

What's the weather like?

Topic

Weather

Learning outcomes

- Practise weather-related vocabulary through songs and rhymes
- Review weather vocabulary
- Practise talking about the weather and seasons
- Review weather-related adjectives – hot, cold, warm.

Age/level

Aged 5-8 and 9-12
CEFR level A1/A2

Time

65 minutes

Materials

- F2F Presentation (can replace flashcards)
- flashcards
<https://learnenglishkids.britishcouncil.org/en/flashcards/weather-flashcards>
- weather activities
<https://learnenglishkids.britishcouncil.org/en/category/topics/weather>
- 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 (15 minutes)

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

For younger children

Incy Wincy spider: <https://learnenglishkids.britishcouncil.org/listen-watch/songs/incy-wincy-spider>

Incy wincy spider lyrics

Incy wincy spider climbed up the waterspout

Down came the rain and washed poor incy out

Out came the sunshine and dried up all the rain

So incy wincy spider climbed up the spout again

- In the useful links section there is a video of a teacher demonstrating the actions for you to learn.
- Sing the song and do the hand actions – you can play the song video, 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!

For older children,

	<ul style="list-style-type: none"> • I hear thunder. It is sung to the tune of Frère Jacques. See useful links for a video demonstrating the tune and actions. <p>I hear thunder lyrics</p> <p>I hear thunder, I hear thunder, Hark don't you, hark don't you. Pitter patter raindrops, Pitter patter raindrops. I'm wet through, SO ARE YOU!</p> <ul style="list-style-type: none"> • Sing the song line by line and either elicit actions or demonstrate the actions • Practise the song, asking learners to copy 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.
<p>2. Review: Weather vocabulary (10 minutes)</p>	<p>Using flashcards</p> <ul style="list-style-type: none"> • Play a game to practise, such as slowly revealing the flashcards and learners shout out what they think it is. • For further practise, you could play one of the online games or give them one of the worksheets from LearnEnglish Kids. <p>Using presentation</p> <ul style="list-style-type: none"> • Display slide 2. Drill the vocabulary and check pronunciation. • Display slide 3. Ask learners to point at the different weather. Eg. Point at sunny. Or elicit the weather types by pointing and asking, "What's the weather like?"
<p>3. Make a weather wheel (15 minutes)</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Elicit what the seasons are and write the words on the board. Display slide 4. Then elicit what weather is typical for each season. One season has been indicated (Autumn/ Windy) • 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. Monitor and support as needed.
4. Using the weather wheel (15 minutes)	<ul style="list-style-type: none"> • 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.’ • 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. Setting homework (10 minutes)	<p>Learners record the weather for the week. Ask them to copy a table like in Appendix 1 into their notebooks (you might want to put today’s or tomorrow’s day as the first day):</p> <p>Learners should complete the table for each day with a picture and a short sentence, e.g. ‘It’s sunny.’</p>

6. Follow-up	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!'
Useful links	Incy Wincy spider: https://learnenglishkids.britishcouncil.org/listen-watch/songs/incy-wincy-spider Actions for Incy Wincy spider: https://www.youtube.com/watch?v=ufw63gi0hEs Actions for I hear thunder: https://youtu.be/-j_ICBgLvR0?si=4mD1bV4Nt4vwCRAc Demonstration of singing in a round: https://youtu.be/Q0ZnbjIP3u4?si=rGjXEE3nxuQnMQae

Contributed by

Jo Bertrand; Edited by Suzanne Mordue

Appendix 1 – Weather table

DAY	What's the weather like?
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	