

Unit 23 The weather

About this unit

This unit is about different kinds of weather and how it affects our activities. Pupils talk about weather pictures and sing weather songs. They begin to recognise possessive pronouns and read an essay with factual questions. Pupils use the present continuous tense in sentences and learn about words that end in *-sh*, *-ch* and *-th*. The children think about how different weather affects their lives and write sentences about it. Pupils sing songs, act out rhymes and draw pictures to enjoy learning about the weather.

Lesson 1

Lesson aims

- *Listening and speaking*: singing a song; talking about the weather where they live
- *Reading*: vocabulary - adjectives that can be used with weather (*sunny, rainy, hot, dry, windy, stormy, cold, still, cool, warm*; possessive pronouns: *my, mine, your, yours, our, ours, their, theirs*)

Resources

- Pupil's Book
- Chalkboard
- Wall charts or pictures showing different types of weather
- Sight word cards for different types of weather and possessive pronouns

Starting off

1. Teach the first verse of the *Weather song* to the tune of *Frere Jacques*.
*It is sunny, it is sunny,
Clear and bright, lovely sight.
Feel the sun a-glowing.
Look at flowers growing.
Nice and warm, nice and warm.*
2. Talk about the weather outside, and what it was like yesterday, last week etc. Teach pupils to say *It is*, *It was*

... Write weather vocabulary on the board and talk about its meaning.

3. Use your wall chart or pictures to talk about the weather and use new vocabulary.
4. Stick weather words on the relevant parts of the pictures as pupils describe them.
5. Pupils write useful words in their personal dictionaries.



Listening and speaking

(*Pupil's Book p. 97; Workbook pp. 36–37*)

1. Ask children to turn to PB p. 96.
2. Talk about the weather in the first picture, then in the second and the next. Use the vocabulary in the PB and any you have written up on the board. Use the phrase: "What is the weather like in Picture ...?" As they answer, write the answers on the board.
3. Invite pupils to talk about what the people are doing in the pictures and what the pupils do in different kinds of weather.
4. Call out the words in the boxes. Pupils put their fingers on each word and say which picture it describes.
5. Pairs practise asking and answering what the weather is like in each picture using "What is the weather like in Picture ...? It is... and... ."
6. Guide pupils to Question 2. They should talk in pairs or groups about the weather where they live. Prompt the use of *my* and *mine* by giving the example and modelling similar sentences. Help with sentence structure and vocabulary.
7. Practise weather vocabulary in Exercise 1 & 2 (WB pp. 36–37). You may have to introduce snow, as well as the way in which it is often drawn. Pupils match the pictures to the weather words in the box.

Answers:

- 1a) rainy b) warm and dry c) cold d) hot and sunny e) windy

2 a) sunny b) snowy c) rainy d) windy

Support

1. Pupils practise reading aloud. Show them how to hold a textbook while reading.
2. Call pupils one after the other to read sections of the PB that you have already studied.
3. Note pronunciation errors, and write the wrongly pronounced words on the board. Break the words into syllables and teach the pronunciation by syllables and sounding.
4. Encourage more confident learners to read loudly while you stand at the door or at the end of the class to listen.
5. Praise learners for all efforts.

Extension

1. Draw a picture to illustrate the words of the first verse of the weather song (*it should include a bright sun and flowers growing*):
*It is sunny, it is sunny,
Clear and bright, lovely sight.
Feel the sun a-glowing.
Look at flowers growing.
Nice and warm, nice and warm.*
Write a sentence underneath to describe the weather in your picture: *It is* ____.

Lesson 2

Lesson aims

- *Listening and speaking*: singing a weather song
- *Reading*: a map; reading an essay and answering factual questions; vocabulary (*cool, chilly, steamy, northern part, southern part, humid, Sahara Desert, Atlantic Ocean, season, cloudy, planting, Harmattan, harvesting, foodstuffs*)
- *Grammar*: using possessive pronouns
- *Writing*: in their personal dictionaries

Resources

- Pupil's Books
- Chalkboard
- Workbook
- Map of Nigeria
- Pictures and Sight word cards of different weather
- Personal dictionaries

Starting off

1. Teach the second verse of the *Weather song* to Frere Jacques.
*It is raining, it is raining,
All around, all around.
See the drops of rain fall,
On the windowpane fall.
Drip dripdrop, drip drip drop.*
2. Call volunteers to share sentences they used about your local weather in the previous lesson. Lead a discussion that uses possessive pronouns without drawing attention to it: **Our** weather; *the weather in your home town; their weather is..., his summers are....*
3. Discuss what happens when it rains for days on end. What happens to the people, their houses, the birds and livestock? Refer to local examples of extreme weather events: *flood, drought* etc.

