is it situated?
- 6) What are the names of some Italian seas?





ACROSS THE MEDITERRANEAN SEA

TASK 5



Why is the sea so important to the Mediterranean civilizations?
Read the text and underline the answer. Then complete
the sentence.

The Mediterranean civilizations can't cultivate many products,
because the climate is too hot and the ground is too dry.
They learn how to make ships in order to find new territories
with more agricultural products.

When they arrive in a new territory, they start to exchange products with other peoples.
They want to register what they buy and sell, so they invent a new system of writing.
They also start using coins. Finally they start establishing colonies in the new territories.
The Mediterranean Sea becomes really important because it allows the Mediterranean
civilizations to trade, grow and make general progress in their knowledge.

The sea is very important to the Mediterranean civilizations because

.....

TASK 6



Look at the pictures. Mediterranean people use these objects during their trips
across the Mediterranean Sea. Can you make hypotheses about their use?



▲ AN AMPHORA.

The Phoenicians use
amphoras

.....



▲ A PHOENICIAN COIN.

The Phoenicians use
coins

.....

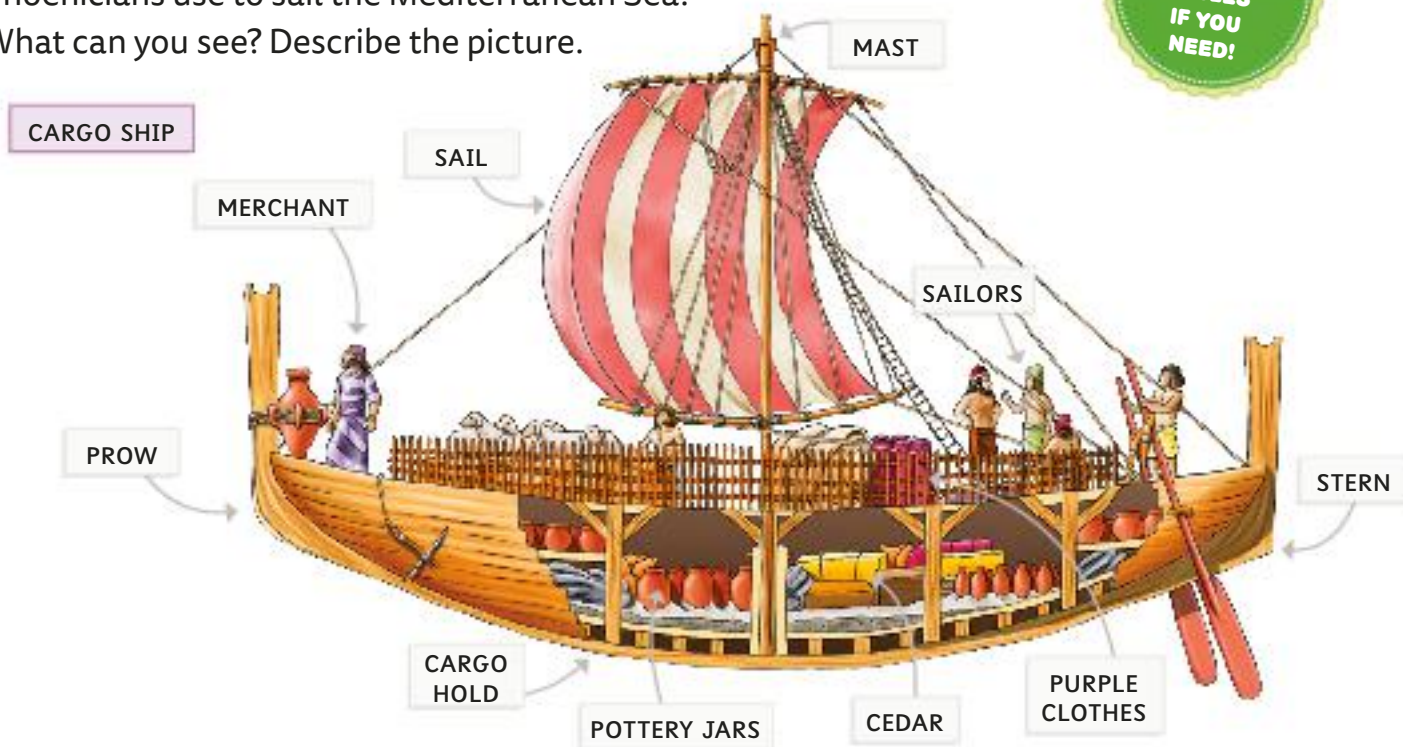


TASK 7



Look at the picture. It shows a ship that the Phoenicians use to sail the Mediterranean Sea.
What can you see? Describe the picture.

USE THE
SUBSTITUTION
TABLES
IF YOU
NEED!



SUBSTITUTION TABLE 1

IN THIS PICTURE...

IT IS POSSIBLE TO SEE	A SHIP	THAT	WORK
	A CARGO SHIP		PREPARE TO SAIL
I / WE CAN SEE	A TYPICAL PHOENICIAN SHIP	WITH	LOAD GOODS ON THE SHIP
	MEN		LOTS OF GOODS IN THE CARGO HOLD

SUBSTITUTION TABLE 2

IN THIS PICTURE...

