

What's the weather like?

Topic

Weather

Aims

- To use weather-related songs and rhymes to practise vocabulary
- To review weather vocabulary
- To practise talking about the weather and seasons
- To review adjectives – hot, cold, warm, etc.

Age/level

Primary
CEFR level A1/A2

Time

60 minutes

Materials

1. flashcards
<https://learnenglishkids.britishcouncil.org/en/flashcards/weather-flashcards>
2. weather activities
<https://learnenglishkids.britishcouncil.org/en/category/topics/weather>
3. weather wheel materials, per learner:
 - a. a large circle of card, with lines drawn dividing it into eight segments
 - b. two strips of card, to be the 'hands' of the wheel
 - c. a paper fastener

Introduction

This lesson focuses on the weather. Learners will sing a song to introduce the topic, then they will review and practise weather vocabulary using flashcards and worksheets or online activities. They will then make a weather wheel to practise talking about the weather in different seasons. For homework they will follow up by recording the weather for a week and then talking about it in the following class.

Procedure

1. Introduce the topic

There are a number of weather-related songs you could use to introduce the topic of weather.

	<p>For younger children, try <i>Incy Wincy spider</i>. You can find a song version and the actions here: https://learnenglishkids.britishcouncil.org/en/songs/incy-wincy-spider https://www.babycenter.com/itsy-bitsy-spider-how-to-gallery</p> <ul style="list-style-type: none"> • Sing the song and do the hand actions – you can play the song above, but it may be better to sing it yourself so the learners focus on you and the actions. Let the learners just listen and watch, but if they start trying to copy the actions that's OK. • Practise the actions together. Repeat the corresponding words or lines from the song as you demonstrate each action, but the learners should just focus on practising the actions. • Sing the song again. First, just encourage the learners to do the hand actions while you sing. Once they can do the actions, encourage them to sing along! <p>For older children, try <i>I hear thunder</i>. It is sung to the tune of <i>Frère Jacques</i> and you can find the words here: http://www.bigeyedowl.co.uk/show_songs.php?t=4</p> <ul style="list-style-type: none"> • Sing the song line by line. Ask learners what an action or gesture could be for each line, explaining any unknown words. • Practise the song, doing the actions. • Once the learners have mastered the song, you can be ambitious and try and sing in a round! It might get a bit messy but can be fun.
2. Weather vocabulary	<p>Use flashcards to review weather vocabulary. Play a game to practise, such as slowly revealing the flashcards and learners shout out what they think it is.</p> <p>For further practise, you could play one of the online games or give them one of the worksheets from LearnEnglish Kids.</p>
3. Make a weather wheel	<p>Tell learners they are going to make a weather wheel. Show them an example of one you have made. Explain that four of the segments are for the seasons and four of the segments are for weather. Elicit what the seasons are and write the words on the board. Then elicit what weather is typical for each season.</p> <ul style="list-style-type: none"> • Give out the circles of card. Learners write the names of the seasons in four of the segments and draw typical weather for each season in the other four segments. • Demonstrate how to assemble the wheel and hands using the paper fastener. You may wish to punch holes in the wheel and hands before the lesson if you think your learners will find it difficult. • Give out the hands and the paper fasteners and allow learners to assemble their wheel and practise moving the hands.

4. Using the weather wheel	<p>Demonstrate how to use the wheel. Show how you can match a season to a weather picture and give examples, such as ‘In summer it’s sunny’, ‘In winter it’s snowy.’</p> <ul style="list-style-type: none"> • Practise with a dictation activity. Say a sentence, such as ‘In autumn it’s windy.’ Learners should move the hands on the wheel to the right places. • Drill the sentences for the learners to practise. For each sentence, you could first secretly move the hands on your wheel to a wrong position for that sentence (e.g. move them to ‘winter’ and ‘sunny’ for ‘In autumn it’s windy’), then after drilling show them your wheel – they will love shouting out, ‘No, that’s wrong!’ • Put the learners into pairs, and they dictate sentences to each other. They have to listen to their partner then move the hands on their wheel accordingly. • Alternatively, in pairs one learner secretly moves the hands on their wheel to a certain position, and the other learner has to guess what it is. 																
5. Homework	<p>Learners record the weather for the week. Ask them to copy a table like this into their notebooks (you might want to put today’s or tomorrow’s day as the first day):</p> <table border="1" data-bbox="400 981 1465 1518"> <thead> <tr> <th>DAY</th> <th>What’s the weather like?</th> </tr> </thead> <tbody> <tr><td>Monday</td><td></td></tr> <tr><td>Tuesday</td><td></td></tr> <tr><td>Wednesday</td><td></td></tr> <tr><td>Thursday</td><td></td></tr> <tr><td>Friday</td><td></td></tr> <tr><td>Saturday</td><td></td></tr> <tr><td>Sunday</td><td></td></tr> </tbody> </table> <p>Learners should complete the table for each day with a picture and a short sentence, e.g. ‘It’s sunny.’</p>	DAY	What’s the weather like?	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday	
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6. Follow-up	<p>Learners can compare their homework weather tables. Introduce the use of ‘was’ and in pairs they can see if they have the same, for example by saying, ‘On Monday it was sunny.’ ‘Yes, correct!’ or ‘No, on Monday it was cold!’</p>																

Contributed by

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