## Classroom-ready Literacy resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Needs assessment and learning reflection tools
- ✓ Reference list of additional resources

# The Weather

## A CLB 1L-2L Module

## with Teaching Materials

## Development Team:

The module is based on a similar module designed for non-literacy CLB 1-2 learners, titled *The Weather*

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 Created by black

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# How to Use the Module Package

This module includes activities for a unit on the weather for CLB levels 1L and 2L. There are suggestions for introducing the topic, and handouts for needs assessment and end-of-module learning reflections. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing. It also includes two-level assessment tasks for each of the four skills. This package has been specifically developed for use with **ESL literacy learners**. Audio files supporting this module are included and posted separately.

## Some Notes about this Module Package:

1. This module is organized using the whole-part-whole instructional approach, in which instructors begin by presenting a task or text in its entirety and as a whole, then focus on individual components of the task or discrete parts of language, then return to whole again.

2. The module is laid out sequentially, but can be adapted and supplemented. The *Additional Instructor Resources* section includes page references to a sample of published resources with activities to support this module.

3. Each learner activity/task is identified in the upper right corner as a skill-building activity, a skill-using activity, or an assessment task. These symbols can help learners identify which handouts (skill-using and assessment tasks) should be filed in their portfolios.

| SB | SU | AT |
|:---:|:---:|:---:|
| *Skill-Building Activity* | *Skill-Using Task* | *Assessment Task* |

4. Learner handouts for the skill-using and assessment tasks are marked with the icons below to help literacy learners identify the appropriate section of their portfolios in which to file handouts.

| Listening | Speaking | Reading | Writing |
|:---:|:---:|:---:|:---:|

5. The skill-building and skill-using activities in this module are not differentiated by level. They can be used with learners at both CLB 1L and CLB 2L by making accommodations as required, depending on the needs of learners in the class.

6.  Assessment is embedded into all the activities and incorporates a range of assessment strategies including:

    - **In-class contingent assessment:** the very informal and spontaneous feedback you give learners while they are doing a task.

    - **Planned integrated assessment:** informal but planned assessment, such as giving descriptive feedback to learners on skill-using activities, focusing on what they are doing well and what they need to do to improve.

    - **Formal assessment of learning:** assessment that gives learners feedback on task success related to CLB criteria.

For a fuller discussion of assessment strategies, see the current *PBLA Practice Guidelines*[1] (in the Portfolios section, select Feedback and Assessment from the side menu), and *Integrating CLB Assessment into your ESL Classroom*[2] (in Chapter 2, Planning for Assessment)*.*

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[1] PBLA Practice Guidelines: https://pblapg.language.ca/

[2] Integrating CLB Assessment into your ESL Classroom: https://iclba.language.ca/

# Learners with Literacy Needs

Many language learners in Canada also have literacy needs (ESL Literacy learners). ESL literacy learners have not fully developed literacy in **any** language. They are developing literacy skills at the same time as they are learning English. Literacy learners have unique strengths and challenges that they bring to their learning.

Learners with literacy needs are diverse. They can come from any country, culture, first language, or faith; they can be any age or gender identity or expression. They have literacy needs for a variety of reasons, such as:

- They have not attended school at any time in their lives.
- They have had fewer than 10 years of formal education.
- They have had an interrupted formal education.
- They have experienced trauma or injury that has impacted their learning, abilities or memory.

Literacy learners may also have other needs in addition to the development of literacy, such as:

- They may have numeracy (math) needs.
- They may have digital literacy (technology) needs.
- They may have needs related to their experience of trauma, which can have a lasting impact on learning.
- They may have needs related to a range of other challenges.

Instructors should be mindful of these needs when working with literacy learners.

During assessment, it is important to be aware of the particular skill that is being assessed, and the limitations and underlying assumptions of the assessment tool. For example, many listening assessments require that learners read questions and demonstrate their listening comprehension through writing. For a learner who is developing literacy, this can lead to an inaccurate representation of the learner's listening ability.

Literacy learners have varying levels of literacy skills and abilities, along a continuum from foundational learners who may be forming letters for the first time, to learners who have some decoding ability, but may be working to develop greater reading comprehension skills. Literacy learners benefit from direct, effective, supported instruction in literacy skills and strategies.

This module is designed specifically for literacy learners. It is a partner module to a similar module designed for non-literacy CLB 1-2 learners. This module is designed to include many opportunities for learners to work on their literacy development; instructors can also integrate their own literacy instruction into this module.

# An Introduction to the Whole-Part-Whole Approach

This module follows the whole-part-whole instructional approach. In this approach, instructors begin by presenting a task or text in its entirety, then focus on individual parts of language and discrete skill development, and then return to whole language and texts again. With this approach, learners can see the broader context and purpose of language use before focusing on its individual elements.

The activities in this module are organized into four parts:

## 1. Whole: Developing Context

In this portion of the module, the core text is introduced. This provides an opportunity to establish context for the tasks and activities learners will practise throughout the module. Learners engage in activities to activate their prior knowledge, develop an awareness of key concepts related to the topic, and acquire the vocabulary needed to complete the activities. The core reading text presents these concepts and language items within a meaningful and relevant context. Learners practise pre-reading strategies, such as skimming, predicting what the text is about, looking at the pictures to facilitate comprehension, and accessing background knowledge within the context of the whole text.

## 2. Part: Developing Skills (Skill-Building Activities)

In the central portion of the module, the focus is on the **parts** of language and texts. Learners engage in various skill-building activities that will help them develop their Speaking and Listening skills. They also re-read the core text and work on some of the skills and strategies that facilitate literacy development: reading and writing strategies, vocabulary development, as well as any individual skills needed for the assessment tasks.

## 3. Whole: Practising Skills (Skill-Using Tasks)

In this part of the module, learners return to **whole** language and texts again. This section provides an opportunity for learners to consolidate the skills and strategies they practised in the previous portion of the module, as they engage in skill-using tasks for Listening, Speaking, Reading, and Writing.

## 4. Assessment Tasks

In the assessment portion of the module, learners demonstrate their learning through the independent performance of specific assessment tasks for the four skills.

# Module Plan

**Theme:** The Environment          **Topic:** The Weather

| | Listening<br>CLB Level: 1-2 | Speaking<br>CLB Level: 1-2 | Reading<br>CLB Level: 1L-2L | Writing<br>CLB Level: 1L-2L |
|---|---|---|---|---|
| **Real-World Task Goal(s)** | Comprehend very simple descriptions of weather conditions. | Give a very simple description of the weather and appropriate clothing. | Read simple weather forecasts in different formats. | Complete a short, guided text about the weather and appropriate clothing choices. |
| **Context/ Background Information** | Understanding that the weather and dressing appropriately for it is an important life skill in Canada; understanding that the weather can change quickly, and varies considerably from place to place and in different seasons; ability to check the weather; understanding temperature (in Celsius) and symbols for weather conditions; recognizing that the weather is an important part of small talk conversations | | | |
| **CLB Competency Area(s) and Statements** | **Comprehending Information**<br>Understand simple information about highly familiar, concrete topics. | **Sharing Information**<br>Give basic descriptions (very basic for CLB 1) of concrete, familiar objects in a few short words and phrases.<br><br>**Interacting with Others**<br>Use and respond to courtesy formulas and greetings. | **Comprehending Information**<br>**CLB 1:** Recognize names, numbers, and some basic details in very simple, short texts related to everyday situation and immediate needs.<br>**CLB 2:** Understand the purpose and some basic details in very simple, short texts related to everyday, familiar, personally relevant situations and topics. | **Sharing Information**<br>Write a few words to complete a short, guided text or answer simple questions to describe a personal situation. |
| **Language Focus Items** | <ul><li>Weather vocabulary for seasons, temperature, precipitation, and conditions (e.g., *degrees, hot, cold, winter, spring, icy*)</li><li>Days of the week; months of the year</li><li>Clothing vocabulary for different weather conditions (e.g., *raincoat, winter coat, gloves, boots*)</li><li>Singular/plural forms of nouns</li><li>Use of articles (*a/an*) before singular nouns (e.g., *a scarf, a winter coat, an umbrella*)</li></ul> | | | |

| | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|
| **Language Focus (*continued*)** | • Numbers for temperature | • Rote phrases with should (e.g., *You should wear…*)<br>• Pronunciation: word stress; hard and soft c (*coat/icy*); *-ing* endings<br>• Common small talk expressions to talk about and respond to comments about the weather (e.g., *Nice day, isn't it? Beautiful day! How do you like the weather?*) | • Symbols for different weather conditions<br>• Numbers<br>• Temperatures in Celsius<br>• Different formats for weather information (e.g., map of Canada, thermometer, weather charts) | • Spelling key vocabulary<br>• Punctuation conventions in sentences (capitals and periods)<br>• Copying accurately<br>• *It is* for descriptions of weather<br>• *You should* for clothing advice |
| **Language and Learning Strategies** | • Strategies for identifying key words<br>• Clarification strategies: asking for repetition and asking someone to speak more slowly<br>• Listening more than once<br>• Previewing questions before listening | • Memorizing common courtesy phrases and formulaic expressions | • Scanning to locate specific information in a chart<br>• Reading several times to build comprehension<br>• Self-monitoring for comprehension<br>• Using pictures and symbols to assist with comprehension<br>• Recognizing common symbols related to weather (e.g., *sunny, snowy, foggy*)<br>• Using rows and columns to understand a basic chart | • Reading written work aloud as a strategy for noticing errors<br>• Practising printing in pencil first, then printing in pen<br>• Editing for spelling<br>• Copying words from a word bank<br>• Writing legibly<br>• Using context to determine how to fill in blanks<br>• Using spelling patterns to spell words with common ending (e.g., *-ing*; *snow/snowing*) |

| | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|
| **Literacy Skills** | • Listening to the initial sounds of words<br><br>• Using clapping to identify syllables in a word<br><br>• Using speaking to assist with writing (recognizing that writing is the same as speech on paper) | • Pronouncing words slowly and clearly | • Decoding letters, words, and numbers. Using the first letter to aid in identifying a word<br><br>• Tracking words and sentences from left to right<br><br>• Using two fingers to track along rows and columns when reading a chart<br><br>• Using knowledge of sight words to decode simple information about weather<br><br>• Recognizing format of a weather chart | • Copying accurately<br><br>• Forming letters and numbers; spacing words<br><br>• Using finger spacing between words<br><br>• Counting letters when copying to ensure accuracy<br><br>• Printing legibly<br><br>• Identifying where to write and adjust writing to fit the space<br><br>• Saying things orally first to clarify ideas and determine what to write |
| **Numeracy Concepts and Skills** | • Number concepts (positive and negative temperatures)<br><br>• Measurement concepts for temperature and depth (degrees, centimetres, and millimetres)<br><br>• Identifying, reading, writing, ordering and comparing positive and negative numbers<br><br>• Using standard units and tools (ruler and thermometer) to measure and describe depth and temperature<br><br>• Identifying and relating approximate outdoor feel to temperatures (e.g., *-30 is very cold*)<br><br>• Comparing information within a single table or graph (e.g., temperature of various cities on a given day) | | | |
| **Assessment Tasks** | Demonstrate comprehension of simple descriptions of the weather by circling appropriate pictures, words, and temperatures. | Describe basic weather conditions and name appropriate clothing for these conditions. | Demonstrate comprehension of a simple weather chart by answering questions. | Write words to complete a short, guided text about the weather. |

# Delivering the Module

| Module Outline |
|---|

- **Whole: Developing Context**

  Begin the module with the entire text or task, with whole-language activities that support the development of vocabulary and the building of the context. Read the text *Ready for Winter* and focus on pre-reading strategies and whole-text approaches.

- **Part: Developing Skills** (Skill-Building Activities)

  Work on skill-building activities to build literacy skills and strategies for this module. Read *Ready for Winter* again and approach specific parts of the text, providing literacy development activities, such as matching words and sequencing the story.

- **Whole: Practising Skills** (Skill-Using Tasks)

  Return to whole language tasks and activities and practise skill-using tasks for the module. Continue with *Ready for Winter* and re-read for reading comprehension and fluency development.

- **Assessment** (Assessment Tasks): Complete the assessment tasks for the module.

| Considerations for ESL for Adult Literacy Learners (ALL) |
|---|

- Draw on the learners' own experiences with different kinds of weather. Build relevant vocabulary (e.g., seasons, kinds of weather, clothing for different seasons, ways to describe temperature) by first presenting/eliciting it orally, then practising with manipulatives and following up with writing.

- Build sight vocabulary by creating card matching activities.

- Create a sight word wall with relevant weather and clothing vocabulary.

- Elicit and record learners' stories/experiences about emergencies (using the Language Experience Approach).

- Use group choral reading of co-created stories and have learners identify target words and phrases.

- Help learners become familiar with basic weather websites or apps on their smart phones if they have them.

- Encourage learners to create and maintain a word bank of new vocabulary in a dedicated notebook.

The Language Companion – ESL Literacy:

*Helpful English: Seasons, p. 15*

*Weather, p. 16*

*Temperature, p. 17*

*Clothing, p. 19*

*Winter Clothing, p. 21*

**CCLB Literacy Resources:** www.language.ca/resourcesexpertise/for-literacy/

- ESL for Adult Literacy Learners (ALL)

- CLB: ESL for ALL Support Kit

**Additional Literacy Resources**

- A Practical Guide to Teaching ESL Literacy
  https://globalaccess.bowvalleycollege.ca/our-resources/publications-resources/practical-guide-teaching-esl-literacy

- Literacy Minnesota: www.literacymn.org/educator-resources

**Additional Teaching Materials for Weather:**

- Mo Stays Warm *ESL Literacy Readers,* Bow Valley College
  https://globalaccess.bowvalleycollege.ca/esl-literacy-readers

- *LINC Classroom Activities (LINC 1)*, Algonquin College, 2009.
  www.moresettlement.org/LINC1-4/LINC4/LINC_1_Classroom_Activities.pdf :

    - What's the Weather Like?: pp. 105 - 106

- Games for ESL: Weather worksheets: https://games4esl.com/esl-worksheets/weather-worksheets/

- Peceli, S. (2007) *From Liberia to Nova Scotia ,* Changing Lanes: English as a Second Language
  Reading Series http://en.copian.ca/library/learning/changelanes/book7/book7.pdf

- Goldstein & Shapiro (2016). *Oxford Picture Dictionary 3rd Canadian Edition,* Oxford
  University Press. Relevant vocabulary topics include Weather and Seasonal Clothing.