THERE IS	POTTERY JARS	THAT	THE MEDITERRANEAN CIVILIZATIONS	SELL	SAILING ACROSS THE MEDITERRANEAN SEA
	PURPLE CLOTHES			EXCHANGE	
THERE ARE	CEDAR		MERCHANTS	SELL AND BUY	DURING THEIR TRIPS
	LOTS OF GOODS IN THE CARGO HOLD		THE PHOENICIANS		
			MEN		

LIVING OR NON-LIVING

ASCOLTA
IL TESTO

TEXT What are living things?

Living things are born and die. They can breathe, move, eat, drink, grow and reproduce. They depend on their environment.

to be born = nascere

to breathe = respirare

to eat = mangiare

to grow = crescere

to depend on environment = dipendere dall'ambiente

to die = morire

to move = muoversi

to drink = bere

to reproduce = riprodursi

PRE-TASK



Read the text, then draw in your copybook all the things you think are **living things**.

TASK 1



Look at the pictures, then discuss with your friends and answer the questions:

- Can a tree breathe?
- Can a tree move?
- Can a tree eat and drink?
- Can a tree grow?
- Can a tree reproduce?

Repeat with the other things you see in the picture, then tell the class, following the example. Compare your group answers with the other ones.

Example: "A tree can breathe. It can move its branches and leaves. It can eat and drink. It can grow and reproduce".

POST-TASK



Draw a poster with **living** and **non-living things**.



GIRL



BIRD



BALL



ROCK



TREE

TASK 2



Discuss with your friends and classify the following things connecting them with lines to the correct label. Use the following language support to express your ideas.

"I think that... is a living thing/non living thing because it can/can't..."

THINGS

spider
elephant
mountain
flower
butterfly
car

LIVING

NON-LIVING

THINGS

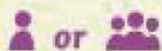
shark
ice-cream
mushroom
table
boy
pen



FOOD CHAINS

USE THE
WRITING
CARD
IF YOU
NEED!

