

# Seasons

## Topic

Seasons

## Aims

To practise:

- vocabulary: words connected with seasons
- curricular work: the seasons
- skills: integrated skills (listening, speaking, reading, writing)

## Age group

Primary

## Level

A1/A2

## Time

90 minutes approximately

## Materials

Please note that to access downloadable worksheets, you need to log in separately to [LearnEnglish Kids](#).

1. Song, activity sheet, answers and lyrics: 'The leaves on the tree'  
<http://learnenglishkids.britishcouncil.org/en/songs/the-leaves-the-tree>
2. Story, activity sheet, answers and transcript: 'The lazy bear'  
<http://learnenglishkids.britishcouncil.org/en/short-stories/the-lazy-bear>
3. Game: 'Nut hunt'  
<http://learnenglishkids.britishcouncil.org/en/fun-games/nut-hunt>
4. Your turn: 'Seasons'  
<http://learnenglishkids.britishcouncil.org/en/your-turn/seasons>
5. Craft activities: spring, autumn, winter  
<http://learnenglishkids.britishcouncil.org/en/craft-downloads/spring-hat-0>  
<http://learnenglishkids.britishcouncil.org/en/craft-downloads/autumn-decoration>  
<http://learnenglishkids.britishcouncil.org/en/craft-downloads/snowflake>
6. Large pieces of paper for posters (stage 6)
7. Green card, yellow paper, paper plates, paints or colours, glue for summer craft (stage 7) – optional

For a complete list of all 'Seasons' content on LearnEnglish Kids, click here:

<http://learnenglishkids.britishcouncil.org/en/category/topics/seasons>

## Introduction

In this lesson, students will look at different features of the seasons. They will listen to and sing a song, and watch a story about the changing seasons. They will think about words and ideas connected to the different seasons, and then work together to produce a poster. Finally students can complete a craft activity or play a game.

## Procedure

<b>1. Introduce the topic (5 mins)</b>	<ul style="list-style-type: none"> <li>• Draw on the board, or show pictures of, vocabulary related to spring. For example, you could draw a tree, then some flowers, then a nest in the tree, then a bird and some eggs, then a butterfly on the flowers, and so on. As you draw, either try to elicit the language from the students, or talk about the pictures and what they are. Ask students if they know what season it is and elicit 'spring'. Do they know the other seasons of the year? Can they tell you what season it is now in their country?</li> </ul>
<b>2. Sing a song (15 mins)</b>	<ul style="list-style-type: none"> <li>• Display the activity sheet for the 'Leaves on the tree' song on the board. Complete the first activity as a class.</li> <li>• Give students the activity sheet and ask them to complete the second activity as they listen – putting the pictures in order. Play the song all the way through then check answers. Read the sentences for each picture together. Can they tell you which season each picture represents?</li> <li>• Ask students if they can remember the actions that the children in the song were doing for each season. Play the song again, encouraging students to sing along and do the actions.</li> <li>• Display the third activity on the board and talk about each picture. Can they remember from the song what's happening in each picture? Read the instructions under each picture and then hand out the activity for the students to colour.</li> </ul>
<b>3. Watch a story (10 mins)</b>	<ul style="list-style-type: none"> <li>• Show students a picture of a bear. Elicit what animal it is, and ask students what they know about bears. Ask students if they know that bears sleep all winter, or what season bears sleep.</li> <li>• Tell students they are going to watch a story about a bear who sleeps a lot. Ask them to watch the story 'The lazy bear' and tell you in which season Bruno the bear wakes up. Play the story and check answers.</li> <li>• Play the story again. Stop at different points during the story. Ask students to tell you what season it is. Encourage them to explain how they know, for example they know it's winter because there's snow.</li> </ul>
<b>4. Focus on vocabulary and ideas (15 mins)</b>	<ul style="list-style-type: none"> <li>• Write the names of the seasons on the board. Ask students to tell you things associated with spring – refer back to the drawings or pictures from the beginning of the lesson for ideas if necessary. Write their ideas on the board.</li> <li>• Now do the same for the other seasons, for example 'snow' for winter. Use the song and the story to help elicit ideas.</li> <li>• Give students the third activity on the worksheet from 'The lazy bear'. Explain they need to draw a simple picture for each season and write about it. They can use the ideas and vocabulary on the board to help them. Monitor and help as necessary.</li> </ul>

<b>5. Focus on animal behaviours (5 mins)</b>	<ul style="list-style-type: none"> <li>• Go back to the seasons brainstorms on the board. Ask students to tell you what Bruno the bear was doing in the story (sleeping). Ask students what season bears usually do this (winter) and write 'bears sleep' (or 'hibernate') next to winter.</li> <li>• Now elicit or feed in some more ideas about other animal behaviour in different seasons. Use the song and story to help. For example, birds make nests in spring, bees make lots of honey in summer, squirrels hide their nuts in autumn, some birds migrate in winter, many animals are born in spring, etc.</li> </ul>
<b>6. Project work (20 mins)</b>	<ul style="list-style-type: none"> <li>• Divide students into four groups and assign (or ask students to choose) a season for each group.</li> <li>• Explain that each group is going to make a poster for their season. The students in each group should decide what things they will have on their poster and decide who is going to draw what, for example one student can draw a tree, one student can draw a squirrel with nuts, etc. Give students paper to do this. Then give students a large piece of paper and they can cut out and stick their drawings on the paper to make a poster. They should label the items in English and write sentences to say what is happening, for example 'The leaves are falling from the tree.' Finally, they can each write a sentence on their poster saying what they can do during their season, for example 'In winter you can make a snowman.'</li> <li>• While the students are working, play the song and let them sing along if they like. Monitor and help groups when necessary.</li> <li>• Display the posters around the room and let the students look at each other's work. Have whole class feedback on which is their favourite season and why, for example 'I like summer because you can go to the beach.'</li> </ul>
<b>7. Craft activity (10 mins)</b>	<ul style="list-style-type: none"> <li>• If your students enjoy craft activities, you could choose to do a spring, autumn or winter craft activity from LearnEnglish Kids – or let the students choose according to their favourite season.</li> <li>• If your students want to do a summer craft activity, they could make a sunflower, using rolled up green card for the stem, a small paper plate painted yellow with black dots for the seeds and handprints cut out of yellow paper to go around the paper plate as petals.</li> </ul>
<b>8. Round off activity (5 mins)</b>	<ul style="list-style-type: none"> <li>• Students can sing the song again or, for fun, you might like to play the 'Nut hunt' game with them – a Pelmanism game using some simple seasonal vocabulary.</li> </ul>
<b>9. Setting homework (5 mins)</b>	<ul style="list-style-type: none"> <li>• Students can watch the story or listen to the song again at home. If they are members of LearnEnglish Kids, they can also read comments on the 'Seasons' Your turn, download a worksheet to complete, then leave their own comments.</li> </ul>

**Contributed by**

Rachael Ro