



## TEACHER'S GUIDE

### LESSON 24: WHAT IS THE WEATHER TODAY?

**Video summary:** Anna visits DC's famous cherry blossoms. The Bells help her prepare.

**Functional purpose:** Talking about weather and seasons of the year

**Grammar:** Adding “y” to make an adjective (rain/rainy; sun/sunny; wind/windy; snow/snowy; fog/foggy, cloud/cloudy)

**Questions:** What is the weather today?

**Answers:** It's rainy / windy / stormy / foggy / perfect weather today.

**Key words:**

Adjective	Noun
cloudy	activity
foggy	blossoms
perfect	cherry
rainy	clouds
stormy	coat
windy	course
	cowboy
	fog
	gloves
	hat
	lightning
	rain
	scarf
	season
	snow
	spring
	storm
	summer
	thunder
	umbrella
	wind
	winter

## **PREPARE TO WATCH**

### **Get students' attention**

- Ask, "What is the weather today?" Take some student answers and write them on the board in English.
- Point to the list of words and say, "Today we are going to learn how to talk about the weather in English."
- Share a song about weather to interest students and ask if they know any other songs. Here is one to start with

**Rain, Rain Go Away** (substitute a student's name for "Johnny")

Rain, rain go away;  
Come again another day.  
Little Johnny wants to play,  
Rain, rain go away.

### **Connect to students' experiences**

- Ask students what the weather is like at different times of the year where they live.
- Ask students what kind of weather they like and dislike.

**Itsy Bitsy Spider** (may use finger gestures to mimic a spider climbing: search for online videos if unknown)

Itsy bitsy spider climbed up the spout,  
Down came the rain  
and washed the spider out.  
Out came the sunshine,  
And dried up all the rain.  
Itsy Bitsy spider,  
climbed up the spout again.

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### Guess: What will happen?



- Show the image of Anna dressed for the weather.
- Say, "In this lesson, Anna is going out. What kind of weather do you think she finds?"
- Ask, "There are eight small toys on the table. Do you remember them? What are they called?" (Anna calls them "the bells.")
- Take student guesses and write them on the board.

### WATCH AND REVIEW THE VIDEO

#### Check understanding with specific questions (add your own as necessary)

- Teach one or two new words from the video, such as *fog*, *thunder*, and *storm*.
- Ask, "What kind of flowers does Anna see?" and "Where are the flowers?" (She sees cherry blossoms in Washington, DC.) See photo below.
- Ask, "What kind of weather did Anna find? Who guessed correctly?"
- Talk more about the video. Ask students what they liked, what made them laugh, what parts they want to see again.



## ACTIVITIES

### 1. Making weather adjectives

#### Set up/materials

- Bring some photos of different weather types to class or use the graphics page below.
- Show the weather pictures to students and ask, “What do you see in this picture?” while pointing to one image. Write the words in English that students volunteer on the board, such as sun, wind, rain, and snow.
- Decide how to divide the class into small groups. Prepare a large piece of paper, such as chart paper, for each group. Prepare enough markers or crayons so each group has one to write with.
- Tell students that in this activity they will learn how to change some weather words from nouns to adjectives.

#### How to

- Give each group a piece of chart paper or large paper and something to write with.
- Point to the words on the board and say, “These are nouns. In this lesson, Anna showed us how to change them to adjectives. Today we’re going to write about the weather using adjectives like the ones Anna taught us.”
- Ask one student to add “y” to one of the words on the board. Say, “Now that you have an adjective, how can you make a sentence with it?” Take student suggestions and write the sentence on the board: *Today is a sunny day.*

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- Teach the rules for spelling the resulting adjectives: In a CVC (consonant – vowel – consonant) word, double the end consonant, as in sun / sunny. If the word ends in an “e,” drop the “e” and add a “y” as in haze / hazy or ice / icy.
- Say, “Now, in your group, write six sentences about weather on your chart paper. You can draw the different kinds of weather you write about on your paper if you want to.” Give students time to write their sentences.
- Teach word stress pronunciation of the adjectives *sunny*, *cloudy*, *rainy*, *foggy*, *windy*. Write the first syllable—the one that we pronounce with stress-- in capital letters, like this: WINDy.  
**(Note:** in the video, when Anna explains the -y spelling, she stresses the letter “y” only to show the spelling, not the correct pronunciation)
- Call on each group in turn to share their sentences with the rest of the class.

### Variation

- For more advanced students, have students write stories about a day when the weather changes and their plans have to change.

### Informal Assessment

- Are the students using adjective forms of weather words in their sentences?
- Are students spelling the words correctly?
- You may also check capitalization and punctuation of the sentences if students have learned this.

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LESSON 24

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Learn  
English

with Anna



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### 2. Read and Write

#### Set up/materials

- Give students a copy of the *Read and Write* activity sheet.

#### How to

- Have students complete the sentences on the sheet. The words are:

Washington DC has four seasons.

The weather is cool and windy.

Summer is hot.

In stormy weather, there is thunder and lightning.