TASK 2

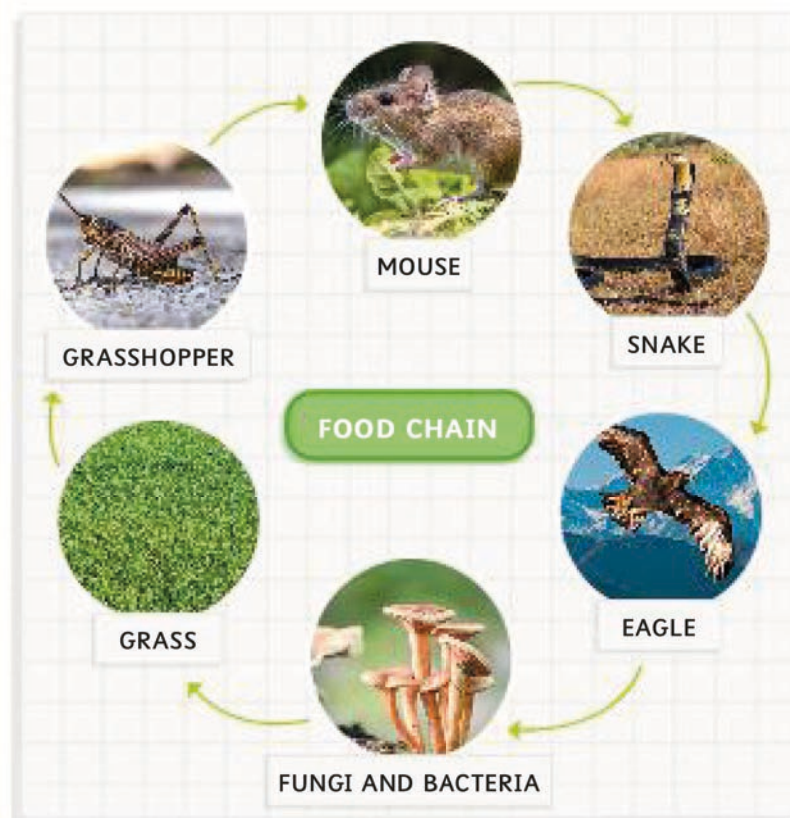


Read the text, then match the letters with the numbers.

In an ecosystem, each living thing has a role: it can be a producer, a consumer or a decomposer. Together they form food chains.

- A** Green plants are producers. They make their own food thanks to the process of photosynthesis.
- B** Animals and humans are consumers. They consume (eat) plants or other animals.
- C** Bacteria, fungi and other living things are decomposers. Decomposers break down dead plants or animals that become nutrients for the soil, and new plants can grow.

ASCOLTA
IL TESTO



TASK 3



Look at the infographic in TASK 2, then write a text in your exercise book about the food chain and share it with the class.

WRITING CARD

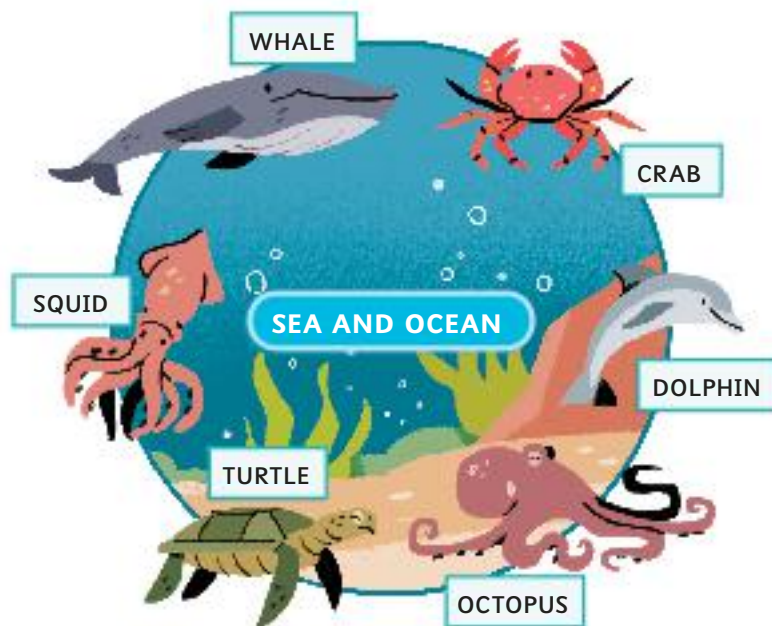
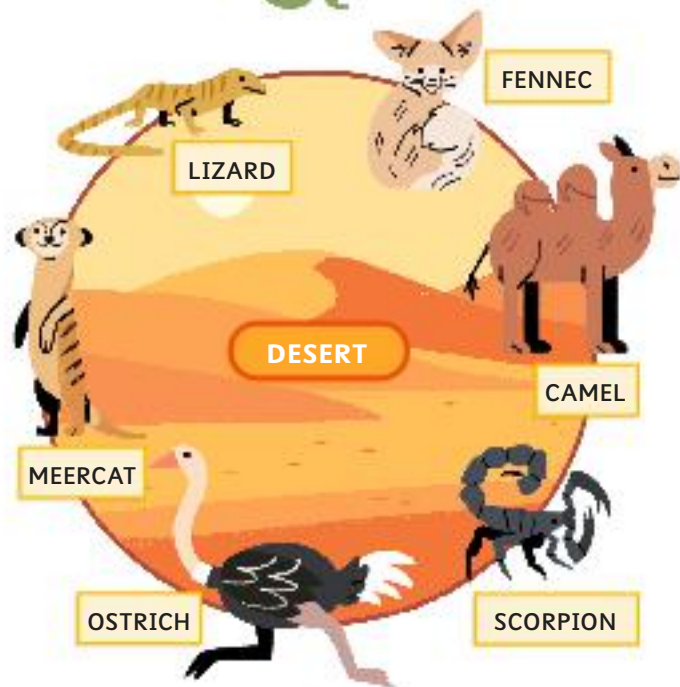
- This is an example of a food chain.
- We can see that the [...] eats the [...].
- When the [...] dies, [...] break down the [...]’s body into [...].

