

Unit 1: In school**Day Nine: Weather and seasons****Objective**

Students will be able to create a mini-book that illustrates activities they do during specific seasons of the year and/or days of the week and will write captions for each illustration in phrases or short sentences.

Setting the Stage

Teacher has the following items on a table in the front of the room: a raincoat, an umbrella, a wool hat, a coat, a bottle of suntan lotion, a bathing suit, a box of hand tissues, a wool scarf.

Teacher also has prepared 4 drawings of a large tree, one with blossoms (spring), one with green foliage (summer), one with red, yellow and orange leaves (fall) and one tree with bare branches (winter).

Input (10 minutes)

Teacher picks up the various items and describes the season in which this item is used. Teacher uses body language and draws on the board to illustrate "It's sunny," "It's hot," "It's cold," "It's raining," "It's windy," "It's snowing." For example:

I go to the (beach, etc.) in the summer. It's hot.

I go to the ice-skating rink in the winter. It's cold.

I play soccer in the fall. It's cool and the trees are red/orange/yellow.

I look at beautiful flowers growing in the spring.

Teacher then posts the pictures or sets the items all around the room, on the wall or on various tables and desks.

Teacher asks students to "Go to the place where you see (name of season or type of weather)." Students then go to that place and stay there.

Teacher then asks to students to go to another place, naming season/weather. Teacher does this again and again.

Guided Practice (5 minutes)

- *It's warm and windy.*
- *It's cool.*
- *It's hot.*
- *It's cold.*
- *It's raining.*
- *It's snowing.*
- *It's windy.*
- *It's sunny and hot.*
- *I like to play in the snow.*
- *I like to pick flowers.*

Teacher takes the drawings of the trees and posts in the front of the room (in mixed order), labels each drawing as #1, 2, 3, or 4.

Students write down the appropriate number according to the ten descriptions teacher provides. For example, Teacher says in TL, "It's hot." and the students write down the number that corresponds to the appropriate season. (Teacher uses body language to help illustrate the description.)

Independent Practice (25 minutes)

Students create a mini-book, using a regular sheet of paper, folding and cutting it until they have a book. (Click [here](#) to download the instructions for making a mini-book.) They then write, in TL, "the seasons" on the front cover and their name on the back cover. On the inside pages, they draw mini-pictures that illustrate various seasons/weather and activities they like to do during this time of year. They write captions for each page. Students then get up and walk around the room and read their mini-book to 5 different classmates. Teacher collects the books for evaluation.

Closure (1 minute)

Student volunteers share with class what they learned during this class.

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