Weather Lesson Plan

Prerequisite knowledge:

* Days of the Week
* Months of the Year
* Seasons
* Simple present of BE

Objectives:

1. Students will be able to use adjectival weather words both orally and in writing using the construction “It is \_\_\_\_\_\_\_\_\_\_”.
2. Students will be able to correctly use ‘in’ or ‘on’ in the following constructions:
	* In March, it is snowy.
	* In winter, it is snowy.
	* On Monday, it is snowy.
3. Students will identify weather and weather-related attire from flashcard pictures.

Materials:

* Month & Season Word Search (class set)
* Weather & Clothes Handout (class set)
* Weather & Clothes flashcards (cut and bundled – make sure you write the words on the back of the master copy before duplicating) (class set)
* Days of the Week and Weather (teacher copy for projection)
* Writing about Weather (class set)
* Weather Picture Cards (teacher copy)
* Weather BINGO
* Magnets, 7 count (tape will also work)
* BINGO prizes (one per student – I use the colorful pencils that you can get from Target for $1 / 12 count)

Schedule:

1. Warm-Up
	1. Distribute the Word Search to students.
	2. Do one as an example: find it and then write it under the correct season
		1. Note: some words are backwards in the word search
		2. Do not wait for everyone to finish, but give about 15 minutes. After 15 minutes, ask them to stop searching for the words and to just categorize them into seasons.
	3. Write the seasons on the board horizontally.
	4. Give a student a marker, tell her/him a month, and have student write it on the board under the correct season.
	5. When complete, teacher leads dictation of words.
2. Transition: *Now that we have practiced saying and writing the months and seasons, we will talk about weather. What is the weather in Elgin? What is the weather in your country?* (Teacher can point at the seasons on the board and elicit some weather words from students.)
3. Intro. to Weather
	1. After eliciting weather words from students, distribute the Weather & Clothes handout.
	2. *We will learn about weather first. After break we will learn about clothes.*
	3. Walk through handout, having students repeat words. Correct the pronunciation and repeat each word 3-5 times.
		1. It may help to draw a scale on the board from ‘hot’ to ‘cold’ and show that ‘chilly’ is in the middle of that.
	4. *Now we will practice the words in a sentence.*
4. Weather & Grammar
	1. Model: *In the summer, it is sunny. What is the weather in the spring?*
		1. Elicit response. Have students say the sentence and then teacher writes the sentence on the board.
		2. After all seasons are completed, draw students’ attention to the word ‘in’.
	2. Erase the board and write the days of the week horizontally with enough room between each for each picture card to fit.
	3. Review the days of the week, having student repeat words with you. Correct pronunciation and repeat each word 3-5 times.
	4. Use magnets to put one weather picture card below each day of the week like a forecast.
	5. Model: *On Sunday, it is \_\_\_\_\_\_\_\_\_\_\_\_\_. What is the weather on Monday?*
		1. Elicit response. Have students say the sentence and then teacher writes the sentence on the board.
		2. After all days are completed, draw students’ attention to the word ‘on’.
		3. Write the sentence ‘In the summer, it is sunny’ on the board. Ask students what is different. Draw attention to ‘in’. Write the sentence ‘In June, it is sunny.’ Draw attention to ‘in’.
	6. On the board: **day = on season = in month = in**
5. Transition: *Now that we know weather words, we will practice writing about weather.*
6. Weather & Writing
	1. Distribute the Writing about Weather handout. Explain what to do.
		1. Walk through the first example in the first section. Draw attention to ON. (Use the forecast on the backside of the page – make the forecast on the board match that for this exercise)
		2. They should only do the first section.
			1. Early finishers should practice writing the weather words 7 times each on a piece of paper.
		3. Once most students are done, review the answers as a class.
		4. Walk through the first example in the second section. Draw attention to IN.
		5. They should finish the handout.
			1. Early finishers should continue writing vocabulary words or writing additional sentences.
7. Transition: *Now we know how to say and write about weather. We will talk about clothes next because they are important for weather. But first – take a break. Be back in 15 minutes.*
8. BREAK
9. Transition: *Now we will talk about clothes. We will practice saying words about clothes. We will use flashcards to practice what we learned today, and then we will play a game to practice and you can win a prize! First, what are clothes? What clothes are you wearing now?*
10. Intro. to Clothes/ Accessories
	1. Have students take out the handout with the weather and clothes on it.
	2. Talk about each clothing square. Connect it to the weather picture next to it. Have students repeat each word. Correct for pronunciation. Repeat each word 3-5 times.
	3. Use clothing picture cards to practice the words as a class again. Mix them up and increase speed. Do each card twice.
	4. Pass out flashcards and put students into groups. Students should quiz each other on the words. Can anyone get them all correct?
		1. Let students practice for 10-15 minutes.
	5. *Okay, we will practice together one more time before we play our game.*
	6. Mix up all weather and clothing picture cards. Hold them up to class and have them say the word. Correct pronunciation. Repeat one more time is pronunciation is poor on certain words.
	7. Shuffle cards are set them aside.
11. BINGO!
	1. *Now we are ready to play BINGO. You know weather and clothing words. Now you can win a beautiful winter pencil. I will explain the rules.*
	2. Draw a sample BINGO card on the board (3x3). Show students the different ways to get a BINGO (3 in a row in the different directions). Explain the free space too.
	3. *When I show you a picture, if you have the word, you will put an X in the box. If you get three squares like I showed on the board, you will yell BINGO! Now we will practice. I will count to three. When I say three, you yell BINGO!. 1…2…3! We will begin. You can only win one time. Only one BINGO. Only one prize. Are you ready?*
	4. Show students the first picture card. Get class to say the word out loud first and then look on the card for the word. Continue until first BINGO.
		1. Make students who call BINGO read off the winning words. Then they can go choose a pencil from the prize bag.
	5. Continue until all students have won.
	6. Congratulate students on learning the words and winning BINGO.
12. Transition: *We learned a lot today. (Student A), what did you learn today? [can do for a few students]. Good. We learned about the weather. You can now say the weather for the week, month, and season. We learned when to use IN or ON. We use IN with months and seasons. We use ON with days. You can say and write all of that without my help. That’s very impressive! You also know words for clothes. You can say those too.*
13. Homework: Students will write 5 more sentence about the weather and days/months/seasons. They will share them at the beginning of the next class.
14. Closing: *Thank you for all of your hard work today. I am very proud of how well you did. Remember, if you do not practice these words, you will forget them. Practice saying them with your flashcards. Practice writing them for your homework. Thank you and see you next \_\_\_\_\_\_\_\_\_\_\_\_\_!*