TASK 4



Look at the picture, then tell the class something about the fauna of the six habitats.

USE THE
SPEAKING
CARD
IF YOU
NEED!



SPEAKING CARD

- In the [habitat] there is a specific fauna.
- Some of the animals that live in the [habitat] are: ...

ENVIRONMENT AND POLLUTION

TASK 6



Look at the pictures. They show natural elements or human activities that can disturb the balance in an ecosystem. Label the pictures with the words below.

climate change • pollution • natural disasters • clearing land for building



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.....



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TASK 7



What can we do to protect the Earth and help our Planet to be healthier? Discuss with your group, then write a list of actions in your exercise book. Share your ideas with the rest of the class. Use L1 if necessary.

LET'S HELP THE EARTH!

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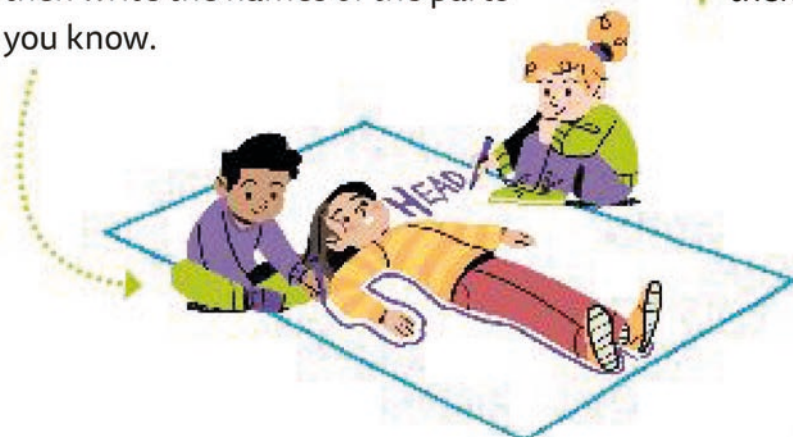


MOVE YOUR BODY!

The Locomotor System

PRE-TASK 1 (3 people)

Draw the shape of a human body, then write the names of the parts you know.



PRE-TASK 2

Look at pictures 1 and 2, then learn the words by heart.