- *Learning Chocolate:*
  www.learningchocolate.com/search?search_api_views_fulltext=weather

- *Language* Guide: www.languageguide.org/english/vocabulary (select Weather and Clothing)

- elli.com (Formerly ESL Library, subscription required)
  https://ellii.com/courses/91/lessons/1823

# Needs Assessment

> **Teaching Notes:** Before beginning the module, it is good practice to conduct a needs assessment. This is an opportunity for you (as the instructor) to gauge what learners already know and need to know about the topic, and for learners to guide their learning.
>
> It is best to conduct needs assessments with literacy learners orally, with the support of images, before presenting needs assessment that require writing. In this needs assessment activity, the writing is supported by sentence stems and copying.

### Set Up:

1. As a class, talk about the weather and ask why they need English for the weather in Canada. Their responses will form your needs assessment activity. Write their responses on the board.

2. Arrange learners in pairs. Cut up and distribute a set of strip sentences (on the page that follows) to each pair. As a class, ask volunteers to describe the pictures. Choral read the sentences. Have learners practise reading the sentences to their partners.

3. In pairs, have learners discuss the five options and pick two that are most important to them. Ask them to post their choices on the board. Review the responses with the class and ask everyone to vote by raising their hands for each response.

4. Give each learner two sticky notes. Ask them to write their name on each sticky note and post them on or under the two posted responses that are most important to them. Use this information to gauge class interest in each of the topics.

5. Give each learner a copy of the *My Needs Assessment* handout. Have them copy from the posted responses to complete the blanks. Be prepared for learners to change their minds while they are copying; if this happens, ask them to move their sticky notes. This will promote the connection between the choice they made orally or with their sticky notes and the choice they are writing down.

6. Help them to file their needs assessment in the correct place in their portfolios.

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| | |
|---|---|
| | I need English to listen to a weather forecast. |
| | I need English to talk about the weather. |
| | I need English to read about the weather. |
| | I need English to read a weather forecast. |
| | I need English to write sentences about the weather. |

Name: _____     Date: _____

## My Needs Assessment

| I need English to |
| --- |
| |
| I need English to |
| |
| I need English to |
| |

# Vocabulary: A Teacher's Resource

Vocabulary development is very important to this module and to learners at CLB 1L-2L. The master list below includes words that appear frequently in this module, but other vocabulary can also be included according to learner interests and needs. For skill-building activities, select the words that will be the most useful for the learners in your class.

| Weather Vocabulary | Clothing Vocabulary |
|---|---|
| • winter | • mittens |
| • spring | • winter coat |
| • summer | • boots |
| • fall / autumn | • toque |
| • sunny | • sunglasses |
| • windy | • hat |
| • cloudy | • shorts |
| • icy | • t-shirt |
| • raining | • sweater |
| • snowing | • gloves |
| • degrees Celsius | • pants |
| • thermometer | • jacket |
| • plus / minus | • raincoat |
| • hot / warm / cool / cold | • umbrella |
| • feels like | • rain boots |

| Expressions |
|---|
| • How's the weather today? |
| • What's the temperature? |
| • What's the high/low today? |
| • Nice day, isn't it? |
| • I / You should wear… |
| • I / You need to wear… |
| • It's hot / warm/ cool / cold outside. |

# Vocabulary-building Activities

Use a variety of activities to help build and reinforce vocabulary. The following are possible vocabulary-building activities that can be used with the vocabulary cards in this module.

- **Card Matching**: Matching pictures with words.

- **Games**:

  - *Memory*: Print two sets of picture cards (i.e., without words). Instruct learners to place all cards face down on the desk. With a partner, they take turns flipping two cards face up in an attempt to find a pair. If the first learner does not find a matching pair, he/she flips the cards face down and the second learner takes a turn. When they find a pair, they say what is in the picture.

  - *Which One is Missing?* Using one set of picture cards in a pile, one learner turns his or her back while the other learner removes one card from the pile. The first learner looks through the pile and attempts to guess which card is missing.

  - *Go Fish*: Arrange the class into pairs. Provide each pair with two sets of picture cards. Instruct pairs to choose one learner (the dealer) to deal three cards to themself and their partner and place the rest of the cards face down in a pile on the table. Learners hold their cards so that their partner cannot see them. Tell learners that the goal of the game is to collect as many matching pairs of cards as they can. Learners take turns asking each other questions. For example, learner A asks "Do you have...*an umbrella?*"; if learner B has that card, he/she puts it on the table, and learner A makes a pair face up in front of him or her and says what is in the picture. If learner B does not have the card, learner A draws a card from the pile. Learners continue until all cards are matched and they have named each picture.

- **Sorting Activities**:

  - Putting picture or word cards into alphabetical order.

  - Sorting cards into categories (such as clothing/weather, or sorting clothing by season).

  - Sorting word cards by number of syllables in each word.

  - Sorting word cards by first vowel sound of each word.

  *Note: The vocabulary associated with each picture card can be printed on the back of the picture if that is useful for learners.

# Numeracy-building Activities

Numeracy development is a key component of this module and is important for learners at CLB 1L-2L. Learners will vary in their grasp of numeracy concepts and skills. Use a variety of activities to help build and reinforce numeracy vocabulary, concepts, and skills. The following are possible numeracy-building activities that can be used in conjunction with the materials in this module.

- **Card matching:**
  - Match numerals with pictures representing the number of items (e.g., Number 5 card matches with a card with a picture of 5 umbrellas on it).
  - Match cards with numerals with cards with numbers written in word form (e.g., 14 with fourteen).

- **Sequencing:**
  - Place number cards in sequence from 0 – 50.
  - Select 5 number cards and have learners sequence them from least to greatest and vice versa.

- **Games:**
  - *Number Bingo:* Use the blank bingo page provided in the *Vocabulary Development* section of this module. Have learners write numbers up to 40 in random order on their Bingo card. Call numbers and have learners win a Bingo game by getting 5 in a row.
  - *Listen and Grab:* Provide small groups with a set of number cards from 0 – 40. Spread the cards face up on the table. In random order, call out numbers. When learners hear a number, they attempt to be the first person to grab the corresponding number card from the table. The person with the most cards at the end of the game is the winner.
  - *Back-to-Back Number Dictation:* Pair learners. Give a set of 5 random number cards to learner A. Give learner B a paper with five blanks on it. Have learners sit back-to-back. Learner A reads the numbers to Learner B. Without looking, Learner B listens and writes the numbers s/he hears. When finished, they can check for accuracy. Switch roles, give different numbers and repeat.
  - *Memory* and *Go Fish:* Play as outlined in the *Vocabulary-Building Activities* section on the previous page, using numbers instead of vocabulary words.

## Learning Reflection: End of Module

> **Teaching Notes:** At the end of the module, conduct a learning reflection. Conduct the learning reflection orally before having learners do it in writing.
>
> This learning reflection is a chart, which may be an unfamiliar format for literacy learners. Be prepared to support learners as they complete it. Depending how long the class takes to work through the module, it may be helpful to reflect at the end of each week.

**Set Up:**

1. Elicit from learners the tasks they have done during the module. Write them on the board. Elicit: *say weather and clothing words, read a story about Amir, listen to a weather forecast, talk about the weather and what to wear, read weather forecasts,* and *write sentences about the weather.*

2. Draw or project a large version of the chart on the board. Complete it together as a class.

3. Hand out the learning reflections and support learners to complete their own reflections.

4. Help learners file their learning reflection in the appropriate section of their portfolio.

Name: _____ Date: _____

| | I can | I need help |
|---|:---:|:---:|
| I can say weather and clothing words. | ☐ | ☐ |
| I can read a story about Amir. | ☐ | ☐ |
| I can understand a weather forecast. | ☐ | ☐ |
| I can read a weather forecast. | ☐ | ☐ |
| I can write about the weather. | ☐ | ☐ |

# Whole: Developing Context

## Introductory Skill-Building Activities for Listening, Speaking, Reading, and Writing
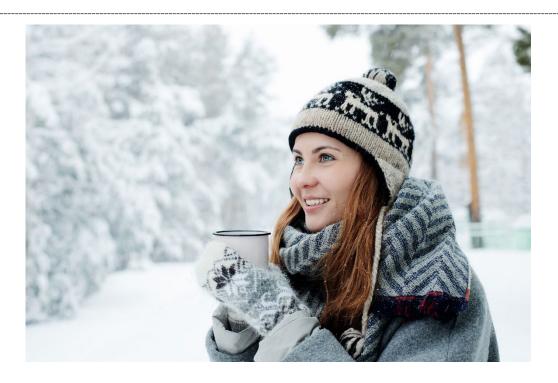
Skills: Listening, Speaking

**Teaching Notes:** When introducing the module to the class, begin with drawing on learners' knowledge. Brainstorm with the class about seasons and weather in Canada. Discuss the differences between weather their previous countries and weather in Canada. Draw on their experiences of adjusting to weather and buying different clothes in Canada.

### Set Up:

1. On the board, post a few pictures of weather and seasons. You can use the images on the pages that follow, or you can select other pictures. Write the names of the seasons on the board. Engage learners in a discussion about what kind of weather to expect in each season.

2. If possible, engage learners in a general discussion about clothing and weather.

   - *What's the weather like today?*

   - *What's the temperature today? Is it hot, warm, cool, or cold?*

   - *What clothes do we need for the weather today?*

   - *Do I need to wear (a/an) _____ today?*

3. Using the Language Experience Approach, help the class write a short story about the weather today and what they are wearing. Act as a scribe and record the story as learners tell it for the class to see. E.g.*, Today it is sunny. It is hot. The temperature is 29 degrees. Mona is wearing sandals. Mohamad has sunglasses. We don't need jackets.*

4. Once the story is written on the board, facilitate activities to build understanding and literacy skills. For example:

   - Read the story aloud to the class.

   - Read the story again, pointing to words as you read.

   - Choral read the story aloud together with the class.

   - Echo read by reading a specific line, and having learners repeat it.

   - Highlight target words. For example, key vocabulary, words that start with a target sound, words that belong to a target word family or follow a target pattern, names, and so on.

   - Write target words on a sticky note and ask learners to match their words to the words on the board.

   - Have learners read the story together with a partner. Ask comprehension questions orally.

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# Building Vocabulary: Weather and Seasons

Skills: Listening, Speaking, Reading

**Teaching Notes:** Vocabulary development and review should be integrated into activities for all four skills. Literacy learners will need lots of recycling and repetition to internalize the words. Introduce new words slowly and incrementally through a variety of different activities.

Work on developing vocabulary orally before having learners attempt to read and write the words. Learners can use the vocabulary cards to support their reading and writing activities and tasks throughout this unit.

Encourage learners to create a word bank (or list) of new words and help them add words to their lists as new vocabulary is presented.

**Set Up:**

1. Look out the window and notice the day's weather together; engage the class in describing it *(e.g., How's the weather today? Hot? Cold? Sunny? Windy?)* Discuss how the weather changes over time in Canada *(e.g., After the snow goes away, what happens? We get leaves and flowers.)*. Ask if anyone knows what season it is now, and what happens in this season *(*e.g., *the leaves change colour, the leaves fall down, the weather gets cold)*.

2. Ask if anyone knows how many seasons there are in Canada. Elicit or provide the names of the seasons and write them on the board. Let learners know that *fall* and *autumn* have the same meaning. Show the pictures of the seasons from the vocabulary cards on the following pages and ask volunteers to come to the board and put the picture beside the season word. Discuss the kinds of weather we can expect in each season and if possible, have learners identify one or two activities for each season.

3. Review the pronunciation of the seasons and draw learners' attention to the initial consonant sounds of each word. Help them identify letters to differentiate between the words *spring* and *summer.*

4. In pairs, have learners place the **Weather** picture cards on their desks. Give them a short time to look at the pictures and try to say the English word for each card. Elicit as many as you can from the class and practise saying the words. Then hold up picture cards in random order and have learners take turns telling you the weather word.

5. Distribute the **Weather** word cards and have learners work together to match the words and the pictures. Circulate and help with discriminating between words with the same initial consonant *(e.g., sunny, snowing)*.

6. Take up the answers as a class. Ask learners to repeat the words on the cards together, sounding out initial sounds and clapping out syllables as needed. Repeat multiple times until they have memorized the words.

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## Seasons

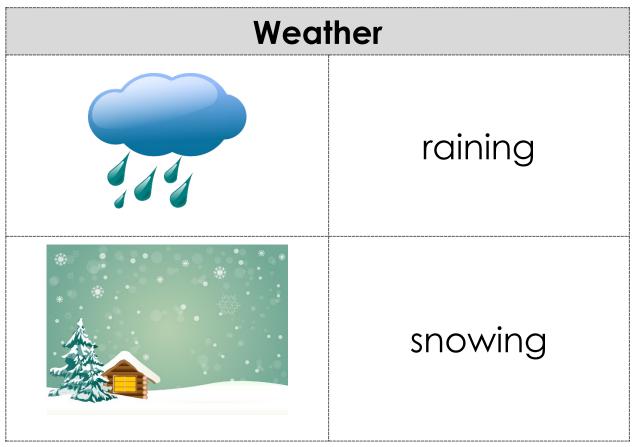| | |
|---|---|
|  | winter |
|  | spring |
|  | summer |
|  | fall / autumn |

SB

## Weather

| | |
|---|---|
|  | sunny |
|  | windy |
|  | cloudy |
|  | icy |

✂

| Weather | |
|---|---|
|  | raining |
|  | snowing |

# Building Vocabulary: Clothing

**Teaching Notes:** Continue to engage learners in vocabulary development activities each day. Vary the tasks and activities, and slowly increase the number of words learners work with. Use ideas in the *Vocabulary-building Activities* section of this module for review.

Encourage learners to add any new vocabulary to their word bank or notebook to help them with the reading and writing activities of this module.

**Set Up:**

1. Place various items of clothing related to different seasons *(e.g., gloves, sunglasses, boots, rainboots)* around the room. Have learners walk around and look at/touch the clothes. Using a set of the word cards from the pages that follow, say each word, have learners repeat it, and place the word card in front of the corresponding clothing item. Extend the activity by calling out the name of a piece of clothing and having individual learners (or the group) move to the correct item. Ask learners which of these items they already have at home.

