

Unit 23 Weather

About this unit

This unit is about the weather. Pupils use simple statements to discuss pictures of weather conditions. They dramatise a poem and recite a rhyme. The language focus is on identifying the present perfect tense using *since* and in the writing component, pupils write and decorate a card.

Lesson one

Lesson aims

Pupils will:

- *Listening and speaking*: Make simple statements; read a weather report; match words to pictures and complete sentences using descriptive words about the weather.
- *Vocabulary*: Learn and record new words such as, *weather report, temperature, hot, cold, degrees, breeze, winds, windy, sand dunes, rainy, sunny*.

Resources

- Chalkboard
- Pupil's Book
- Workbook
- Pictures or wall chart of different weather conditions
- Flash cards of new vocabulary

Starting off

Refer to your weather pictures. Ask pupils to identify hot, windy, wet and cold scenes.

Listening and speaking

(*Pupil's Book p. 108; Workbook p. 50*)

1. Remind pupils that they have been making statements about the weather. A statement is a simple sentence that makes a point or states a fact about something. Ask the pupils to look at the pictures on page 108 in the PB. *What do they see?*

What sort of weather do they see? What do the people do to keep warm? They should use statements to describe the pictures: It is windy in the sand dunes/ The baby is in a warm jacket, etc.

2. Guide pupils to Exercises 1 and 2 on page 108. While you read the weather report aloud, pupils follow in their books. Now let pupils read the report aloud with you.
3. Pupils read the statements about Nigeria in Exercise 2. Discuss difficult words: *capital, national motto, unity, progress*, etc. They should practise repeating the statements to their partners. Listen for correct intonation (*fall at end of statement*).
4. Pupils open the WB at Exercise 1, page 50. They match the words to the pictures.

Answers (Workbook p. 50)

1. a) rainy b) sunny c) windy

2. Pupils look at the pictures and complete the sentences in Exercise 2.

Answers (Workbook p. 50)

2. a) rainy b) sunny c) windy d) windy e) rainy f) sunny

Extension

1. Talk about some of the ways that people cope with hot, cold or wet weather. List suggestions on the board (*blankets, warm clothes, heaters, fires, air conditioning, rain coats, umbrellas, waterproof watches, shelters, cotton clothes, fridges*).
2. Pupils sort the ideas by listing them under three headings: Hot weather, Cold weather, Wet weather. Some ideas may fit under more than one heading. Check for correct sorting.

Support

Encourage pupils who struggle to pronounce sounds correctly by helping them read and

say the new words that they have learnt in this unit.

Lesson two

Lesson aims

Pupils will:

- *Reading*: Dramatise a poem; practise using words from the poem by matching words to sounds, feelings and how things look.
- *Vocabulary*: Learn and record new words such as, *thunder, storm, lightning, whisper*; new words for sounds such as, *rumble, splash, whisper*; new words for feelings such as, *safe, warm*; new words for how things look such as, *sharp, bright*.

Resources

- Chalkboard
- Pupil's Book
- Flash cards of new vocabulary.

Starting off

Pupils tell you their favourite and least favourite weather. They should speak in simple statements.

Reading (Pupil's Book p. 109)

1. Talk about thunderstorms. *In what ways can they be dangerous?* Make pupils aware of the danger of standing under trees when there is lightning nearby. (Lightning can strike a tree – which is high – and a person standing under the tree can be burnt/shocked/killed.)
2. Teach vocabulary words using flash cards.
3. Tell pupils they are going to read and act (dramatise) a poem. They turn to page 109. Read the poem aloud, and then let pupils read it aloud with you. Model reading the poem with expression.

Discuss difficult words and encourage pupils to ask questions.

4. In groups of four, pupils act out the poem. Each person is one of the things: *child, thunder, rain and lightning*. They share out the reading of the lines. Pupils act the poem as they read, for example, huddling to show they are in bed, roaring out the word *rumble*, whispering when they say *whisper*, moving stiff fingers to show the fingers of lightning.
5. Read the words and instructions for Exercise 2.

Answers (Pupil's Book p. 109)

2. a) rumble, splash, whisper b) safe, warm
c) sharp, bright (in a different context, sharp can also be a feeling word).

Extension

Groups practise performing the poem, *The storm*. Encourage pupils to learn their lines off by heart and to make up new and interesting actions. Let them perform their poem for the class.

Support

Help pupils who are behind with their vocabulary by revising flash cards from this unit. They must say and spell the words and then use them in simple statements to show their meanings.

Lesson three

Lesson aims

Pupils will:

- *Phonics*: Recite a rhyme using the correct pronunciation and intonation.
- *Reading*: Read a folktale and practise reading speech bubbles and captions; answer questions about the folktale orally and then in writing.
- *Vocabulary*: Learn and record new words such as, *pouring, snoring, bumped*,

elephant, strongest, argue, vulture, servant, crow, tortoise, search, thirsty.

Resources

- Chalkboard
- Pupil's Book
- Reader
- Flash cards of new vocabulary
- The words of *Rain, rain, go away* on the board or chart.

Starting off

1. Talk about rainy days. What are they good for? When are they unwelcome? (*It is nice to walk in the rain. Our crops need rain. Too much rain causes floods. We can't play soccer when it rains, etc.*) Enjoy a class chant emphasising rhythm and rhyme. Divide the class into two teams. Each team says two lines.
Rain, rain, go away.
Come again another day.
Rain, rain, come we pray.
We need the water, please do stay.

Phonics

(Pupil's Book p. 110)

1. Introduce new rhyme vocabulary. Pupils turn to Phonics on page 110 in the PB. Let them use the vocabulary in sentences to describe the picture.
2. Read the rhyme, modelling stress and intonation. Practise saying difficult words properly. Let the class read the rhyme aloud together.
3. In pairs, pupils take turns to recite the rhyme to each other. Listen for correct pronunciation and intonation.