TASK 1 or

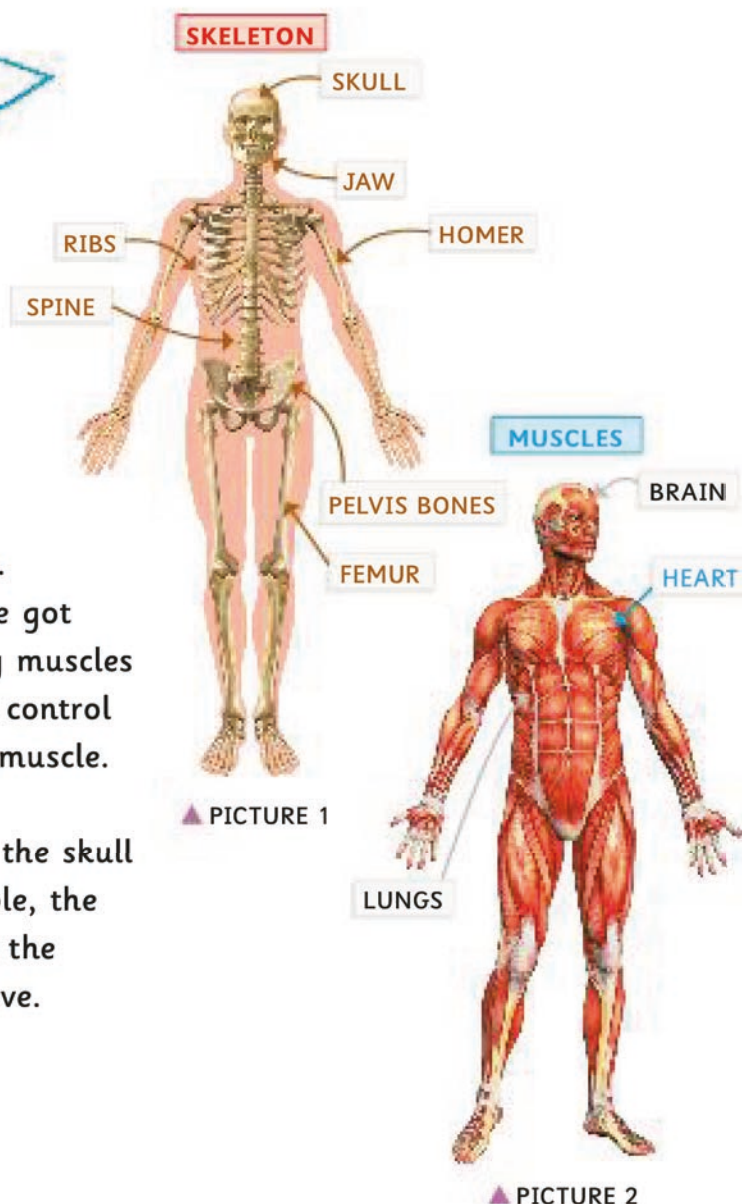
Read the text and the questions. Underline in the text the info you need, then answer orally.

The locomotor system is made up of the **muscular system** and the **skeletal system**.

We have got 630 muscles in our body. We have got **voluntary** and **involuntary muscles**. Voluntary muscles allow us to move, walk, run and jump. We can control voluntary muscles. The heart is an involuntary muscle. We can't control it.

Our **skeleton** has got 206 **bones**, for example: the skull protects the brain, the spine maintains the stable, the jaw allows us to chew and eat, the ribs protect the heart and the lungs, the femur allows us to move.

- 1) What are the muscles' functions?
- 2) What are the bones' functions?





TASK 2



Move your body and think about your muscles and their functions. Walk around the room, run slowly or quickly, jump. Stop when you hear a whistle, then answer the questions.

- Are you using voluntary or involuntary muscles?
- What is the difference between voluntary and involuntary muscles?
- Can you control voluntary muscles?
- Can you control involuntary muscles?



TASK 3



Answer the questions. Brainstorm your ideas and write them here. Use Italian if necessary.

- Do bones and muscles need food to grow?
.....
.....
- How can bones and muscles grow?
.....
.....
- What do they need to grow and be healthy?
.....
.....