2. Arrange learners in pairs. Distribute a set of **Clothing** picture cards (on the following pages) to each pair. (Do not include the word cards.) Hold up or project each picture card one by one and have learners find the same picture card in their pile. Say the word and ask learners to repeat it.

3. Write the words on the board and post a picture beside each word. Model how to sound out each word and elicit as much of the spelling as possible. Call learners' attention to the words with the same initial consonant *(sweater/ sunglasses, raincoat/ rain boots)* and assist them in identifying a distinguishing secondary consonant so that they are able to differentiate the words. Review by removing the pictures and pointing to words out of sequence for learners to identify. Have learners hold up the correct picture card and repeat each word again.

4. Once learners have some familiarity with the vocabulary, distribute some or all of the word cards (one set per pair of learners). Read the words on the cards together, sounding out initial sounds and clapping out syllables as needed. Repeat multiple times until learners have memorized the words.

5. With their partner, learners try to match the word card with the correct picture card. Take up the answers as a class. Ask them to repeat each word.

| Clothing | |
|---|---|
|  | mittens |
|  | winter coat |
|  | boots |
|  | toque |

## Clothing

| | |
|---|---|
| | sunglasses |
| | hat |
| | shorts |
| | t-shirt |

## Clothing

| | |
|---|---|
|  | sweater |
|  | gloves |
|  | pants |
|  | jacket |

| Clothing | |
|---|---|
|  | raincoat |
|  | umbrella |
|  | rain boots |

# Building Numeracy: Numbers 0 to 40

Skills: Listening, Speaking, Reading, Writing

**Teaching Notes:** This series of activities introduces learners to the basic pattern of numbers in English, from 0 to 40. Learners will need multiple opportunities to practise using these numbers.

### Set Up:

1. Prepare sets of number cards from 0 to 40 so that there are enough sets for each pair or small group in the class.

2. Holding up your hands, ask learners to help you count the number of fingers and count from 1 to 10 together. Focus on how to say each of the numbers clearly.

3. Close your hands and ask how many fingers you are showing – *zero*. Write 0 on the board and follow this with the numbers 1 – 10. Review by pointing to different numbers and having learners call out the number.

4. Have learners try to count from 11 to 20. Write these numbers in a row directly under the previous set. Review and practise, then continue with numbers 21 – 30 and 31 – 40, writing on the board in third and fourth rows. Have learners notice the pattern after 20 and 30 (i.e., *twenty-one, twenty-two, thirty-one, thirty-two, etc.*).

5. As a class, review the numbers on the board by pointing to numbers in random order and calling on learners to say the number. As you do this, address the different sounds and syllable stress in numbers that end in *-ty* and *-teen*. Say the numbers 13 and 30, 14 and 40 and have learners come to the board and point to each number you say. Emphasize the difference in syllable stress between the two numbers (*-ty* numbers have the stress on the first syllable and *-teen* numbers have the stress on the second syllable).

6. Distribute the number cards to pairs or small groups. Learners can work together to sequence the numbers from smallest to biggest. Circulate and check for accuracy. Review by calling out numbers in random order and having learners hold up the number they hear. The learner with the most cards at the end wins.

7. Do a dictation of 10 numbers in random order and have learners write what they hear. Check with partners and as a class. Review any common challenges together.

### Additional Practice Suggestions:

- Listen and Point: Using the number cards, have one learner say a number and their partner listens and points to the number they hear.

- Run and Write: Arrange the class into two teams. Call out a number and have the first person in the line run to the board and write the number they hear. Give a point to the first person to write the correct number. The team with the most points wins the game.

## Reading Text: *Ready for Winter*

Skills: Listening, Speaking, Reading

**Teaching Notes:** The text, *Ready for Winter*, (in the appendix) is the central text for this module. It provides an opportunity to develop reading skills and strategies, as well as concepts and vocabulary related to this module. Keep in mind that literacy learners benefit greatly from reading a text more than once, so return to it often throughout the module. This text is written at a literacy level where learners can read simple sentences.

**Note:** When you print *Ready for Winter*, select **print double-sided, flip on short edge** on your printer. Then, fold the pages to make a booklet for each learner. Although the pages of the story are not in order in this document, they will be in order when you print and fold it.

### Set Up:

1. Look at the text as a class. Have learners notice the title and the photographs. Elicit what they think the text is about. Ask questions, such as:

   - *What season is it? (winter)*
   - *What is the weather like in winter? What kind of clothes do we need in the winter?*
   - *Is Amir from Canada? Does he like winter?*
   - *What does he need? What does he do?*

2. Summarize learner predictions. Read the text aloud and notice together whether the predictions were accurate. Read the text aloud again, encouraging learners to follow along with their finger. Allow learners to ask questions if there are unfamiliar words.

3. Engage learners in reading the text. Depending on their literacy level, select one or more of the following activities:

   - Choral read the text (learners and instructor read aloud together at the same time)
   - Echo read the text (instructor reads a line aloud, then learners repeat it)
   - Have learners read the text in pairs
   - Have learners read the text independently
   - Sit with individual learners and read the text together

4. Draw a "Story Train" on the board similar to the image below. Help learners retell the story and put key words into the boxes of the graphic organizer in the correct sequence. Retell the story again for learners, pointing to the key words in each box as you go. Help learners retell the story using the words in the "Story Train."

# Part: Developing Skills

## Skill-Building Activities for Listening, Speaking, Reading, and Writing

# Building Vocabulary: Weather and Clothing Bingo

Skills: Listening, Reading

**Teaching Notes:** This activity reinforces listening comprehension of vocabulary words. Learners should already have practised the vocabulary a number of times before attempting this activity. The activity includes several pre-made bingo cards and a blank bingo card. Note that if the pre-made bingo cards are used, multiple learners will get a "Bingo" at the same time.

## Set Up:

1. Review the vocabulary for **Weather** and **Clothing** by having learners match words and pictures with a partner. Partners can practise reading the words after they've matched the cards.

2. Give each learner a pre-made bingo card (three are provided).

3. Hand out counters (e.g., bingo chips, pen tops, buttons, small pieces of paper).

4. Call out a vocabulary word from the list below, and have learners place a counter on the word if it is on their card. Inform them that they should also place a counter on the "FREE" space. When a learner gets a complete line of five either horizontally, vertically, or diagonally, that learner shouts out "Bingo!" and wins that round. Make sure to demonstrate what 5 in a row looks like before you play the first round. Play as many rounds as needed.

> Read these words out loud in any order:
>
> | | | | | |
> |---|---|---|---|---|
> | • winter | • spring | • summer | • fall | • pants |
> | • sunny | • partly cloudy | • snowing | • warm | • jacket |
> | • windy | • icy | • cold | • hot | • raincoat |
> | • cloudy | • raining | • cool | • mittens | • umbrella |
> | • boots | • sunglasses | • shorts | • sweater | • rain boots |
> | • toque | • hat | • t-shirt | • gloves | |

## Additional Practice Suggestions:

- Have learners take turns calling out the vocabulary words.

- The Bingo game can be recycled several times. When learners are familiar with the game and vocabulary, increase the challenge by giving learners a blank Bingo card. Have them copy vocabulary from their set of flashcards **in any order**, making sure to use each word only once. There are more words than spaces on the card, so they can use 24 words. Play this version of Bingo several times over subsequent days, to build sight word recognition.

**Instructions:** Listen. Put a counter on the word. When you get a full line, say BINGO!

| Card 1 | Weather and Clothing BINGO | | | |
|---|---|---|---|---|
| winter | raining | gloves | summer | t-shirt |
| shorts | sunny | snowing | cold | icy |
| toque | windy | FREE | warm | umbrella |
| pants | boots | cloudy | spring | cool |
| fall | sunglasses | hat | partly cloudy | winter coat |

**SB**

**Instructions:** Listen. Put a counter on the word. When you get a full line, say BINGO!

| Card 2 | Weather and Clothing BINGO | | | |
|---|---|---|---|---|
| umbrella | sweater | spring | sunny | raincoat |
| winter | snowing | boots | t-shirt | summer |
| mittens | hat | FREE | jacket | gloves |
| pants | cold | hot | windy | cool |
| winter coat | cloudy | fall | partly cloudy | shorts |

SB
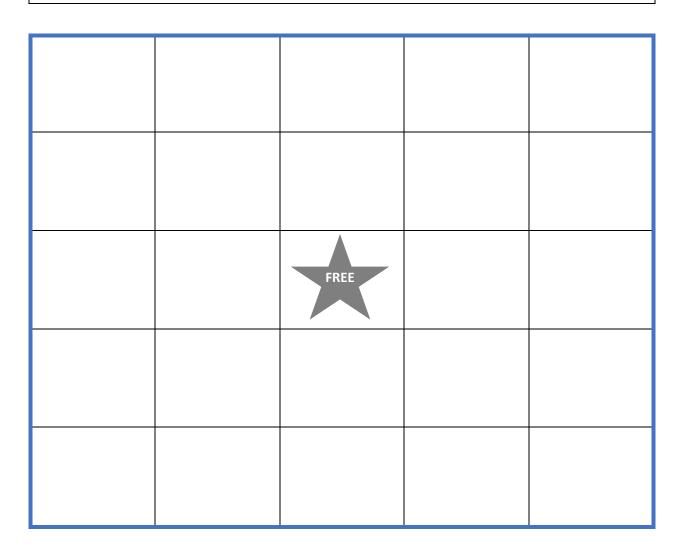
**Instructions:** Listen. Put a counter on the word. When you get a full line, say BINGO!

| Card 3 | Weather and Clothing BINGO | | | |
|---|---|---|---|---|
| gloves | raincoat | spring | sunny | toque |
| winter coat | sunglasses | sweater | t-shirt | umbrella |
| mittens | shorts | FREE | jacket | snowing |
| partly cloudy | fall | hot | windy | hat |
| rain boots | summer | cloudy | raining | pants |

# Weather and Clothing Bingo

**Instructions:** Copy one word in each box. Listen. Put a counter on the word. When you get a full line, say BINGO!

- winter
- spring
- summer
- fall
- sunny
- windy
- cloudy
- icy

- raining
- snowing
- cold
- cool
- warm
- hot
- mittens
- winter coat

- boots
- toque
- sunglasses
- hat
- shorts
- t-shirt
- sweater
- gloves

- pants
- jacket
- raincoat
- umbrella
- rain boots

|  |  |  |  |  |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  | ★ FREE |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Skills: Speaking, Reading

> **Teaching Notes:** This series of activities helps learners develop familiarity with positive and negative temperatures (i.e., temperatures above and below zero), as well as with reading a thermometer. Learners will have varying levels of familiarity with both of these skills.
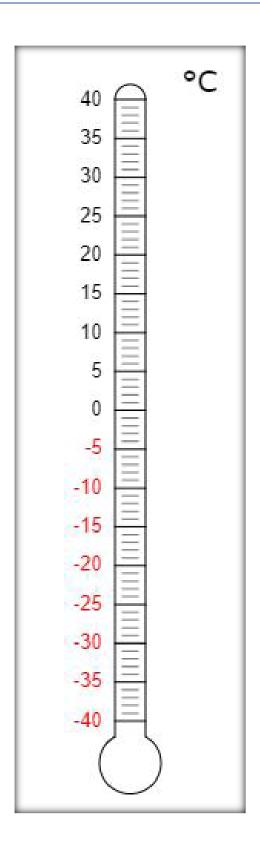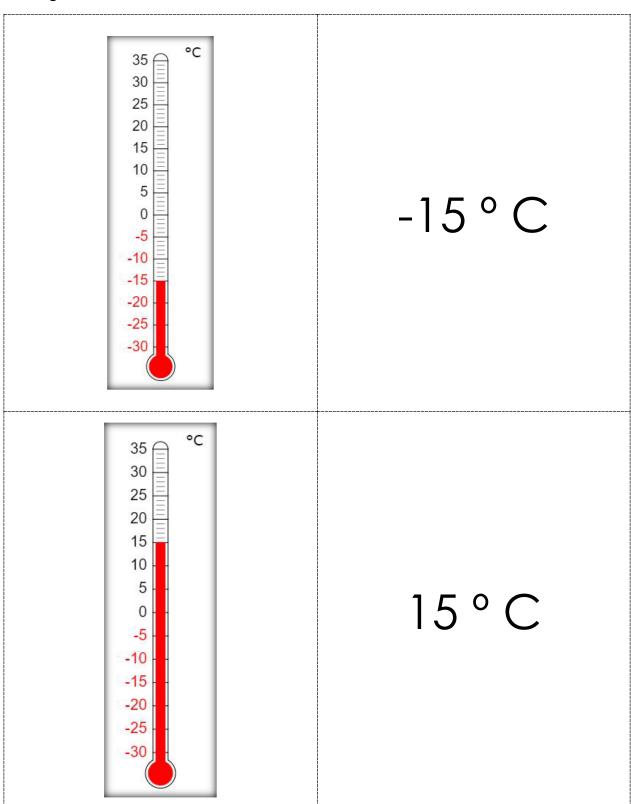
**Set Up:**

1. Engage learners in a short conversation about the weather today. Is it hot or cold? Do they know how hot or cold it is? Ask learners if and how they check the weather. Do they look on their phone? On a computer? Do they look out the window? Do they check a thermometer?

2. Project the picture of a thermometer on the following page or draw a basic thermometer on the board. Inform learners that a thermometer measures temperature. Shade in today's temperature on the thermometer. Let learners know that in Canada we measure temperature in degrees Celsius and show them the $^{o}$C symbol.

3. Bring some water and some ice to the classroom. Ask learners if they know how cold it needs to be for water to become ice. Establish that this is 0 degrees and mark it on the thermometer that you have drawn or projected on the board. Show learners how the numbers can increase by increments of 5 or 10 degrees and demonstrate that the lines in between stand for single numbers.

4. Inform learners that when the temperature gets warmer than 0, the number goes up the thermometer. Shade in a few positive temperatures on the projected thermometer. Let learners know that these are *plus* temperatures.

5. Inform learners that when the temperature gets colder than 0 degrees, the number goes down the thermometer. Shade in a few negative temperatures on the projected thermometer. Let learners know that these are *minus* temperatures.