Reading

(Reader p. 61–63)

1. Pupils turn to page 61 in the Reader. Ask them what the story is called (*The Elephant and the Rain*). Let them look at the pictures and skim the text. What do they think the story is about?

2. Read the story as they follow in their books, explaining new words. Make sure they understand the correct order in which to read the pictures and captions. Talk about the pictures to help pupils understand the development of the story.
3. Pupils read the story to each other in pairs.
4. Discuss what they think about the story: Did they enjoy it? What do we learn from this story? (*we all need each other; it is not important who is stronger/cleverer, etc., everybody has their own particular talent; pride comes before a fall, etc.*).
5. Make sure pupils understand the questions.
6. In pairs, pupils ask and answer questions first orally, then in writing. Check for correct answers.

Answers

(Reader p. 63)

1. They always argued about who was stronger.
2. After Rain went away, there was no water and very little food.
3. Vulture said, "No!"

Lesson four

Lesson aims

Pupils will:

- *Grammar*: Identify the present perfect using *since*.
- *Vocabulary*: Learn and record new words such as, *pitter patter*.

Resources

- Chalkboard
- Pupil's Book
- Workbook
- The words of *I hear thunder* on the board or a chart
- Flash cards of new vocabulary.

Starting off

1. Teach the rhyme:
*I hear thunder, I hear thunder,
So do you, so do you.
Pitter patter raindrops, pitter patter rain
drops,
I'm all wet, so are you.*

abc Grammar

(Pupil's Book p. 110; Workbook p. 51)

1. Revise briefly the present perfect tense and how it is used. Explain that we can use the word *since* to show a fixed time in the past until the present. *Since* refers to when something began in the past and continues up to now. Read through the notes and examples on page 110 of the PB. Let pupils practise saying the examples with a partner.
2. Give more examples on the chalkboard. Draw examples from pupils' own lives so that they understand the use of *since*: I have been teaching you since January this year (*When did I start teaching you? Am I still teaching you?*); You have been good since the day you were born. (*When did you start being good? Are you still good?*)
3. Ask pupils to make up sentences from their own lives using *since*: *My father has been working in Abuja since last year*, etc.
4. Practise using *since*: Pupils turn to Exercise 3 on page 51 of their WB. Look at the pictures and read through the captions with the class before they write their answers.

Answers (Workbook p. 51)

3. a) Jimmy was six years old. b) Yes, he is still milking cows. c) He started going to town on his own when he started high school. d) Yes, he still goes to town on his own.

Extension

Pupils write a poem of their own about a storm. Remind pupils that poems do not have to rhyme. The poem should be two or more lines long.

Support

In pairs pupils do the following activity:

1. Read the poem *The storm* again (page 109) and compare it with the rhyme *I hear thunder* (Lesson four).
 - a) What words do the two pieces have in common? (*Thunder, rain.*)
 - b) What are the differences between the two? (*The child is inside warm in bed; the children in the rhyme are outside and get wet.*)
 - c) What happens in the poem and not in the rhyme? (*There is lightning.*)

Lesson five

Lesson aims

Pupils will:

- *Writing*: Write a card.
- *Vocabulary*: Learn and record new words such as, *welcome, glad, new, friend*.

Resources

- Chalkboard
- Pupil's Book
- Crayons, pictures, glitter, glue, etc. to decorate cards
- Flash cards for new vocabulary
- Loose pages for the Support activity
- The words *I wrote a letter to my love* on the board or a chart (Extension Exercise).

Starting off

Lead a class discussion by asking pupils if a new child has ever come to their class, street or neighbourhood. Let them imagine what it is like to be a new child. If a new child came now, what would they like to say to welcome them?



Writing

(Pupil's Book p. 111)

1. Revise the layout of a simple card using the template on page 111 in the PB.
2. Read and discuss the instructions for the Writing Exercise.
3. Pupils write a card using the frame provided. Assist any pupils who are having difficulty writing the card. Pupils can use a page folded into two and write the note on the inside. Remind them to use full stops and question marks. They can decorate the cover.



Extension

Play the game *I Wrote a Letter*. Pupils sit in a circle. One child stands outside the circle holding an envelope. The class chants the rhyme (see below). The child with the 'letter' drops it behind someone, then races round the outside of the circle. The child who has now got the letter must get up and chase the first child round the circle, trying to catch him/her. When the first child reaches the vacant space, he/she sits down in it and the game recommences. If, however, he/she gets caught before they can sit down, they resume the role of the 'postman' and the game continues.

The chant:

I Wrote a Letter to my love and on the way I dropped it.

Someone must have picked it up and put it in their pocket.

It wasn't you, It wasn't you, It wasn't you, etc. it was YOU!! (child chases postman, etc.)



Support

(Pupil's Book p. 111)

Enjoy this as a class exercise:

1. Refer to the PB on page 111 and look at how Mani's address is written.
2. Ask for one or two addresses and write them up in the correct format. Point out the different parts of an address.
3. Show how to make an envelope with paper and glue if you don't have sufficient envelopes.
4. In pairs, pupils address an envelope to themselves and then swap envelopes.
5. On a loose page, they write a short card to their partner saying one nice thing about that person or the way they work. They should not let their partners see what they write. Put this frame up on the board:
Dear _____
I like to work with you because you _____. (*are funny, work neatly, speak good English, are clever, etc.*)
Your friend _____
6. They put the card in the envelope addressed to their partner and 'post' it into a box.
7. You act as the postman and 'deliver' the cards to the pupils. Let them enjoy receiving a card with a nice message.