Clelia Tollot
Giuseppe Assandri

LETTURE

Sussidiario dei linguaggi

NEL BOSCO DEI LIBRI

5

Crescere insieme come
AMICI del PIANETA

Buoni libri d'autore
per approfondire
grandi temi

•
L'Educazione civica
attraverso i Classici

•
Laboratorio di Scrittura
e Comunicazione

MINDFULNESS

LIFE SKILLS

EDUCAZIONE AMBIENTALE

STEM



Inquadra il QRcode e scopri il mondo Sanoma

s a n o m a

LaNG

Il fiore del ciliegio



Nel brano precedente il protagonista sente il bisogno di fermarsi, ogni tanto. Capita anche a te? Che cosa fai in quei momenti? Confrontati con le compagne e i compagni.

L'albero di ciliegio in fiore è uno spettacolo meraviglioso!
Il ciliegio in fiore è uno dei simboli del Giappone. Lì ogni anno, in primavera, quando centinaia e centinaia di ciliegi fioriscono, i giapponesi fanno una grande festa chiamata Hanami: le persone si riuniscono sotto i ciliegi in fiore per ammirare e "assaporare" la pioggia dei petali che cadono.



DICIAMOLO IN... GIAPPONESE

In giapponese "fiore" si dice "Sakura".

SPAZIO DI SILENZIO

Ascolta e fai questa esperienza.

Ogni tanto, anche tu fermati. Guarda le cose che hai intorno. Puoi farlo anche ora.

Nota le prime **tre cose** su cui si posa il tuo sguardo. Non devono necessariamente essere importanti o interessanti: forse è la testa di un tuo compagno, la lavagna o una matita. L'obiettivo è soltanto quello di portare la tua piena consapevolezza nel **momento presente**: adesso!
Poi inspira ed espira, sentendo l'aria che entra e che esce da te. Solo questo.
Infine, prima ripeti mentalmente qualche volta da solo, poi di' insieme alle compagne e ai compagni:
MOMENTO PRESENTE, MOMENTO MERAVIGLIOSO!



SPAZIO DI PAROLA



Passandovi il cuore, parlate delle sensazioni vissute durante l'esperienza.

- Come ti senti?
- Riesci a dire quale sensazione o emozione hai provato?
- Hai immaginato i ciliegi fioriti?



MINDFUL MOMENT The Flower Breath

Imagine smelling a flower.
Breathe **in** through your nose,
out through your mouth.
Repeat three times.
How do you feel now? Say it with a word.



Smell: odorare

Breathe: respirare

Competenze per la vita

L'attività proposta in queste pagine può aiutarti a migliorare la tua concentrazione sul tempo presente. In quali momenti della tua vita di tutti i giorni pensi ti sarà utile questa esperienza? Colora i simboli corrispondenti. Poi aggiungi la tua competenza.



PER CONOSCERTI MEGLIO



PER COMPRENDERE GLI ALTRI



PER VIVERE MEGLIO IL TUO AMBIENTE





SPAZIO DI PAROLA



Passandovi il cuore, parlate di questa esperienza.

- Come stai ora?
- Sei riuscita/o a far scorrere via pensieri e preoccupazioni?
- Ricorda: i pensieri si svolgono solo nella tua mente, non sono la realtà, quindi se non ti piacciono puoi scacciarli via!

MINDFUL MOMENT What is the weather like?

Close your eyes. What is the weather like in your mind?

☐ Sunny ☐ Cloudy ☐ Windy ☐ Stormy



Stormy: tempestoso

Competenze per la vita



Puoi fare tesoro di questa esperienza nella vita di tutti i giorni. A volte ci creiamo delle preoccupazioni, ma... sono solo pensieri! Secondo te, quali competenze possono essere migliorate da questa esperienza? Colora i simboli corrispondenti. Poi aggiungi la tua competenza.



IMPARARE A ESPRIMERE
LE EMOZIONI



ASCOLTARE E
COMPRENDERE GLI ALTRI



CONOSCERSI MEGLIO

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