6. Practise reading temperatures together on the image you have projected. If possible, project the image onto a whiteboard so that you can use markers to shade in the temperature. Change the temperature multiple times and ask different learners to read it. Make note of any challenges in reading numbers for future lessons. Review and emphasize the difference between positive and negative temperatures. Practise saying the temperature using plus (plus 5) and minus (minus 5).

7. Distribute copies of the blank thermometer. Have learners practise counting positive and negative numbers. Call out some temperatures and have learners use their fingers to show where the temperature is on the thermometer.

8. Cut up and distribute the **Reading a Thermometer** flashcards. Arrange the class in pairs. Have them match the cards with temperatures and to the pictures of thermometers with the corresponding temperatures. Circulate and check answers, paying particular attention to the plus/minus temperatures.
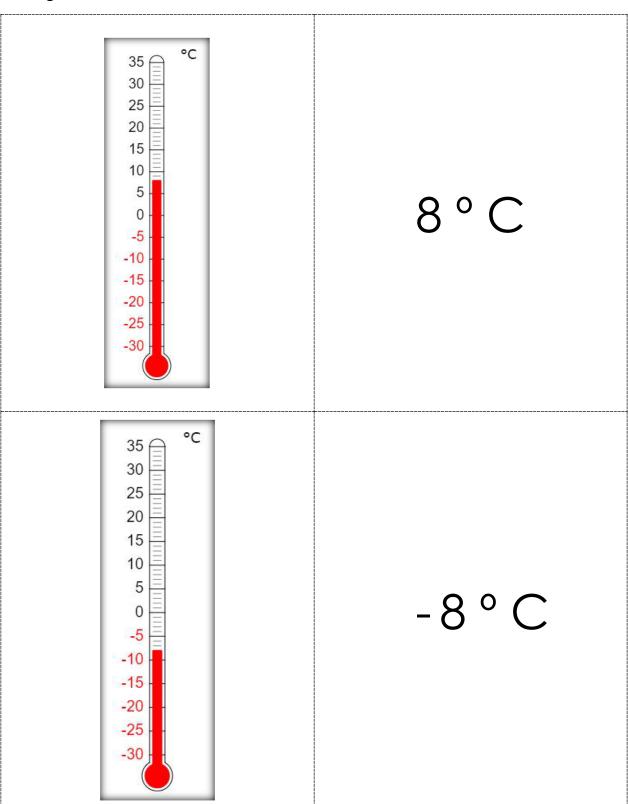
9.  Provide speaking practice by having learners show the picture flashcards and asking their partner the temperature.
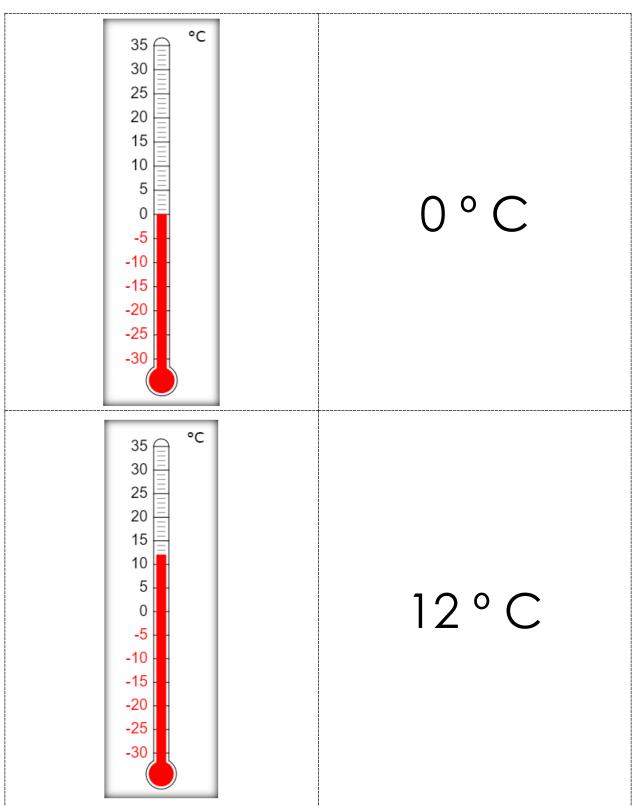
**Additional Practice Suggestions:**
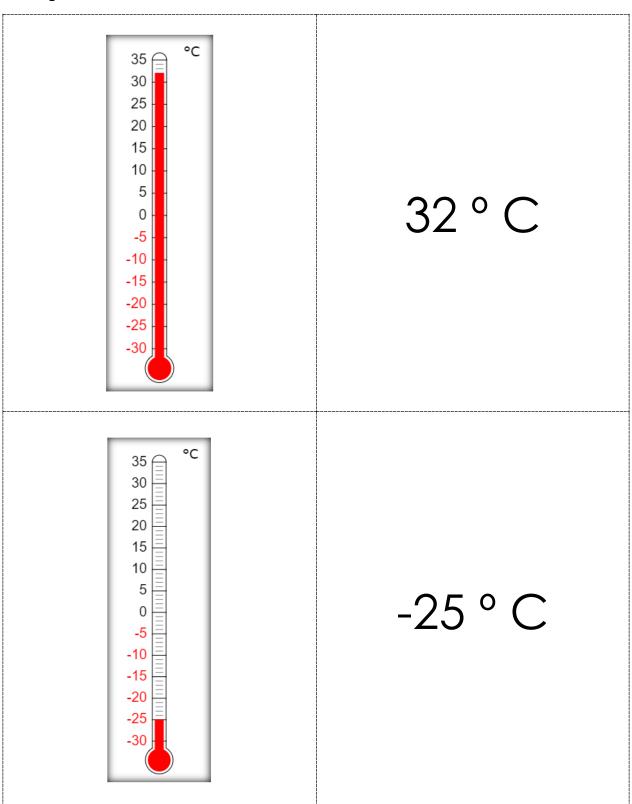
*   Find your Match: Shuffle and distribute the flashcards so that half the class has a thermometer card and the other half has a card with a corresponding number. Have learners walk around the class and ask/answer the question *What's the temperature?* until they find their match.

*   Sorting: in pairs, have learners arrange the temperature cards from hottest to coldest. Review as a class.

*   Temperature Dictation: Using paper or individual whiteboards, say a temperature and ask learners to write the number they hear. Start with only positive temperatures, then progress to mixing positive and negative temperatures. Attend to any issues learners may have with hearing the difference between *-ty / -teen* endings and positive/negative temperatures.

*   Back-to-Back: Organize learners into pairs. Give a list of 5 temperatures to learner A, and a list of 5 different temperatures to learner B.  Have learners sit back-to-back. Learner A dictates his/her 5 temperatures and Learner B listens and writes them down. Learners check answers, then switch roles and repeat.

**Reading a Thermometer**

| | |
|---|---|
| 35 30 25 20 15 10 5 0 -5 -10 -15 -20 -25 -30 °C | -15 ° C |
| 35 30 25 20 15 10 5 0 -5 -10 -15 -20 -25 -30 °C | 15 ° C |

**Reading a Thermometer**

| | |
|---|---|
| 35 30 25 20 15 10 5 0 -5 -10 -15 -20 -25 -30 °C | 8°C |
| 35 30 25 20 15 10 5 0 -5 -10 -15 -20 -25 -30 °C | -8°C |

**Reading a Thermometer**

| | |
|---|---|
| °C thermometer reading 0 | 0°C |
| °C thermometer reading 12 | 12°C |

**Reading a Thermometer**

|  | 32 ° C |
|---|---|
|  | -25 ° C |

**Reading a Thermometer**

| | |
|---|---|
| °C thermometer reading 11 | 11°C |
| °C thermometer reading -6 | -6°C |

✂ **Reading a Thermometer**



- 20 ° C



24 ° C

# Listening for Weather Details

**Teaching Notes:** In this activity, learners practise listening for specific details in short sentences about the weather. If needed, revie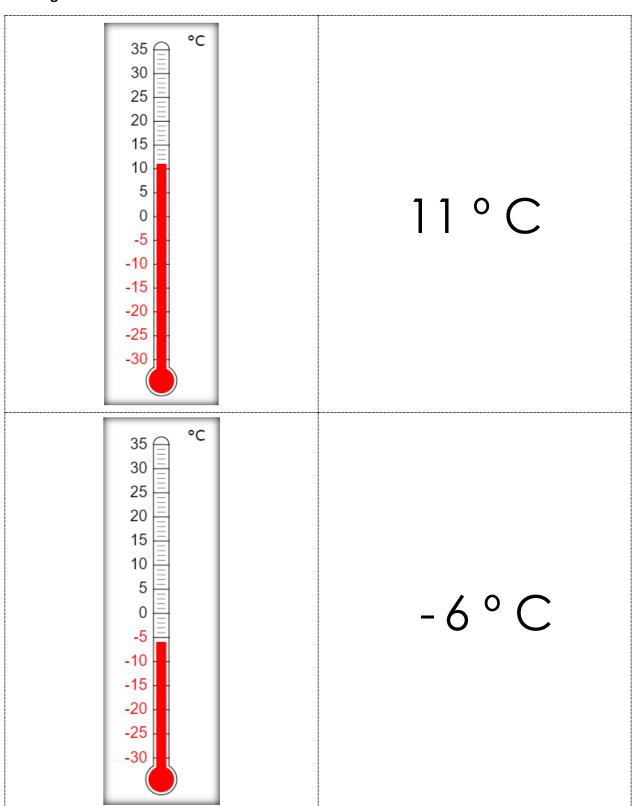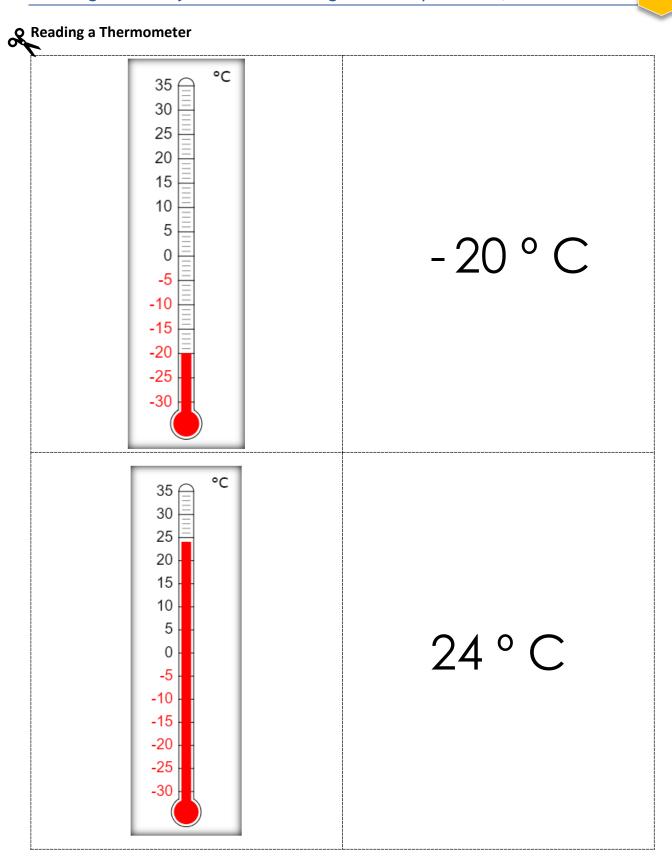w listening to numbers, focusing especially on the difference in word stress between -*teen* and -*ty* endings (e.g., *thirteen* and *thirty*).

**Set Up:**

1. Review the vocabulary for the **Seasons** and **Weather** using the picture and word cards.

2. Introduce the vocabulary words *hot, warm, cool, cold.* Write them on the board in vertical sequence, illustrating that the highest temperature is hot and the lowest is cold. Practise saying the words together. To check understanding of the concepts, ask learners to tell you whether it is likely hot, warm, cool, or cold when you wear certain clothing. E.g., *If I am wearing shorts and a t-shirt and sunglasses outside, is it hot or cold? If I am wearing a sweater and pants outside, is it cool or cold?*  Follow this by writing a temperature on the board and asking which word it corresponds to *(e.g., - 35 degrees is cold, + 20 degrees is warm, +5 degrees is cool, + 35 degrees is hot).*

3. Elicit from learners the weather for today. Encourage them to use vocabulary words, such as *hot, warm, cool, cold, windy, sunny*. If needed, project a weather website, such as https://weather.gc.ca/canada_e.html, or encourage learners to check their phones.

4. Pre-teach the idea of "*windchill*" and inform learners that weather reports often give two temperatures: the air temperature and what the temperature *feels like*. Inform them that wind makes it feel much colder. If possible, ask learners to check what the temperature feels like today.

5. Review the concept of *plus* and *minus* temperatures*.* Ensure they can hear the difference between plus and minus temperatures (e.g., *18 degrees* and *-18 degrees*) and recognize how they are written.

6. Project the first page of the listening activity and preview it with the class. Ensure learners understand that each weather description has three yes/no items to check. Distribute copies of the two-page handout to learners and read through them together, emphasizing the need to determine whether the temperature is *plus* or *minus.*

7. Play or read the first weather description (i.e., number 1), and demonstrate how to complete the activity. Prior to playing each of the remaining weather descriptions, review the selections on the handout together, then play each of description one by one (and as often as needed).