Reading

(Pupil's Book p. 97)

1. Ask pupils to imagine it is raining for days without stopping and the sun is not coming out. Ask them to draw a picture of this quickly.
2. Talk about the difference between the dry weather in the north and the wet weather in southern parts of Nigeria. Tell pupils how in some places in southern Nigeria like Lagos, Calabar and Port Harcourt it often rains for a long time without stopping.
3. Present pupils with a map of Nigeria. Explain what a map is if your pupils don't already know: a drawing showing

where different places are. Assist them to find your state and town. Demonstrate north and south. Look in the south for areas of heavy rainfall.

4. Introduce new vocabulary during the course of these discussions.
5. Tell pupils they will read about Nigeria's weather. Ask pupils to turn to p. 97 in the PB. Do some pre-reading exercises: ask them to look at the first line of text, a line in the middle and the last line. Ask what they think the text is about. Ask how they think this is different from a story (it is factual, not made-up/fiction)
6. Read the text, pausing to revise vocabulary and difficult concepts. Discuss the passage as a class. Ask some questions to assist understanding.
7. Read the text again with pupils following in their books. Guide them through the questions and discuss answers orally before pupils write them down.
8. Pupils write useful words in their personal dictionaries.

Answers (Pupil's Book p. 97)

1. It is hot and dry. 2. It is from the Atlantic Ocean. 3. We have two seasons. The dry and wet seasons. 4. The wet season is also called the rainy season. 5. The dry season is called the harmattan. 6. During the rainy season. 7. They like the dry season because there are a lot of foodstuffs in the markets.

Support

Revisit another example of a factual text from the Reader e.g.: *Using the Road* on p. 42. Do pre-reading exercises such as reading the title, looking at pictures and reading the first and last lines. Ask pupils to predict what it is about. How is it different from a story? Read the text with pupils twice, then ask factual questions about it.

Extension

1. Draw a simplified outline of Nigeria on

the board for pupils to copy.

2. Help them to find Abuja on the map of Nigeria.
3. Ask them to add the following labels: north, south, the name of your town, Abuja, the Atlantic Ocean.

Lesson 3

Lesson aims

- *Listening and speaking*: singing a weather song; listen as a poem is read to them; identifying rhyme and rhythm
- *Reading*: a poem; vocabulary (*dull, grey, skies, rainbow, curve, wonderful, indigo, trickled, rude, poet*)
- *Grammar*: revise the present continuous tense by using it in sentences

Resources

- Pupil's Book
- Chalkboard
- Reader.

Starting off

1. Pupils sing the first and second verses of the *Weather song*.
2. Ask them to share other weather rhymes they know in English or their home language.

abc Grammar (Pupil's Book pp. 96 and 98)

1. Revise the present continuous tense and remind pupils that we use it when something is busy happening, e.g. *It is raining, etc.*
2. Ask them to make sentences to describe the weather in the pictures using the present continuous tense: *The wind is ... the sun is ... the rain is.... etc.* Write these on the board for the whole class to read out loud. Give more examples.
3. Turn to Grammar, Exercise 1 (PB p. 98). Work through the instructions and example, then pupils complete the sentences.

Answers (Pupil's Book p. 98)

- 1a) When the rain stops, we will be *going/playing/running* outside.
- b) When the wind stops, the cattle will be *grazing/eating* outside.
- c) When the sun shines, Bimbo will be *drying/hanging* his clothes.
- d) Joke is *putting/chasing* the chickens into their house before it rains.
- e) Ade is *coming/running* home quickly because the weather is stormy.

Reading (Reader pp. 48–49)

1. Pupils read *The Rainbow* poem (RD p. 48). Explain new vocabulary and use the picture to support the meaning.
2. Read out the poem as the children listen. Explain that not all poems rhyme. Read it again and ask pupils to follow in their books as you read. Invite questions and ask whether pupils have enjoyed the poem or not. Why?
3. Now read the poem on p. 49 with expression and invite pupils to join you in reading it again. Draw their attention to the rhyming words and jaunty rhythm.
4. Go through the comprehension questions before pupils answer them in pairs.