#### Variation

- Have students copy the sentences they have written from the activity sheet to their notebooks.
- Have students practice reading the sentences aloud for a partner. Choose two or three pairs to demonstrate their reading for the rest of the group.
- Students can form pairs and take turns asking and answering questions using the completed words and phrases on their activity sheets. For example,
  - How many seasons does Washington, DC have?
  - What is in stormy weather?
- Students can ask questions to their classmates about weather in the places they have lived or visited. For example:
  - How is the weather in spring in Kenya?
  - Which season do you like the best in Chengdu?

## READ AND WRITE

Washington, DC  
has four seasons.

The weather is  
cool and windy.

Summer is hot.

In stormy weather  
there is thunder  
and lightning.



### **3. Listen and Speak**

#### **Set up/materials**

- Have students form pairs.
- Review the way nouns can become adjectives by adding -y: windy, windy; storm, stormy.

#### **How to**

- Give students the *Listen and Speak* activity sheet. Have two students demonstrate the sample conversation.
- Have students continue to choose pictures and talk about the weather they see.
- When students have completed the activity, have a couple of pairs demonstrate their own conversations for the class.

#### **Variation**

- For more advanced students, have them write a story about the plans they discussed for one particular weather picture.

#### **Informal Assessment**

- Are students using the correct vocabulary for the weather?
- Are students using the adjective form of weather words?
- Are students asking questions?

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**V** LEARNING ENGLISH

**LISTEN AND SPEAK**

Look at the pictures. Choose one to talk about with your friend. Ask "How is the weather?" Listen to your friend's answer. Talk about what you can do together in the weather.

Take turns asking and answering. Talk about all of the pictures.

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## LEARN MORE

### 4. Weather Charades

#### Set up/materials

- Explain that Charades is an acting game. Someone acts out a word or situation without speaking, and teammates guess what they are acting.
- Have slips of paper with weather words written on them and folded up.

#### How to

- Divide students into two teams.
- One person comes to the front of the room and chooses a slip of paper with a weather word written on it. For example, "windy."
- The student should not show anyone the word. They should fold up the paper and put it back.

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- Now the student acts out the weather. For “windy,” they may act like they are getting blown over, or their hair is messed up, or they can’t walk forward.
- The teammates should guess the weather word. They have 30-60 seconds (you decide).
- If the actor’s team doesn’t guess in the amount of time, the other team gets one chance to guess.
- Award one point to the team who guesses.
- One person from the other team should come to the front of the room and choose a slip of paper. Repeat.

### Informal Assessment

- At the end of the game, ask students to list all of the weather words that were in the game.

## 5. Comparing weather and building vocabulary

### Set up/materials

- Images of different weather environments and/or a map of the world

### How to

- Draw a temperature scale on the board, with temperatures from very cold (-40 Celsius) to very hot (45 Celsius).
- Explain, in native language if necessary, that in this activity they will learn more adjectives to describe weather and how to compare weather conditions.
- Ask students at what temperature they begin to feel just a little bit cold. Write down the temperatures they say, correcting them if they do not know (temperatures should be around 15 C). Next to the temperatures they give, write the phrases *a little cool* and *a little chilly*. Explain that these mean the same thing.
- Explain that they will learn vocabulary to compare “a little” with “a lot” in terms of weather conditions.
- Ask students what comes after *a little cool* and *a little chilly* when the temperature decreases. Write *chilly*. Continue with *cold* and *freezing*.
- Other categories to teach: *mild, warm, hot; drizzling, raining, pouring; breezy, windy; dry, damp, wet*
- Depending on class level, teach other weather words: *humid, arid, dusty, hazy, icy*. Teach types of storms: *rainstorm, thunderstorm, tropical storm, snowstorm, blizzard*.
- Next, show students pictures of contrasting weather environments from different places around the world, and show the students where the places are located on a map of the world. For example, show a desert scene from the Sahara Desert and a snowy scene from another part of the world and show their locations. Students can then write and say sentences that show the

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contrast, such as *In the Sahara it is hot and dry, but in Alaska, it is cold and snowy*. Have students try to write at least five sentences each.

### **Variations**

- Combine with lesson 27, “What are you wearing today” and have students make sentences about the kinds of clothes they wear in different kinds of weather, such as *When it is rainy, I wear a rain jacket*.
- Have students complete sentences with the form *I like to \_\_\_\_\_ when it is/the weather is \_\_\_\_\_*. For example: *I like to swim when it is hot. I like to watch TV when it is rainy*.
- For more advanced students, have them use comparative and superlative forms to compare weather at different times of year and in different places. *It is colder in Canada than in the United States. Or, It is dustier in the summer*.
- Show a weather forecast and forecast map from a weather website or newspaper. Students can role-play being a weather reporter and talk about today’s weather and the weather prediction.

### **Informal Assessment**

- Ask students to list all of the new weather words they learned in this lesson.

## **CHECK UNDERSTANDING**

### **1. Quiz**

Give students the printed quiz on the next page, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

#### **Questions:**

1. DC has four seasons: winter, spring, \_\_\_\_\_, and fall.
2. A \_\_\_\_\_ day has rain.
3. Stormy is an\_\_\_\_\_. It describes the weather.
4. In Washington, fall and spring are \_\_\_\_\_.

#### **Answer key:**

1. summer
2. rainy
3. adjective
4. cool

# QUIZ

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DC has four seasons: winter, spring, [ ] and fall.

A [ ] day has rain.

Stormy is an [ ] . It describes the weather.

In Washington, fall and spring are [ ].



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