8. Review the responses together.

**Transcript: 0:11 in the audio file**

1. It is hot and sunny today! It is 28 degrees.

2. It is cool. It is very windy. It is 9 degrees.

3. It is warm and partly cloudy today. It is 18 degrees.

4. It is cold! It is snowing. It is -18 degrees.

5. It is warm today. It is cloudy. It is 20 degrees.

6. It is windy today. It is -16, but it feels like -25.

7. It is windy today. It is very cold. It is -28, but it feels like -35.

8. It is windy today. It is snowing. It is -23, but it feels like -28.

**Answer Key:**

| | |
|---|---|
| 1. ☑ yes<br>☑ no<br>☑ yes | 5. ☑ no<br>☑ yes<br>☑ yes |
| 2. ☑ no<br>☑ yes<br>☑ no | 6. ☑ yes<br>☑ no<br>☑ yes |
| 3. ☑ no<br>☑ no<br>☑ no | 7. ☑ no<br>☑ yes<br>☑ no |
| 4. ☑ yes<br>☑ yes<br>☑ no | 8. ☑ yes<br>☑ no<br>☑ yes |

Name: _____   Date: _____

| Listening 1 | hot | ☐yes ☐ no |
| | rainy | ☐yes ☐ no |
| | 28º C | ☐yes ☐ no |

| Listening 2 | warm | ☐yes ☐ no |
| | windy | ☐yes ☐ no |
| | 19º C | ☐yes ☐ no |

| Listening 3 | cold | ☐yes ☐ no |
| | sunny | ☐yes ☐ no |
| | -18º C | ☐yes ☐ no |

| Listening 4 | cold | ☐yes ☐ no |
| | snowing | ☐yes ☐ no |
| | -8º C | ☐yes ☐ no |

Name: _____     Date: _____

| Listening 5 | | | |
|---|---|---|---|
| **hot** | | ☐ yes | ☐ no |
| **cloudy** 🌥 | | ☐ yes | ☐ no |
| **20º C** | | ☐ yes | ☐ no |

| Listening 6 | | | |
|---|---|---|---|
| **windy** 💨 | | ☐ yes | ☐ no |
| **-18º C** | | ☐ yes | ☐ no |
| **feels like -25º C** | ☐ yes | ☐ no |

| Listening 7 | | | |
|---|---|---|---|
| **sunny** ☀ | | ☐ yes | ☐ no |
| **cold** | | ☐ yes | ☐ no |
| **feels like 35º C** | ☐ yes | ☐ no |

| Listening 8 | | | |
|---|---|---|---|
| **snowing** 🌨 | | ☐ yes | ☐ no |
| **-3º C** | | ☐ yes | ☐ no |
| **feels like -28º C** | ☐ yes | ☐ no |

# Ready for Winter: Focussing on Literacy Skills

**Teaching Notes:** The purpose of returning to the text *Ready for Winter* in this section of the module is to help learners develop individual literacy skills and strategies.

## Set Up:

1. Have learners get out their copies of *Ready for Winter* (See the printing instructions for the booklet on page 32)

2. Read the story aloud to the class.

3. Choral or echo read the story together.

4. Recreate the "Story Train" on the board, similar to the image below. Help learners retell the story and put key words into the boxes of the "train" in the correct sequence. Retell the story for learners, pointing to the key words in each box as you go. Help learners retell the story using the words in the "Story Train".



5. Use the story to focus on specific language and literacy skill-building activities, such as:

   - finding words that begin with target sounds

   - matching vocabulary cards to words in the text

   - circling all of the action words (verbs) in the text

   - finding words that end with -*y*, -*s*

   - counting how many times they can find the word "*should*" or "*wear*"

Skills: Reading

**Teaching Notes:** In this activity, learners practise sequencing the story about Amir in the correct order.

### Set Up:

1. Have learners get out their copies of *Ready for Winter*.

2. Read the story aloud to the class.

3. Choral or echo read the story together.

4. Recreate the "Story Train" on the board. Have learners retell the story to a partner using the key words in the story train.

5. Shuffle and hand out the story strips to pairs. You can either cut the strips yourself, or ask learners to cut them; cutting accurately is a good literacy skill.

6. Read the story to the class. Ask learners to listen and find the sentences and put them in sequence. Practice reading to each other.

7. Ask learners to shuffle the story strips and then work in pairs to arrange the strips in the order of the story.

8. Have learners retell the story to each other.

9. Once learners have sequenced the story correctly, ask them to identify different parts of the story. For example, ask them to:

   - Point to the page where Amir is cold.
   - Point to the page where Amir goes shopping.
   - Point to the page where Amir has fun in winter.
   - Point to the page where Amir is not happy.
   - Point to the page where Amir talks to his friend.

Amir is new to Canada.

It is winter.

Amir is not happy.
He is cold every day.

Amir asks his friend.
"What should I wear?"

"You need boots.
You need a warm winter coat."

"You should wear gloves and a toque."

"You should wear a sweater."

He gives Amir a scarf.

Amir goes shopping.
He buys boots and a winter coat.

Now Amir is ready for the weather.

Amir is warm.
He has fun in winter!

## Pronunciation Practice

Skills: Speaking

**Teaching Notes:** In this activity, learners practise word stress (stressed and unstressed syllables) using the module vocabulary. Learners who speak different first languages may have different challenges with this activity. For example, learners who speak some Asian languages may give even stress to all syllables in a word. These learners may need more support with unstressed syllables.

### Set Up:

1. Distribute the picture cards for **Seasons, Weather** and **Clothing.** Review the vocabulary by saying each word and having learners find the corresponding picture card in their pile.

2. Introduce the idea of syllables by writing learners' names on the board and clapping out the syllables for each name. Encourage learners to clap with you and to count the number of syllables.

3. Draw a chart on the board with a column for 1 syllable and another for 2 syllables. Invite learners to clap out their own names and write their name in the correct place on the chart. Add more columns for names with more syllables if necessary.

4. Distribute the word cards for **Seasons**, **Weather** and **Clothing**. Hold up individual word cards and model the pronunciation by focusing on word stress. Have the class repeat each word and correct any errors in word stress that arise. Clap out the syllables for a few of the words together.

5.  Arrange learners in small groups. With their group, have learners take turns saying each word and sorting their cards into 1 or 2 syllables (or more if necessary). Walk around the class and provide assistance as needed. Encourage learners to repeat the words many times.

6.  Distribute the pronunciation handout that follows. Review the activity as a class. Have learners copy vocabulary words into the correct place on the chart (Read the words out loud if needed.). This is a good opportunity to practise counting letters in the words and checking for accuracy.

7. Point out to learners that breaking words into syllables can help with spelling as well as with pronunciation.

**How Many Syllables?** Write the words in the correct place in the chart.

| | | | |
|---|---|---|---|
| • winter | • raining | • boots | • sweater |
| • spring | • snowing | • toque | • gloves |
| • summer | • mittens | • sunglasses | • raincoat |
| • fall | • coat | • hat | • umbrella |
| • sunny | • pants | • shorts | • cloudy |
| • windy | • jacket | • t-shirt | • icy |

| 1 | 2 | 3 |
|---|---|---|
| | | |

# Talking About What to Wear

**Teaching Notes:** In this activity, learners practise talking about their favourite season and connecting the season to weather and clothing. The activity recycles the module vocabulary and gives learners practice with short, repetitive sentence stems, such as *It is…* (hot, cold, windy, cloudy, snowing, raining) and *You should wear* (a hat, mittens, a winter coat, a raincoat, sunglasses)*.* Review vocabulary for seasons, weather, and clothing as needed.

**Set Up:**

1. Ask learners what season it is. On the board, write *How is the weather?* Elicit weather words for the season. Learners can use their vocabulary cards if needed. Also write *What should you wear?* on the board. Model the sentences *It is …* and *You should wear…* Elicit appropriate clothing for the season to complete sentences. Then have learners repeat the sentences.

2. Repeat with a different season.

3. Arrange learners in pairs. Distribute the four **Seasons** cards and have learners put them face down on the desk. Learners take turns drawing a card, naming the season and saying what you should wear.

4. Ask a few of the learners what their favourite season is. Ask them *How is the weather?* and *What should you wear?* Repeat back their answers using the sentence stems *It is…* (warm, cool, hot, etc.) and *You should wear …* (pants, a sweater, rain boots, etc.).

5. Distribute the word cards for **Weather, Temperatures,** and **Clothing** and the handout on the next page. Have learners work alone at first. Ask them to choose their favourite season and find the word cards to describe it. For example, a learner who chooses *summer* might also choose *hot, sunny, sunglasses,* and *hat.*

6. Have learners work in pairs and take turns asking each other about their favourite seasons.

7. Switch partners and repeat the interviews several times.

**Additional Practice Suggestions:**

- If any learners feel confident, ask them to talk about their favourite season in front of the class.

- Ask learners to talk about the seasons in their previous country.

**Instructions:** Look at the pictures. What is your favourite season? Answer your partner's questions. Then ask your partner.

Interview a Classmate

| | |
|---|---|
| **What is your favourite season?** | *My favourite season is …* |
| **How is the weather?** | *It is …* |
| **What should you wear?** | *You should wear …* |

**Teaching Notes:** In this activity, learners practise reading temperatures (in Celsius) on a thermometer and determining if the temperature is *hot, warm, cool,* or *cold.* Note that these are relative measures. Learners from hot countries may find that most temperatures in Canada are quite cold. There will be a variety of responses about these relative measures, but it is an opportunity to determine whether learners have been able to link the temperature in numbers with their own experience. A learner saying that -30 degrees is hot, for example, will indicate a misunderstanding of positive/negative temperatures.

**Set Up:**

1. Ask learners how the weather is today. Elicit words like *sunny, cloudy, hot, warm, cool,* or *cold.* Ask what the temperature is. Using a website such as www.theweathernetwork.com, project the current temperature/forecast (or encourage learners to use a weather app on their phones if they have one). Ask if the weather feels *hot, warm, cool,* or *cold* to them.

2. Ask learners about the current temperatures in their previous countries. Project a weather website and find the temperatures. Ask if it feels *hot, warm, cool,* or *cold* to them.

3. Ask learners how they check the weather. Do they look on their phone? On a computer? Do they look out the window? Do they check a thermometer?

4. Draw or project a basic thermometer on the board (e.g., p. 41 of this module). Remind learners that temperatures can be positive or negative, above or below zero degrees. Show learners how the temperature is marked by the red shaded area on the thermometer.

5. Have learners practise reading the thermometer by shading different temperatures (multiple times) and asking different learners to read it. Note any challenges in reading numbers for future lessons. Review and emphasize the difference between positive and negative temperatures. Practise saying the temperature using plus and minus (plus 5 degrees or simply 5 degrees, and minus 5 degrees).

6. Project the handout and preview the format and task together. Learners can work alone or with a partner to complete the activity. Then take up the answers as a class. Discuss learners' responses about whether the temperature is *hot, warm, cool,* or *cold.*

**Answer Key:**

| | |
|---|---|
| 1. 40 degrees C | 5. 20 degrees C |
| 2. hot | 6. warm (answers may vary) |
| 3. -10 degrees C | 7. 0 degrees C |
| 4. cold | 8. cold |
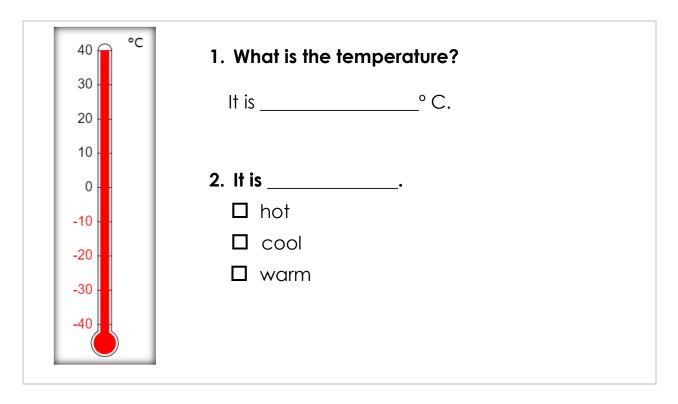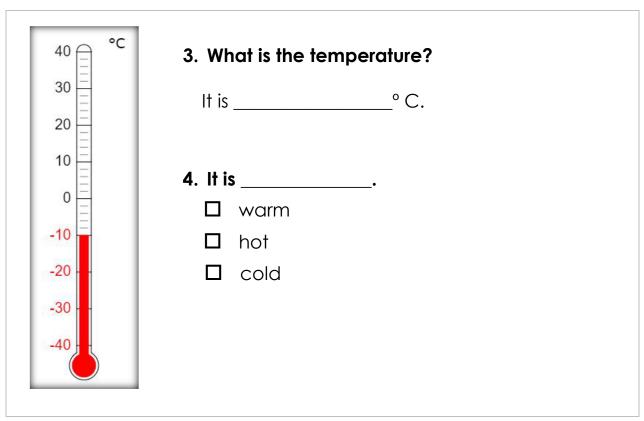
°C

40
30
20
10
0
-10
-20
-30
-40

**1. What is the temperature?**

It is _____° C.

**2. It is _____.**

☐ hot

☐ cool

☐ warm

°C

40
30
20
10
0
-10
-20
-30
-40

**3. What is the temperature?**

It is _____° C.

**4. It is _____.**

☐ warm

☐ hot

☐ cold

°C
40
30
20
10
0
-10
-20
-30
-40
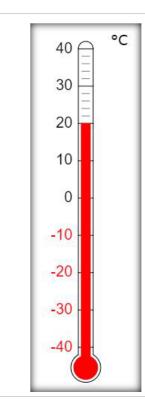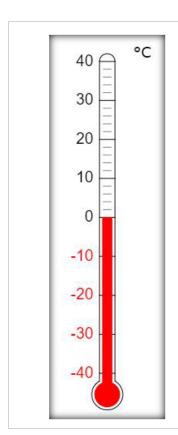
**5. What is the temperature?**

It is _____° C.

**6. It is _____.**

☐ warm

☐ cool

☐ cold

°C
40
30
20
10
0
-10
-20
-30
-40

**7. What is the temperature?**

It is _____° C.

**8. It is _____.**

☐ hot

☐ warm

☐ cold

**Teaching Notes:** This activity introduces learners to measuring snow in centimetres and rain in millimetres. Consider introducing the topic by having learners use their rulers to measure things around the room. Review numbers up to 40 if needed and teach the abbreviations for centimetres (cm) and millimetres (mm). This activity will likely be difficult for literacy learners. Consider giving learners multiple opportunities to practise the concept of reading a ruler.

### Set Up:

1. Ask learners how we measure how much snow is going to fall. If you can, elicit the word *centimetre*. Ask learners to show you with their fingers how long 1 cm, 2 cm, 5 cm, and 10 cm are.

2. Look at different small objects in the classroom, such as a pen, pencil, notebook, eraser, and ask learners to estimate how long they are.

3. Demonstrate how to complete the activity on the next two pages by drawing snowflakes/raindrops in a vertical line on the board and using a ruler to measure them.