Answers (Reader p. 49)

1. The skies looked dull and grey. 2. It has seven colours. 3. It makes the poet feel happy.
4. The raindrops said 'splash'. 5. He/She says they are rude because they landed in his eye.

Support and Extension

Let groups choose one of the poems from this unit. They should divide the lines between them and recite the poem and do actions for the class.

Lesson 4

Lesson aims

- *Listening and speaking*: sing a song
- *Reading*: a rhyme

- *Phonics*: words ending with *-th* (*bath, both, teeth, tooth, with, length, breath, path, mouth, cloth, north, south, moth*); *-sh* (*fish, dish, brush, cash, mash*); *-ch*: (*bench, branch, punch, torch, lunch*)
- *Writing*: in their personal dictionaries

Resources

- Chalkboard
- Pupil's Book
- Workbook
- Personal dictionaries
- A poster, cards and picture cards of words that end in *-th*, *-ch* and *-sh*.

Starting off

1. If your pupils are able, sing the verses of the *Weather song* as a round. Divide the class into three groups. A new group starts singing after each line.
2. If your pupils are strong singers, you may be able to have more groups and let the round get more complex.

Phonics (Reader p. 49; Pupil's Book p. 99; Workbook p. 37)

1. Revisit the rhyme *The Raindrops* (RD p. 49). Ask pupils which words end in *-sh*. What other words **end** in *sh*? List them. Which words end in *-ch* and *-th*?
2. Draw this table on the board:

<i>-sh</i> words	<i>-ch</i> words	<i>-th</i> words
3. Use the pupils' words on the board and any more you have. Read them out in random order and ask pupils to tell you which column they should go in.
4. Ask pupils to read the words in each column with you. Listen carefully and coach pronunciation.
5. Look at the pictures together (PB p.99) and see how many of them the pupils can name. Help with unfamiliar items.
6. Ask pupils to draw the table in their note books and fill it correctly.

7. Pupils draw pictures next to new words.
8. Pupils complete Exercise 4 (WB p. 37). Pupils search for words that begin with *sh-*, *ch-* and *th-* and circle them.

Answers (Workbook p. 37)

short, chin, child, thin, shot, than, sham, shell, chip, sheep, thirteen, chop, shock, shirt

9. Ask pupils to form sentences with words that have *thin* different positions.
10. They write useful new words in their personal dictionaries.

Support

1. Write some words on the board with the last two letters missing. Ask pupils to fill in the missing space with *-th*, *-sh* or *-ch*.
2. Ask pupils to say each word as they write on the board. Listen for correct pronunciation. The rest of the class can then agree with them or correct them.
3. Assess learners' progress with sight words from this unit. Let them use the *Look, say, cover, write and check* method to practise the spelling of the words.

Extension

Ask pupils to draw a picture of when it has not rained for months or even years. They should include animals and / or people in their picture. In pairs, they look at their pictures and talk about how the rainy picture (from Lesson 1) is different from the dry picture. How has it affected the plants, animals and people?

Lesson 5

Lesson aims

- *Listening and speaking*: singing a song; discussing different weather conditions
- *Reading*: sentences and complete them orally; vocabulary (*sunny/rainy/cold/hot*)
- *Grammar*: revise the simple present tense
- *Write* simple sentences about the weather

Resources

- Chalkboard
- Pupil's Book
- A poster or pictures of different weather and activities.

Starting off

1. Sing this song: *Rain, rain go away. Come again another day. Primary Two wants to play.*
2. Let pupils use their names in the song in the place of Primary Two. Also encourage the use of other verbs e.g. *learn, dance, read*, etc. to substitute for play. Write the pupils' names/verbs on the board and, as you point to each one, the children should use it in the song.

Writing (Pupil's Book p. 99)

1. Lead a class discussion about what pupils enjoy doing, or what chores they have to do in different weather conditions (*help make soup for granny, collect more wood, check animals' water twice a day, plant/hoe/harvest etc.*). Collect a list of ideas on the board, writing in the simple present tense, e.g.: *When it is rainy, I **check** the roof on the chicken shed.*
2. Ask pairs to read the sentences and complete them orally (PB p. 99).
3. Then they copy and complete the sentences into their note books. Help with vocabulary and present tense verbs.
4. Take in work and check for correct use of weather vocabulary, spelling and use of the simple present tense.

Support

1. Ask different pupils to read out their sentences from the writing activity above. Write a variety on the board.

Extension

Pupils sing any weather songs or read/recite weather rhymes they know.