



GETTY IMAGES®



Fun with Weather

Rana Yildirim  Turkey

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Lesson 1: Weather Conditions

(45 minutes)

SKILLS TO BE EMPHASIZED

Listening and speaking

TARGET STRUCTURE

“What is/was the weather like? It is ___ ; it was ___ yesterday.”

TARGET VOCABULARY

hot, cold, warm, sun, cloud, wind, rain, fog, snow, sunny, cloudy, windy, rainy, foggy, snowy

OBJECTIVES

By the end of the lesson students should be able to:

- brainstorm to come up with words that describe the weather.
- describe what the weather is like outside with relevant weather vocabulary.
- develop their observing and predicting skills by telling and writing about weather conditions.
- compare today’s weather with yesterday’s weather conditions.

MATERIALS

Flash cards and pictures showing different weather vocabulary items and weather condition

ACTIVITY 1: Warm-up

(Pre-listening, 10 minutes)

Let’s Go Outside!

(adapted from www.uwsp.edu/education/pcook/unitplans/wether/htm)

1. Introduce the lesson.

Tell students that they are going to be learning about the weather and learning words that describe weather conditions. Tell them that to begin the lesson they will be going outside for five minutes to observe the weather using all their senses; tell them that when they return to the classroom, they will share what they saw, heard, felt, and smelled, and/or tasted.

2. Take your students outside for 5 minutes.

Remind students to observe the weather using all their senses. While the students are outside observing, ask such questions as:

- “What do you see?”
- “Now, listen—what do you hear?”
- “Stand very still. Do you feel the wind?”
- “What do your eyes and ears tell you about the weather?”

3. Share one of your observations about the weather.

Share with the students one of the observations you made about the weather while you were outside and write it on the board. For example, you might write: “I felt hot outside.” Or you might write: “I felt the wind blowing on my face.”

4. Ask the students to share their observations of the weather with the class.

Write the words they use while describing the weather on the board. Encourage the students to think of additional words that describe the weather and words that name other kinds of weather. Add the new words to the list on the board.

5. Using flash cards and pictures, present some weather vocabulary, using adjective forms. (See sample flash cards at the end of the lesson.)

ACTIVITY 2: Presentation

(Listening, 15 minutes)

Singing with Actions

1. Sing the weather song (or play a recording) using actions.

While the students listen, sing (or play) “The Weather Song,” using pictures or gestures to illustrate the different kinds of weather. (If you do not know the tune of the song “Clementine,” you can choose your own tune or simply speak the lines rhythmically.)

The Weather Song

(sung to the tune of “Clementine”)

What’s the weather?

What’s the weather?

What’s the weather like today?

Tell us (student’s name),*

What’s the weather?

What’s the weather like today?

Is it sunny?

(show picture or use a gesture)

Is it cloudy?

(show picture or use a gesture)

Is it rainy out today?

(show picture or use a gesture)

Is it snowy?

(show picture or use a gesture)

Is it windy?

(show picture or use a gesture)

What’s the weather like today?

*At the end of the song, ask the student questioned in line 4 to say what the weather is, making the appropriate gesture.

2. Teach the song using actions.

Teach the students the song line by line, or miming the actions you used (or holding up pictures) to enable students to comprehend the meaning of the words and structure.

ACTIVITY 3: Practice

(Post-listening, 15 minutes)

Real Talk

1. Hold up the flash cards showing different weather conditions. Ask the students what the weather is like in each flash card. For example, say: “What’s the weather like here in this picture? Is it rainy? Is it cold? Is it windy? How do you know that it is windy?”

2. Have the students converse by asking similar questions to each other about today’s weather.
3. Following their conversation about today’s weather, have the students compare today’s weather with yesterday’s. Give such an example sentence such as: “It was rainy yesterday, but it is sunny today.” Elicit sentences from the students in a similar form; for example, they might say: “It is sunny and hot today, but it was rainy and cold yesterday.”

ACTIVITY 4: Practice

(5 minutes)

Weather Riddles

Check the students’ comprehension of weather vocabulary by having them read the weather riddles below and find the appropriate weather words.