4. Distribute the activity on the next two pages and have learners work alone or in pairs to complete **Part A**.

5. Take up the answers as a class.

6. Ask learners how rain is measured. How much is a little rain for one day? How much is a lot of rain? Ask learners about rain in their countries. Does it rain a lot, or is it very dry? Encourage learners to use their fingers or hands to show how much it rains. If you can, elicit the word *millimetres*. Show the difference between millimetres and centimetres on a ruler (a millimetre is 1/10th of a centimetre).

7. Have learners complete **Part B** of the handout.

8. Take up the answers as a class.

### Additional Practice Suggestions:
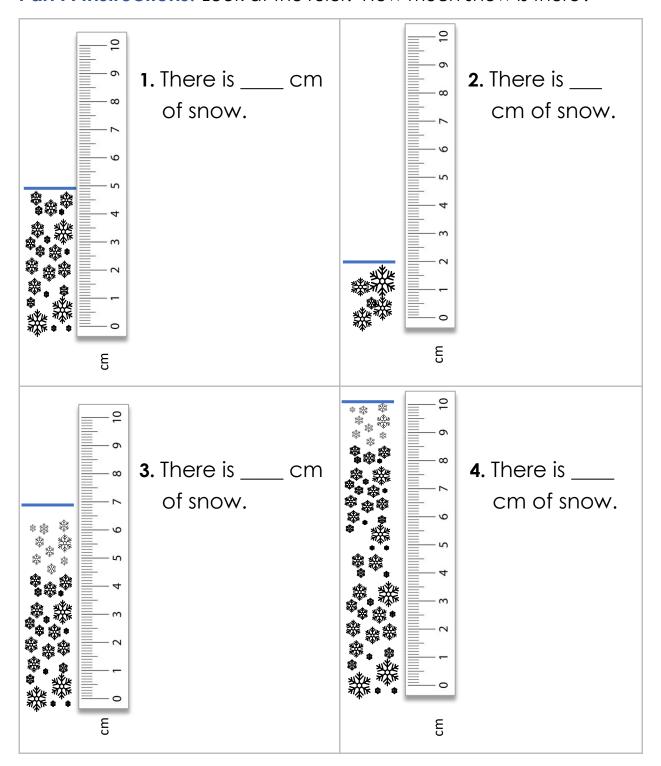
- Give learners rulers (or printable rulers from the internet) to measure different things in the classroom.

- Leave a cup outside when it rains or snows. Take a picture of the cup alongside a ruler to show how much rain or snow there is.

**Answer Key:**
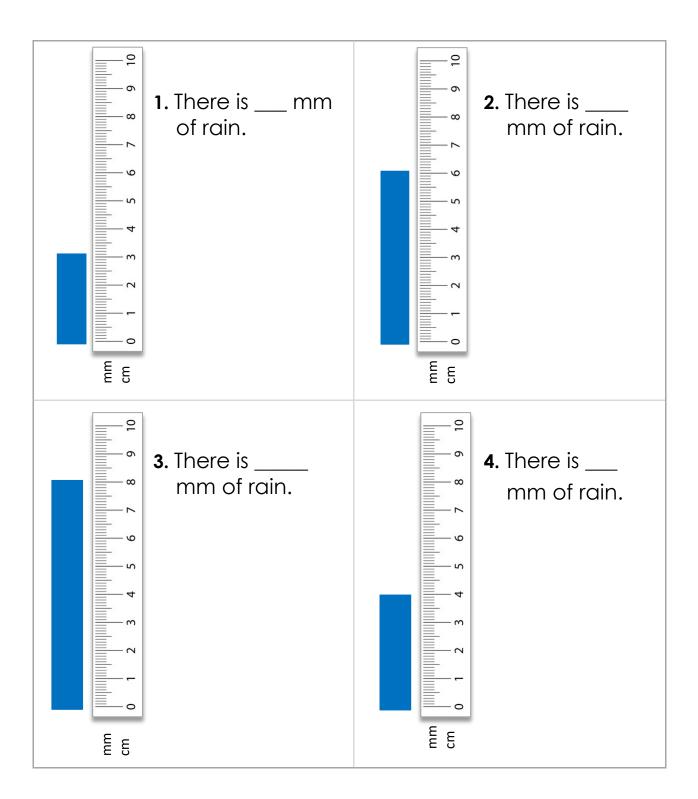
**Part A**: 1) 5 cm; 2) 2 cm; 3) 7 cm; 4) 10 cm

**Part B**: 1) 30 mm; 2) 60 mm; 3) 80 mm; 4) 40 mm

**Part A Instructions:** Look at the ruler.  How much snow is there?

**1.** There is _____ cm of snow.

**2.** There is ___ cm of snow.

**3.** There is _____ cm of snow.

**4.** There is _____ cm of snow.

SB

**Part B Instructions:** Look at the ruler.  How much rain is there?

**1.** There is ___ mm of rain.

mm
cm

**2.** There is ____ mm of rain.

mm
cm

**3.** There is _____ mm of rain.

mm
cm

**4.** There is ___ mm of rain.

mm
cm

# Understanding Weather Charts

Skills: Listening, Speaking, Reading

**Teaching Notes:** In this activity, learners build familiarity with chart formats. They practise using column and row headings in a chart to find the correct location, using two hands to track along the lines. Reading charts may be unfamiliar for learners; this activity can be reused and extended in multiple ways to help build competence in this area.

## Set Up:

1. Have multiple sets of Weather picture cards (from the Building Vocabulary section of this module) and have 21 magnets or pieces of tape ready for this activity.

2. Review the days of the week, and basic times of day *(morning, afternoon, night).*

3. Draw or project a chart with 8 columns and 4 rows on the board. Elicit and write the days of the week across the top row. Then, elicit and write *morning*, *afternoon*, *night* in the left column so you have a chart similar to the following:

|  | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|---|
| Morning |  |  |  |  |  |  |  |
| Afternoon |  |  |  |  |  |  |  |
| Night |  |  |  |  |  |  |  |

4. Demonstrate how to select the correct box for each day / time. Have learners take turns pointing to the place on the chart (e.g., *Tuesday afternoon, Saturday morning, etc.).*

5. Place multiple sets of the **Weather** picture cards on a table at the front of the room. Give a brief weather description *(e.g., On Monday morning it will be sunny. On Friday night it will be rainy).* Have learners take turns selecting the appropriate picture card and using a magnet or tape to put the picture in the correct place in the chart on the board. Repeat the prompts until learners are able to find the correct locations on the chart easily.

6. Follow up with a speaking activity. Pair learners. Model how to ask questions and give answers about the weather chart *(e.g., What's the weather on Friday morning? It's sunny on Friday morning. What's the weather on Monday night?).* Have learners ask and answer similar questions with their partner.

## Additional Practice Suggestions

- Review this activity on subsequent days so that learners gain confidence in their ability to locate information accurately in the chart. When learners are confident, extend the activity by writing in temperatures under the weather pictures and include this in the reading and speaking practice.

- As a further extension, have learners look at the chart on the board and write sentences about the weather in their notebook. Provide a structure for them to copy and fill in the underlined words. E.g., *On Sunday morning it is cloudy.*

**Skills: Listening, Speaking, Reading**

**Teaching Notes:** For this activity, learners will need a basic introduction to Canadian cities and provinces/ territories, as well as the concept of high and low temperatures. Learners will have varying degrees of familiarity with Canadian geography; assist them as needed in order to develop their conceptual understanding of cities and provinces in Canada.

### Set Up:

1. Project or show a map of Canada. Ask learners what city/ town you are in and ask if anyone can identify its general location on the map. Help learners understand that Canada is divided into provinces/ territories and that cities are in these areas.

2. Ask learners about cities they know about or have been to in Canada. Learners may confuse provinces and cities; make a simple chart on the board or chart paper and elicit the names of various cities and provinces. Look again at the map together to try to find them. Demonstrate that we write the city first, followed by a comma and the province *(Calgary, Alberta; Toronto, Ontario).*

3. Ask learners if they think the weather is similar across Canada on any particular day. Ask why the weather is so different across the country. *Because Canada is so big.* Ask learners if they know what the temperature is today in some of the cities you brainstormed together. Look these up on a weather website, such as www.theweathernetwork.com.

4. Look at the current temperature for your location together. Ask learners if the temperature stays the same all day and all night. Discuss how it's usually colder at night than in the day. Talk about how the **high** and **low** temperature are usually listed in the weather forecast. Go back to the weather website and check a few cities again for high and low temperatures.

5. Project or show one of the weather cards on the next two pages. Write the following questions on the board: *What city is it? How is the weather today? What is the high today? What is* the *low today?* Model and practise asking and answering questions about the weather card.

6. Pair learners. Distribute a set of cards to each pair and have them turn them face down. Learners can take turns selecting a card and asking questions about it to their partner. Once learners have practised with all the cards, review as a class.

### Additional Practice Suggestions:

- Have pairs of learners volunteer to ask/ answer questions in front of the class.

- Provide a model and have learners write about the weather cards. *The city is _____. The weather is _____. The high is _____. The low is _____.*

Today's weather for:

**Victoria, British Columbia**

**High** 16 ° C

**Low** 8 ° C

Today's weather for:

**Calgary, Alberta**

**High**  33 ° C

**Low**  17 ° C

Today's weather for:

**Winnipeg, Manitoba**

**High** 9 ° C

**Low** - 3 ° C

Today's weather for:

**Montreal, Quebec**

**High** - 4 ° C

**Low** - 11 ° C

Today's weather for:

**Halifax, Nova Scotia**

**High** - 5 ° C

**Low** - 18 ° C

Today's weather for:

**Calgary, Alberta**

**High**  14 ° C

**Low**  7 ° C

Today's weather for:

**Ottawa, Ontario**

**High** 26 ° C

**Low** 15 ° C

Today's weather for:

**Whitehorse, Yukon**

**High** 19 ° C

**Low** 8 ° C

# Spelling Weather Words

Skill: Writing

**Teaching Notes:** Learners can use this activity to practise spelling the vocabulary words in this module. The activity gradually removes support, moving from writing initial consonants to filling in letters to writing words independently.

## Set Up:

1. Ask learners to describe the weather today. Elicit the season and the weather, such as *sunny, cloudy, raining, snowing.* Write these words on the board. Draw a few weather symbols on the board (e.g., a sun, a cloud, rain, snow) to elicit other weather words.

2. Review the vocabulary using the picture cards for **Seasons, Temperature** and **Weather**. Arrange learners in pairs and have them put the picture cards face down on the table. Learners take turns turning over a card and saying the correct word for the picture card.

3. Give each learner paper or an individual whiteboard. Call out the vocabulary words and have learners write the first letter. Review together.

4. On the board, write *-ing* and *-y* in large letters. Remind learners that many of their vocabulary words end in these two ways. Again, using paper or individual whiteboards, call out words and have learners write the suffix that they hear.

5. Project the handout for **Part A**. Model how to complete a few of the words. Distribute the handout and have learners complete the rest independently or in pairs.

6. Take up the answers as a class.

7. Project the handout for **Part B**. Inform learners that they will need to write the complete word beside each picture. Encourage them to refer to their vocabulary cards if needed. Practise the strategy of counting how many letters are in the word to check that they have copied correctly.

## Additional Practice Suggestions:

- Draw a symbol for the weather on the board. Have learners write the word on a piece of paper (or individual whiteboard) and hold it up. Allow learners to check their spelling against each other's spelling.

- Arrange learners in pairs. Student A receives a pile of picture cards; Student B has the word cards. Student A draws a picture card and tries to spell the word without looking at the spelling. Student B checks if the spelling is correct using the corresponding word card.

- Arrange the class in teams and have a spelling bee by saying a word and having teams take turns writing it on the board. The team with the most words spelled correctly is the winner.

**SB**

**Answer Key:**

| Part A | | Part B | |
|---|---|---|---|
| 1. winter | 5. icy | 1. winter | 6. spring |
| 2. summer | 6. raining | 2. summer | 7. fall |
| 3. sunny | 7. snowing | 3. sunny | 8. snowing |
| 4. windy | 8. fall | 4. raining | 9. cloudy |
| | | 5. icy | 10. windy |

**Part A Instructions:** Fill in the blanks.

1.  w __ __ t __ r

2.  __ u __ m __ r

3.  s __ __ __ y

4.  w __ __ d __

5.  i __ __

6.  r __ __ n __ n __

7.  s __ __ __ i __ __

8.  __ __ l l

**Part B Instructions:** Write the words under each picture.



1. _____



6. _____



2. _____



7. _____



3. _____



8. _____



4. _____



9. _____





10.

5. _____

# What Should I Wear?

**Teaching Notes:** In this activity, learners practise writing sentences using the expression *You should wear…* Note that these sentences require articles (*a hat*) except for plural words (*sunglasses, pants, shorts*). In preparation for the writing activity, teach and provide practice with using singular/ plural forms and with articles. Learners will benefit from multiple opportunities to practise using articles.

### Set Up:

1.  Look at what learners are wearing. Elicit 6 to 8 short sentences from learners about what people in class are wearing (e.g., "Ahmed is wearing boots."). Ensure that these sentences include both singular and plural nouns, and their corresponding articles. Write them on the board.

2.  From these sentences, draw learners' attention to the use of the plural "*s*" on the clothing items. Discuss the reason for using the "*s*" on these items of clothing. Invite learners to come to the board and use a coloured pen to circle the "*s*" in the sentences. Using the **Clothing** cards, practise the correct use of the plural form; show a clothing picture and call on learners to say the word, using the correct singular or plural form.

3.  Draw learners' attention back to the sentences on the board. Look at the clothing words without an "*s*" together. Help them notice the article "*a*" or "*an*" before these words.  Help them draw the conclusion that singular words require an "*a*" or "*an*".

4.  Ask learners if they know when we use "*an*" and when we use "*a*" in front of a clothing word. Have them look at the first letter of the word. Give more example sentences using words with "*an*", ensuring that examples include words that start with different vowels. Ask learners if they know what is special about the letters *a, e, i, o, u.* Inform them that these are vowels and that singular clothing words that start with vowels need *"an"* before them. Write the vowels in large print on the board for learners to use as a reference when completing their writing task. Have learners refer to their **Clothing** cards and identify which words start with vowels.

5.  Arrange learners in pairs. Review the vocabulary in the **Clothing** cards. Have learners match the pictures to the words, then have them practise saying each word with/ without an article (e.g., *an umbrella*, *shorts*).

6.  Draw a basic chart (like the one below) on the board.

| a | an | nothing |
|---|---|---|
|   |   |   |

7.  Distribute **Clothing** word cards so that each learner has at least one card. Have learners come to the board and copy their word in the correct category on the chart. Review and correct as a class. Take this opportunity to review pronunciation of the vocabulary.

8.  Project the handout (**Part A**) and preview the task together. Have learners complete it independently or in pairs. Take up the answers as a class.

9.  Project the handout (**Part B**) and preview the task together. Distribute and have learners complete it on their own. Circulate and provide assistance as needed. Take up the answers by having individual students write their sentences on the board.

### Additional Practice Suggestion:

- Arrange learners in pairs. Say a clothing word and have them write down the correct article to go with the word. Each pair that gets the article correct gets a point. The team with the most points wins.

**Answer Key:**

**Part A**

| | | |
|---|---|---|
| _a_ hat | | _____ pants |
| _a_ toque | | _a_ sweater |
| _an_ umbrella | | _____ gloves |
| _a_ winter coat | | _____ mittens |
| _____ sunglasses | | _____ rain boots |
| _a_ jacket | | _____ shorts |
| _____ boots | | _a_ raincoat |
| _a_ t-shirt | | |

SB

Name: _____     Date: _____

**Part A Instructions:** Which article? Write **a**, **an**, or write nothing.



_____ hat

_____ toque

_____ umbrella

_____ winter coat

_____ sunglasses

_____ jacket

_____ boots

_____ t-shirt

_____ pants

_____ sweater

_____ gloves

_____ mittens

_____ rain boots

_____ shorts

_____ raincoat

Name: _____     Date: _____

**Part B Instructions:** Use the words to write sentences. Use **a**, **an,** or nothing.

- umbrella
- jacket
- rain boots
- shorts
- sunglasses

- winter coat
- toque
- boots
- hat
- raincoat

- gloves
- sweater
- t-shirt
- pants
- mittens

1. It is cold.

   You should wear _____ and ___   _____.

2. It is snowing.

   You should wear   ___   _____ and _____.

3. It is sunny.

   You should wear _____ and ___   _____.

4. It is hot.

   You should wear _____ and ___   _____.

5. It is cool.

   You _____

   _____

7. It is rainy.

   You _____

   _____

# Whole: Practising Skills

## Skill-Using Tasks for Listening, Speaking, Reading, and Writing

# Listening to a Weather Forecast

**Competency Area:** Comprehending information

**Indicators of Ability:** Identifies key details; demonstrates comprehension of vocabulary words; makes inferences

**Teaching Notes:** Learners should be comfortable with the vocabulary for this module before attempting this task. Learners also need to know the days of the week, months, and dates for this task. Review/ teach prior to this skill-using task as needed.

### Set Up:

1. Make copies of the two-page handouts. Determine whether CLB 1 learners will receive only one or both handouts. CLB 1 learners can listen to just the first weather description and complete just the first handout, or they could practise listening to both descriptions and completing both handouts.

2. Review days of the week, months of the year and numbers 1 to 30. Review positive and negative temperatures and degrees. Elicit from learners the vocabulary for weather and clothing practised previously.

3. Project the first page of the handout on the board prior to giving it to learners. Inform learners that they will listen to a weather description and listen for specific information. Read and clarify the sentence stems and answer options as a class. Ensure that learners understand how to read the stems and what to do. Demonstrate by tracking your finger along the sentence stem (e.g., *1. Today is _____.*) and let them know they are to check only one answer for each stem.

4. Distribute the handout for **Weather 1**. Have learners listen to the recording and check the correct answers based on what they hear. Play and pause the recording as many times as needed.

5. Distribute the handout for **Weather 2**. Follow the same procedure as previous and pause/ play the recording as many times as needed.

### Possible Supports:

- Read the sentence stems one at a time and pause the recording to give learners time to select their answers.

- Help learners file the task in the appropriate section of their PBLA binders.

### Additional Practice Suggestion:

- Review any difficulties with numbers/ writing numbers accurately by doing a short number dictation. Say various numbers between 1 and 40, with either positive or negative value. Have learners listen/ write/ then show the number they wrote. Correct and clarify as a class after each number.

**Answer Key:**

| Weather Description 1 | | Weather Description 2 | |
|---|---|---|---|
| 1. Wednesday | 4. no | 7.  Sunday | 10. no |
| 2. January 7 | 5. -30 | 8.  April 21 | 11. umbrella |
| 3. yes | 6.  mittens | 9.   yes | 12. no |

**Transcript: 1:38 in the audio file**

**Weather Description 1:**

It is Wednesday, January 7. It is very cold today. It is snowing, and it is windy. It is -23 degrees Celsius, but it feels like -30.

**Weather Description 2:**

It is Sunday, April 21. It is cool and cloudy. It is raining. It is 12 degrees Celsius.

Name: _____ Date: _____

**Weather 1 Instructions:** Listen. Check ☑ the correct answer.

1. Today is _____.
   - ☐ Monday
   - ☐ Tuesday
   - ☐ Wednesday

2. The date is _____ .
   - ☐ January 17
   - ☐ January 7
   - ☐ January 27

3. It is 
   - ☐ yes
   - ☐ no

4. It is -13 ° C.
   - ☐ yes
   - ☐ no

5. It feels like _____.
   - ☐ - 13 ° C
   - ☐  30 ° C
   - ☐ - 30 ° C

6. You should wear _____ .
   - ☐ 
   - ☐ 
   - ☐

## Weather 2

7.  Today is _____ .

☐ Saturday

☐ Sunday

☐ Tuesday

8.  The date is _____ .

☐ April 21

☐ May 21

☐ April 12

9.  It is cool.

☐ yes

☐ no

10. It is 

☐ yes

☐ no

11. You should take _____ .

☐ 

☐ 

☐ 

12. It is 18 degrees.

☐ yes

☐ no

# Talking about the Weather

**Skills:** Speaking, Listening

> **Competency Areas:** Sharing Information
>
> **Indicators of Ability:** Uses module vocabulary correctly; uses appropriate pronunciation; uses sentence stems *It is* and *You should wear* correctly
>
> **Teaching Notes:** This task is the culmination of the skill-building activities in the module and should be done when learners are confident with the vocabulary. Since this task is similar to the Speaking assessment task, only one or the other should be included in learners' portfolio, but not both.

## Set Up:

1. Print copies of each set of cards (there are two sets of three cards) and cut them out. Make enough copies for each student to get one set of three cards (Student A or Student B).

2. Have learners take out their copies of the booklet *Ready for Winter.* Ask: What does Amir's friend say? What should Amir wear?

3. As a class, have learners describe the season and the weather today. Ask learners what they are wearing today for the weather. Have learners practise *I am wearing* + their clothing. Elicit vocabulary words and phrases from them.

4. Arrange learners in pairs. Instruct learners to have their question card facing up and picture cards facing down. As a class, read the questions on the question card. Student A turns over their first picture card, shows it to their partner and asks questions (using the question card as a guide). Student B gives answers and follows by turning over a picture card and asking questions to Student A. Repeat.

5. Circulate and note any errors in vocabulary use or pronunciation.

## Possible Supports:

- Help learners file the task in the appropriate section of their PBLA binders.

## Assessment:

- Circulate and note any errors in vocabulary use, sentence structure, or pronunciation. Go over common errors as a class. Make notes on the individual feedback sheets and review quickly with individual learners.

- In a class discussion, have learners identify specific issues they feel they need more practice with.

**Cards:  Student A**

## What is the season?
## How is the weather?
## What should you wear?

**Cards:  Student B**

What is the season?

How is the weather?

What should you wear?

✂ --------------------------------------------------



--------------------------------------------------

**Speaking:** Talking about the Weather

SU

**Name:** _____

**Date:** _____

☐ CLB 1
☐ CLB 2

☐ uses the correct season words

☐ makes sentences using *It is ...*

☐ makes sentences using *You should wear ...*

☐ speaks clearly

✂ -------------------------------------------------------------

# Reading a Weather Chart

**Competency Area:** Comprehending Information

**Indicators of Ability:** Identifies key information; demonstrates understanding of weather symbols, numbers, and weather words; makes inferences

**Teaching Notes:** This task is the culmination of the skill-building activities in the module and should be done when learners are confident with the vocabulary and format of weather charts.

### Set Up:

1. Print copies of the weather chart (ideally in colour) and the corresponding handouts. CLB 1L completes p. 1 of the handout, and CLB 2L completes both pages. Both CLB 1L and 2L learners refer to the same weather chart. Print the weather chart and questions on separate pages so that learners can have both the chart and the questions visible at the same time.

2. As a class, have learners describe the weather today – *What is the temperature right now? High/ low?* etc. *What was the temperature in the morning/ afternoon evening yesterday? What are we wearing for the weather today?*

3. Inform learners they will look at a weather chart and answer questions. Project the question page for CLB 1L and read the questions and answer options together. Then project the question page for CLB 2L and read it together. Ensure that learners are familiar with the format and that they understand they need to check one answer for each question. Model how learners will need to look back and forth between the weather chart and the worksheet.

4. Distribute the weather charts and question pages according to learners' CLB levels.

### Possible Supports:

- If anyone is struggling to read the questions, consider reading them out loud one by one and giving learners time to mark their worksheet. Be sure to remind learners not to call out the answers as this task is meant to demonstrate individual comprehension.

- Help learners file the completed task in the appropriate section of their PBLA binders.

### Assessment:

- When learners have completed the task, have them check answers with a partner. Encourage them to discuss how they came to their answers, by pointing to the key words in questions and in the chart. Quickly mark learners' work and then take up the answers as a class to clarify any areas of misunderstanding.

- Class reflection: Reflect on the task with learners after it is complete. What was easy? What was difficult? Do they want more practise?

**Answer Key:**

| CLB 1L and 2L | CLB 2L only |
|---|---|
| 1. Ottawa | 6. 1 degree |
| 2. March 3 | 7. no |
| 3. 4 degrees | 8. yes |
| 4. 4 degrees | 9. winter |
| 5. yes | |

**Instructions:** Read the weather chart. Check the correct answers.

## Today's weather - Friday, March 3

### Ottawa, Ontario

| Morning | Afternoon | Night |
|---|---|---|
| **High:** 4 ° C<br>**Low:** -2 ° C | **High:** 9 ° C<br>**Low:** 4 ° C | **High:** 3 ° C<br>**Low:** 0 ° C |

- It is sunny in the morning.
- It is partly cloudy in the afternoon.
- It is raining tonight.

Name: _____     Date: _____

**CLB 1L and 2L Instructions:** Check ☑ the correct answer.

1. What is the city?
   - ☐ Ontario
   - ☐ Toronto
   - ☐ Ottawa

2. What is the date?
   - ☐ May 3
   - ☐ March 3
   - ☐ March 13

3. What is the <u>high</u> in the morning?
   - ☐ - 2 ° C
   - ☐ 4 ° C
   - ☐ 9 ° C

4. What is the <u>low</u> in the afternoon?
   - ☐ - 4 ° C
   - ☐ 3 ° C
   - ☐ 4 ° C

5. I should wear a raincoat tonight.
   - ☐ yes
   - ☐ no

Name: _____  Date: _____

## CLB 2L only

6. What is the <u>low</u> tonight?

☐ 3 ° C
☐ 4 ° C
☐ 1 ° C

7. It is sunny in the afternoon.

☐ yes
☐ no

8. I should take gloves in the morning.

☐ yes
☐ no

9. What is the season?

☐ winter
☐ fall
☐ summer

# Writing about the Weather

**Competency Areas:** Sharing Information

**Indicators of Ability:** Uses appropriate vocabulary words; spells words understandably; tries to use correct article with clothing words; writes legibly

**Teaching Notes:** Before attempting this task, learners should have had lots of opportunities to practise writing sentences using the module vocabulary and correct articles.

## Set Up:

1. Ask learners to describe the weather today. Elicit from them the name of the season, a few different weather words, and the temperature. Consider writing the words on the board so that learners can draw from the list when they are completing their task. Ask learners what you should wear today. Elicit from them a few different clothing words.

2. Project the handouts and preview the tasks. Have learners read the sentence prompts out loud.

3. Distribute the task. Explain that learners will be completing sentences about the picture. Have learners work independently.

## Possible Supports:

- Allow learners to refer to their vocabulary cards to check spelling prior to submitting their work.
- Help learners file the task and checklist in the appropriate section of their PBLA binders.

## Assessment:

- Circulate and provide feedback and support as needed. Take note of areas that need further practice and provide additional instruction and practice where needed to prepare learners for the assessment task.

- Complete and return the feedback checklist as soon as possible. Review the feedback with learners individually.

Name: _____     Date: _____

**CLB 1L Instructions:** Look at the picture. Write words to complete the sentences.



The season is _____.

The weather today is _____.

It is _____.

I should wear _____.

I should wear _____.

Name: _____     Date: _____

**CLB 2L Instructions:** Look at the picture. Write words to complete the sentences.



The season is _____.

The weather is _____ and _____.

The temperature is _____degrees Celsius.

I should wear _____.

I should wear _____.

I should have an _____.

| **Writing:** Writing about the Weather | SU |
|---|---|

**Name:** _____    ☐ CLB 1L

**Date:** _____    ☐ CLB 2L


☐    uses the correct season and clothing words

☐    uses understandable spelling

☐    prints neatly

✂ -------------------------------------------------------------

| **Writing:** Writing about the Weather | SU |
|---|---|

**Name:** _____    ☐ CLB 1L

**Date:** _____    ☐ CLB 2L


☐    uses the correct season and clothing words

☐    uses understandable spelling

☐    prints neatly

# Assessment Tasks

## For Listening, Speaking, Reading and Writing

**Competency Area:** Comprehending Information

**Criteria:** Understands weather words; understands clothing words; makes inferences; understands the date (CLB 2)

**Assessment Preparation:** This assessment task is the culmination of the Listening skill-building activities and skill-using tasks in this module. Learners must complete it independently. Be sure to provide repeated practice with similar skill-using tasks before learners attempt this assessment task, so that they are familiar with the task and format.

Print copies of the assessment task (ideally in colour). CLB 1 learners need pages 1 and 2. CLB 2 learners need pages 1-4. An audio file for this task is provided as a separate file.