Weather Riddles

1. I blow your hair and bend the trees low. I make the flags flap and the leaves dance by. I am _____. [wind]
2. When the clouds become black as night, I fall onto the ground. Take your umbrella so as not to get soaked. I am _____. [rain]
3. I am white and light. I make no sound while falling to the ground. I am _____. [snow]
4. I always shine bright. You can’t see me when it is dark. I am _____. [sun]

As the students solve each riddle, write the answer on the board. After all four answers are on the board, go back and elicit from students the adjective form of each word by having an exchange like this:

Teacher: “What do we say for the weather when there is wind?”

Students: “Windy.”

Teacher: “Right, we say ‘it is windy.’”

ACTIVITY 5: Discussion

The Importance of Weather

Tell the students why weather is important for us and that the people in some particular jobs are very much interested in it.

Elicit from the students what those jobs are or who those people are. To start the discussion, you could tell students that farmers always wonder about the weather and listen to weather forecasts every day, hoping to see suitable weather conditions for their crops to grow well.

As students talk about people with an interest in the weather, list those people on the board. Ask students what kind(s) of weather each of the people prefers, reminding them that some might prefer more than one kind of weather. (Remind students that a farmer's crops require both sun and rain to grow well.)

ACTIVITY 6: Follow-up

(Homework)



Weather Journal

Have the students begin a weather journal that they will keep throughout the weather unit.

- Ask the students to make a two-column chart in their notebooks and label the columns: "Weather Today" and "Weather Tomorrow." Remind them to put the date (or day of the week) on each entry in their journals.

- Tell the students to record their observations and predictions about the weather. Underneath the first column, they should write and illustrate (with pictures or drawings) what today's weather conditions are like and underneath the second, they need to write and illustrate their predictions about what tomorrow's weather conditions will be. Each day when they record the weather in their journals, they should write the date (or day of the week) on which they wrote the weather report and prediction.
- Tell the students to bring their journals to class every day to share their observations and predictions with the class.

Sample Page of a Weather Journal

Weather Today	Weather Tomorrow
<p>It is sunny today.</p> 	<p>It will be rainy tomorrow.</p> 

Lesson 2: Clothing for different weather conditions

(45 minutes)

SKILLS TO BE EMPHASIZED

Listening and speaking

TARGET STRUCTURE

Asking for and giving advice using “should”

TARGET VOCABULARY

hat, winter coat, boots, swimming suit, gloves, sandals, sunglasses, T-shirt, umbrella, raincoat, scarf

OBJECTIVES

By the end of the lesson students should be able to:

- name various articles of clothing.
- match the articles of clothing with the appropriate weather condition.
- ask for and give advice by using *should*.

MATERIALS

Puppy (a toy dog), various articles of clothing for Puppy: hat, winter coat, boots, swimming suit, gloves, sandals, sunglasses, T-shirt, umbrella, raincoat, scarf, raincoat, an interactive story *What Should Puppy Wear?*, flash cards and pictures showing weather vocabulary items and weather conditions

ACTIVITY 1: Warm-up

(10 minutes)

Review and Preview

- Review what was learned in the previous class by singing the Weather Song with movements.
- Ask students what the weather is like today and whether it is different from yesterday.
- Ask the students to share the observations about the weather they recorded in their journals.

Pre-listening

- Introduce the students to the toy dog, Puppy, and tell them that you are going to tell them a story about Puppy.

- Teach the names of the articles of clothing by using the items you have brought in.
- Say to the students, “Let’s look at what clothes Puppy has.”
- Try to elicit the names of clothing from the students: “Yes, she has a [pause] *hat*.” Write the word on the board.
- Repeat this for all the items of clothing.

ACTIVITY 2: Presentation

(20 minutes)

What Should Puppy Wear?

Tell the story *What Should Puppy Wear?* while holding puppy and making appropriate movements and facial gestures and using slightly exaggerated intonation. Elicit responses from the students as suggested by the parenthetical remarks.