### Set Up:

1. Inform learners that they will listen to people talking about the weather. Generate some ideas orally about what they might hear.

2. Preview the questions as a class. Project the questions and read through them together to ensure learners understand them. Inform learners that every question has three choices. Go through the set of questions and model how to listen and check a choice. E.g., *In question 1, you need to listen. Is it hot and cloudy, cool and rainy, or hot and sunny? Listen and check the one you hear.*

3. Distribute the handouts. Play the audio once to familiarize learners with the content. Then play it again two or three more times with pauses as needed, allowing learners to complete their answers.

### Possible Assessment Supports:

- As this is a listening task, it is important that reading difficulties do not interfere with learners' performance. If learners are struggling with the questions, pause the recording and read the question out loud, giving learners time to check an answer. Tell learners not to call out the answers or help one another. Note that it may be difficult for learners to follow these instructions; remind them that this is an assessment of their individual responses.

- Remind learners to track along each line to choose one of three possible answers.

- Help learners file the completed assessment task in the appropriate section of their PBLA binders.

### Feedback:

- To help literacy learners with context, recall, and relevance, provide the feedback (answers) immediately upon completion of the assessment task.

**Answer Key:**

**Part 1: CLB 1 and 2**

Listening 1

1. Hot and sunny
2. 28
3. Hat and sunglasses

Listening 2

4. Cool and windy
5. 10
6. Raincoat and umbrella

**Part 2: CLB 2 only**

Listening 3

7. Feb 4
8. Cold and windy
9. snowing
10. - 16
11. - 20
12. coat and mittens
13. winter

**Transcript:** 2:18 in the audio file

**Part 1: CLB 1 and 2**

*Weather Description 1:* Today it is hot. It is sunny. The high is 28 degrees Celsius.

*Weather Description 2:* Today it is cool and windy. It is raining. The high is 10 degrees Celsius.

**Part 2: CLB 2 only**

*Weather Description 3:*

Today is Monday, February 4th. It is cold out there! It is snowing. There will be up to 10 cm of snow. It's windy. The high today is - 16, but it feels like - 20 right now.

**Competency Area:** Comprehending Information

**Criteria:** Understands weather words; understands clothing words; makes inferences; understands the date (CLB 2L)

Name: _____    Date: _____

## Part 1: CLB 1 and 2: Listen. Check ☑ the correct answer.

**Listening 1**

1. How is the weather?

☐ hot and 

☐ cool and 

☐ hot and 

2. What is the <u>high</u> temperature?

☐ 28 ° C

☐ 18 ° C

☐ 8 ° C

3. What should I wear?

☐ 

☐ 

☐
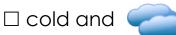
## Listening 2

4. How is the weather?

☐ cool and 

☐ cold and 

☐ warm and 

5. What is the temperature?

☐ 11 ° C

☐ 10 ° C

☐ 7 ° C

6. What should I wear?

☐ 

☐ 

☐ 

**CLB 1:** 4 out of 6 answers correct          **Your Score:** _____/6

## Part 2: CLB 2 only

**Listening 3**

7. What is the date?

☐ February 4

☐ February 1

☐ February 24

8. How is the weather today?

☐ cool and 

☐ hot and 

☐ cold and 

9. It is _____.

☐ 

☐ 

☐ 

10.   What is the high temperature?

☐ - 11 ° C

☐ - 6 ° C

☐ 6 ° C

11. What does it **feel** like?

☐ - 12 ° C

☐ - 24 ° C

☐ - 20 ° C

12. What should you wear?

☐ 

☐ 

☐ 

13. What is the season?

☐ 

☐ 

☐ 

**CLB 2:** 9 out of 13 answers correct          **Your Score:** _____/13

# Talking about the Weather and What to Wear

**AT**

**Competency Area:** Sharing Information

**Assessment Preparation:** This assessment task is the culmination of the Speaking skill-building activities and skill-using tasks in this module. Learners must complete it independently. Be sure to provide repeated practice with similar skill-using tasks before learners attempt this assessment task; it is important that learners are comfortable and familiar with the task before they attempt this assessment.

## Set Up:

1. This task is best done one-on-one with the instructor.

2. Review the task instructions and the assessment criteria with the class to ensure learners understand expectations. Learners look at a prompt card and describe the weather. CLB 1 learners describe one picture (two are provided to choose from); CLB 2 learners describe two pictures (two sets of two pictures are provided to choose from).

3. Prompt the learner by asking: "*What season is this?*" (Note that any answer except winter is acceptable); "*How is the weather?*" and "*What should I wear?*" CLB 1 learners should say one thing about the weather and mention at least two types of clothing to wear. CLB 2 learners should say two things about the weather and mention two to three types of clothing to wear. Prompt them further if they only say one thing about the weather.

## Possible Assessment Supports:

- If a learner's pronunciation is not clear, ask the learner to repeat him or herself.

- After the assessment, help learners file the assessment tool in the appropriate section of their PBLA binders.

## Feedback:

- Complete the assessment tool and provide oral feedback to the learner immediately after the assessment. Be sure to keep it simple and direct. Focus on what the learner is doing well and areas that can be improved. Note that the assessment tool is for instructor use as learners with literacy needs would likely not be able to read the criteria.

## CLB 1 Speaking Prompt Cards



✂ — — — — — — — — — — — — — — — — — — — — — — — — — — — — — — — — — — — —

## CLB 2 Speaking Prompt Cards

**Picture 1**



**Picture 2**



✂ -------------------------------------------------

**Picture 1**



**Picture 2**

| Module Topic: The Weather | Competency Area: Sharing Information | CLB 1 ☐ |
| | | CLB 2 ☐ |

## SPEAKING CLB 1L or CLB 2L

| | Yes | Not Yet |
|---|---|---|
| You spoke clearly. It was easy to understand you. | ☐ | ☐ |
| You used the correct words for the pictures. | ☐ | ☐ |
| You used good sentences. "*It is… / You should wear…*" | ☐ | ☐ |
| **CLB 1:** You said the season, 1 thing about the weather, and 2 things to wear. <br><br> **CLB 2:** You said the season, 2 things about the weather, and 3 things to wear for each picture. | ☐ | ☐ |

**CLB 1L and 2L**: 3 out of 4          **Your score:** \_\_\_\_\_ **/4**

| Doing well: | Next time: |
|---|---|
| | |

## Reading a Weather Forecast

**Competency Area:** Comprehending Information

**Criteria:** Identifies factual details; makes inferences

**Assessment Preparation:** This assessment task is the culmination of the Reading skill-building activities and skill-using tasks in this module. Learners must complete it independently.

### Set Up:

1. Print the weather forecast pages (ideally in colour), and on a separate page from the questions.

2. Hand out the questions for each level first. Review the questions together and ensure learners know what they need to look for in the weather forecast. Model how to check *Yes* or *No* on their answer pages. For CLB 2L, model how to write the days of the week in the last four questions.

3. Model for the class how to keep the two pages on their desk and refer back and forth between the forecast and the questions. Remind learners to use their fingers to track in the chart and keep their place on the answer page.

4. Distribute the appropriate weather forecast and question handouts to each learner depending on their CLB level.

5. Remind learners to review and check that they have completed all the questions before finishing.

### Possible Supports:

- Learners may need to read the text out loud to themselves to try and understand it.

- This task assesses learners primarily on reading a weather chart. If reading the questions is causing interference, allow learners to respond orally (CLB 1L and CLB 2L) or to point to the answers in the weather forecast (CLB 1L), rather than selecting answers on the handout.

- After the assessment, help learners file the assessment task and text in the appropriate section of their PBLA binders.

### Feedback:

- Provide learners with feedback on any error patterns you notice. Review the assessment task as a class, in small groups, or individually, and identify not only the correct answers, but also strategies for how the learners can arrive at the correct answers.

**Answer Key:**

| CLB 1L | CLB 2L |
|---|---|

**CLB 1L**

1.  Yes
2.  No
3.  No
4.  Yes
5.  No
6.  Yes

**CLB 2L**

1.  Yes
2.  No
3.  No
4.  Yes
5.  No
6.  Yes
7.  No
8.  Yes
9.  Thursday
10.  Monday
11.  Friday
12.  Wednesday

**Competency Area:** Comprehending Information

**Criteria:** Identifies factual details; makes inferences

**CLB 1L Instructions:** Read the weather forecast. Check yes or no.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Sunny | Partly Cloudy | Cloudy | Snowing | Raining |
| High: **3** | High: **4** | High: **3** | High: **- 4** | High: **2** |
| Low: **-1** | Low: **-1** | Low: **0** | Low: **- 8** | Low: **1** |
| | | | 5 cm snow | 2 mm rain |

Name: _____     Date: _____

**CLB 1L Instructions:** Read the weather forecast. Check ☑ yes or no.

1.  The high on Tuesday is 4 ° C.          ☐ yes
                                           ☐ no

2.  The low on Wednesday is 3 ° C.         ☐ yes
                                           ☐ no

3.  It is cloudy on Monday.                ☐ yes
                                           ☐ no

4.  The high on Friday is 2 ° C.           ☐ yes
                                           ☐ no

5.  On Friday it will snow 2 cm.           ☐ yes
                                           ☐ no

6.  On Thursday I should wear winter boots. ☐ yes
                                           ☐ no

**CLB 1L:** 4 out of 6 answers correct          **Your Score:** _____/6

AT

| Competency Area: Comprehending Information |
| Criteria: Identifies factual details; makes inferences |

Name: _____     Date: _____

## CLB 2L Instructions: Read the weather forecast. Check ☑ yes or no.

### Weather Forecast

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
|  | Sunny | Partly Cloudy | Cloudy | Snowing | Raining |
| **High** | 3 | 4 | 3 | -4 | 2 |
| **Low** | -1 | -1 | 0 | -8 | 1 |
| **Feels like** | -4 | -5 | 0 | -9 | 2 |
| **Snow/Rain** | -- | -- | -- | 5 cm snow | 2 mm rain |

Name: _____     Date: _____

1.    On Tuesday, the high is 4 ° C.          ☐ yes      ☐ no

2.    On Wednesday, the low is 3 ° C.         ☐ yes      ☐ no

3.    On Monday, it is partly cloudy.         ☐ yes      ☐ no

4.    On Friday it will feel like 2 ° C.       ☐ yes      ☐ no

5.     On Friday it will snow 2 cm.           ☐ yes      ☐ no

6.     On Thursday, I should wear winter boots.  ☐ yes   ☐ no

7.    The season is summer.                   ☐ yes      ☐ no

8.    On Friday, I should bring an umbrella.   ☐ yes      ☐ no

9.    The weather is 🌨 on    _____ .

10.   The weather is ☀ on    _____ .

11.   The weather is 🌧 on    _____ .

12.   The weather is ☁ on    _____ .

**CLB 2L:** 9 out of 12 answers correct          **Your Score: _____/12**

# Writing about the Weather

**Competency Area:** Sharing Information

**Assessment Preparation:** This assessment task is the culmination of the Writing skill-building activities and skill-using tasks in this module. Learners should complete it independently. Be sure to provide repeated practice with similar skill-using tasks before learners attempt this assessment task; it is important that learners are comfortable and familiar with the task before they attempt this assessment.

## Set Up:

1. Have learners review the vocabulary for seasons, weather, and clothing by matching word and picture cards.

2. Distribute the appropriate assessment task to learners (for either CLB 1L or CLB 2L).

3. Review the instructions orally. Explain the expectations using the criteria in the assessment tool. Note that the tool is intended for instructor use; literacy learners will likely not be able to read the criteria as written.

4. Read each sentence stem. Explain that learners must finish the sentences with words they have learned in the module. Note that there are multiple ways to complete the sentences. As long as the learners' sentences make sense and describe the image, mark them correct.

## Possible Supports:

- If needed, allow learners to refer to a word bank. Make a note of this support in the rubric, suggesting that they practise without using the cards for next time.

- After the assessment, help learners file the assessment task and tool in the appropriate section of their PBLA binders.

## Feedback:

- Provide feedback to learners orally immediately after the assessment. Be sure to keep it simple and direct. Focus on what learners are doing well and areas where they can improve.

- Provide class time for learners to review and, if appropriate, implement the action-oriented feedback. While learners are doing this, circulate and provide support as needed. If a common issue surfaces, consider giving a mini review lesson (e.g., on the use of articles) and further practice on the area of difficulty. Note that it is usually more effective to teach grammar orally through chants and dialogues, than to give a formal grammar lesson to literacy learners.

Name: _____     Date: _____

**CLB 1L Instructions:** Look at the picture. Finish the sentences.

The season is _____.
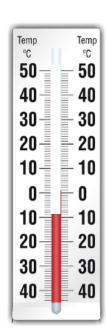
The weather today is _____.

It is _____.

I should wear _____.

I should wear _____.

Name: _____     Date: _____

**CLB 2L Instructions:** Look at the picture. Finish the sentences.



The season is _____.

The weather is _____ and _____.

The temperature is _____° C.

I should wear _____.

I should wear _____.

I should wear _____.

# Writing about the Weather

| Module Topic: The Weather | Competency Area: Sharing Information | CLB 1L ☐ |
| | | CLB 2L ☐ |

**Name:** _____    **Date:** _____

| WRITING CLB 1L and 2L | Yes | Not Yet |
|---|:---:|:---:|
| **\*Overall:** Uses appropriate words to describe the picture. | ☐ | ☐ |
| Uses articles with some success. | ☐ | ☐ |
| Spelling is understandable. | ☐ | ☐ |
| Writing is neat and clear. | ☐ | ☐ |

| You did well: | Next time: |
|---|---|
| | |

**Task Success**

**CLB 1L or 2L**: YES on 3 out of 4 criteria (must include \*)    **Your score: _____ / 4**

# Ready for Winter

Amir is new to Canada.

It is winter.



Amir is warm.

He has fun in winter!

Now Amir is ready for the weather.

Amir is not happy.

He is cold every day.

Amir asks his friend.

"What should I wear?"


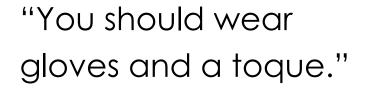
Amir goes shopping.
He buys boots and a
winter coat.

He gives Amir a scarf.

"You need boots.

You need a warm winter coat."

"You should wear gloves and a toque."



"You should wear a sweater ."