What Should Puppy Wear?

One day Puppy wakes up early, looks out the window and sees the bright sun. She says, “What a lovely sunny day today! I should do something nice.” (*What can she do this sunny day?*) Yes, she decides to go to the playground with her friends. She feels very hot, so she should wear her...[Pause and encourage the students to offer the missing word or phrase.]...yes, her T-shirt. And she should wear her sunglasses and sandals. Now she starts to play with her friends, and she is very happy. But what is this? The weather is changing. There are dark clouds in the sky. So Puppy should go home and... (*What should she wear?*) Yes, she should wear her... (raincoat, take her umbrella, etc.)

Continue with the story until you feel that the students enthusiastically have offered enough advice as to what Puppy should wear and that they have had enough practice with the use of *should* and the vocabulary of clothing.

Activity 3: Practice

(15 minutes)

Group Role Play

1. Divide the class into two groups—Group A and Group B.
2. Arrange all of the clothing on a desk between the two groups.
3. Tell the students that one group will take on the role of Puppy and ask for advice for what type of clothes she should wear for different weather conditions and that the other group will give advice for the right type of clothes by using *should*.
4. Demonstrate the required dialogue with Puppy, and say:

Puppy: What should I wear today? (The teacher should pretend Puppy is talking.)
(Show students a flash card of *rainy*.)

Teacher: Puppy, it is a rainy day. You should wear your raincoat.
(Pick up the right clothing item among the clothes.)

Puppy: Thanks for the advice!
5. Ask a student in Group A to play Puppy and ask: “What should I wear today?” Then cue a student in Group B with a flash card of windy, snowy, sunny, or rainy and cue him or her to answer Puppy and pick up the correct piece of clothing. Cue Group A to say thank you. Continue the activity until all of the vocabulary has been practiced.

ACTIVITY 4: Evaluation and Follow-up (Homework)

Weather Journal with Clothes

- Have students share their journals with a partner. As the pairs share their work, walk around the classroom to assess students for accuracy in the use of weather vocabulary and structure.
- For homework, tell the students to continue recording observations and predictions about the weather in their journals. In addition to the usual information, they write one sentence about what they should wear in that kind of weather. On the board, write: “I should wear...” and have students copy it in their journals.

Lesson 3: I feel happy when it is sunny (45 minutes)

SKILLS TO BE EMPHASIZED

Reading and writing; listening and speaking

TARGET STRUCTURE

When clauses in the present simple

TARGET VOCABULARY

Adjectives for describing feelings or moods:
happy, sad, mad, annoyed, afraid, calm, angry, tired, excited

OBJECTIVES

By the end of the lesson students should be able to:

- describe how they feel during certain weather situations, using pictures and/or words.
- describe why they feel this way.
- describe feelings or moods by using appropriate adjectives.
- describe and talk about feelings by using *when* clauses in the simple present tense.

MATERIALS

Flash cards and pictures showing different weather conditions and feelings, story with story cards (Puppy's Morning), items of clothing, paper (3 pieces per student)

ACTIVITY 1: Warm-up

(10 minutes)

1. Have the students look outside the window and describe the weather (sunny, rainy, cloudy, snowy, hot, cold).
2. Have students compare the predictions they have recorded in their journal with the actual weather conditions.
3. Ask students to raise their hands if this weather makes them happy or unhappy. Record the information on the board, for example, write "[Name of a student] feels happy when it is sunny."

4. Have a student hold up one picture of a weather condition. Ask students "How do you feel when it is...?" Hold up the flash cards that describe feelings or moods (happy, sad, annoyed, afraid, calm, angry, tired, etc.) until the students point to the one they feel.

5. Provide a model sentence and then elicit some from the students. For example,

Teacher: Look at this picture. What's the weather like?

Students: Rainy.

Teacher: Very good, it is rainy. When it is rainy, I feel sad. What about you? How do you feel when it rains?

6. Tell the students that they are going to read a story about Puppy's morning.

ACTIVITY 2: Presentation

(20 minutes)

Puppy's Morning

- Read the story to the students in an interactive way by asking some comprehension as well as the prediction questions (see questions in italics).
- Make sure that while reading you use appropriate mimes and gestures as well as intonation.
- Use the story cards and realia to illustrate the types of clothing described in the story.

Puppy's Morning

Today I woke up very early in the morning and saw that it was rainy outside. (*What was the weather like?*) So I did not want to go out, but my mother asked me to do some shopping. I put on (*What will she put on?*) a pair of boots and a raincoat, took my umbrella and went out.

While I was walking I saw my uncle. He said he saw me frowning and asked, "Why are you so unhappy?" I told him: (*What did Puppy tell her uncle? Why is she so unhappy?*) "I don't like rainy weather. When it is rainy, I feel sleepy and I can't play outside."

My uncle looked at me with a smiling face, so I asked him why he was so happy. (*Why is Puppy's uncle happy?*) He said "I feel so happy when it is rainy. It is my favorite kind of weather because rain helps my plants to grow fast." (*Does Puppy's uncle like rainy weather? How does he feel when it is rainy? Why?*)

After reading the story, re-elicite from the students information about how Puppy and her uncle feel when it is rainy and the reasons they feel as they do. Record the information on the board; for example:

Puppy feels unhappy when it is rainy because she can't play outside.

Puppy's uncle feels happy when it is rainy because rain helps his plants grow fast.

Activity 3: Practice

(15 minutes)

Paper Faces

- Give each student three pieces of paper. Have the students draw a large circle (the size of a face) on each sheet of paper.
- Read aloud the weather reports below and tell the students to draw their facial expressions in the circles to show how they would feel in each type of weather.

Weather Reports

1. Good morning, Ladies and Gentlemen. Here is the quick weather forecast for today. It is going to be a sunny day. The sun is going to shine all day with a nice hot temperature of 30°C. That is today's weather. See you the same time tomorrow.
2. Good morning, Ladies and Gentlemen. Here is the quick weather forecast for today. There are some very heavy rain clouds over the north. By early afternoon we will see the rain. Unfortunately for all of us, it's going to be very wet with temperatures below 20°C. That is today's weather. See you the same time tomorrow.
3. Good morning, Ladies and Gentlemen. Here is the quick weather forecast for today. After a cloudy morning, it is going to be cold with frequent heavy snowfall. Yes, it's going to be a snowy day with a temperature of around 2°C. That is today's weather. See you the same time tomorrow.

- Read the weather reports again, and have students hold up their papers for their classmates to see how certain types of weather make them feel.
- Have students write on each paper, below the facial expression, how they feel and why they feel that way. For example:

When it is sunny, I feel happy because I can go to the seaside.

When it snows heavily, I feel happy because I can make a snowman [or] I feel annoyed because I can't go to school and I can't see my friends for a few days.

ACTIVITY 4: Follow-up Activity

(Homework)

Letter Writing

Ask students to write a letter to a classmate. Use the following writing prompt:

Write a letter (or email) to your friend. Tell him or her what your favorite weather is, how it makes you feel, and why. You can also ask your friend a question about his or her favorite weather.

If students need some guidance, give them a controlled writing activity to follow, such as:

May 13, 2007

Dear _____,

How are you? I am fine! Today is _____
 _____. I love _____. When it
 is _____, I feel _____
 because _____
 _____.

Do you like _____ weather? _____

I'll see you soon!

Your friend,

ACTIVITY 5: Follow-up Activity

(Homework)

Weather Journal with Feelings

- Tell students to write and illustrate their observations about today's weather and predictions about tomorrow's weather in their journals.
- In addition, ask them to write down how they feel during that weather.

RANA YILDIRIM, an assistant professor in the ELT Department of Çukurova University, Turkey, holds an MA (TEFL) from Cukurova University and an MSc (TESP) and a PhD (TEFL) from Aston University, UK. She has worked as a teacher trainer in many local and nationwide in-service teacher training programs.



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rainy (adj.)

windy (adj.)



sunny (adj.)

snowy (adj.)

