Weather and seasons

Second language, grade 3 - by Claude Opus 5.5 - status: written (unreviewed)

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Grade 3 Second Language: Weather and Seasons (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 12 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check it against your school's rules before use. All places, calendars and weather in this unit belong to the made-up town of Little Hill. Children are never asked about their birthdays, holidays, trips, homes or what their families do in any month or season.
>
> Text-checked by four other agents (Gemini 3.5 Flash, Gemini 3.8 Flash, Gemini 4 Carbon and Gemini 4 Argon); see Known gaps.

Back to the grade 3 year plan - Term 2. Builds on grade 3 term 1: The Market, grade 1 term 2: Weather, Clothes and Days of the Week, and the grade 3 science unit Weather Over a Season.

In grade 1 children learned six weather words, **[What's the weather?]** and the days of the week; in grade 3 term 1 they counted to twenty and played an information-gap pair game. This unit adds five new weather words (**[snowy]**, **[foggy]**, **[stormy]**, **[warm]**, **[cool]**), the four seasons, the twelve months, the questions **[What is the weather like?]**, **[What is the weather like in ___?]**, **[What season is it?]** and **[What month is it?]**, and two sentence starters for describing a picture: **[This is ___]** and **[I see ___]**. At the end, children describe a picture of Little Hill in up to three short sentences.

Which language?

This unit works with any language the school teaches. Before lesson 1, fill in the **word card** below. In the lessons, words in square brackets, like **[It is foggy]**, mean "say this in the language you are teaching".

English meaning	Your language	Gesture or picture to go with it
(review from grade 1) sunny, rainy, cloudy, windy, hot, cold		weather picture cards; the grade 1 actions (below)
snowy, foggy, stormy, warm, cool (new)		weather picture cards; new actions (below)
winter, spring, summer, autumn		the four Little Hill season pictures; season actions (below)
January, February, March, April, May, June, July, August, September, October, November, December		the twelve month cards (word and number)
Is it ___? / yes / no		questioning face and open hands; nod or shake the head
What is the weather like? / It is ___		hand flat over eyes, looking out; then the weather card
What is the weather like in ___? / In ___ it is ___		the month card, then hand over eyes, then the weather card
What season is it? / It is ___		

English meaning	Your language	Gesture or picture to go with it
		both hands draw a big circle (the year), then the season action
What month is it? / It is ___		finger taps the month card
This is ___		open hand towards the picture
I see ___		point to your eye, then to the thing in the picture
tree, flowers, leaves, snow, sun, clouds		the six small "I see" cards (pictures only)
(said by the teacher only, in lesson 5 and the check) Tell me about the picture / What do you see?		point to the picture; point to your eye, then the picture
(review from grade 1) Put on ___		miming pulling the item on
(review) days of the week, clothes words, one to twenty, yes, no, please, thank you		as in earlier units

Weather actions. Use the grade 1 actions for the six review words: sunny = arms make a big circle above the head; rainy = fingers wiggle downwards; cloudy = arms make a puffy shape; windy = sway like a tree; hot = fan your face; cold = hug yourself and shiver. New actions (the author's choice; keep them the same every time):

- **snowy** = both hands float down slowly, palms down, like flakes drifting (slower and softer than rainy);
- **foggy** = one hand moves slowly across in front of the eyes, as if looking through mist;
- **stormy** = one finger draws a quick zigzag in the air (lightning); no stamping or banging;
- **warm** = rub the hands together, then hold the palms out and smile;
- **cool** = one hand lightly rubs the other arm once (a small shiver, smaller than cold).

Season actions (the author's choice): **winter** = make a snowball with both hands; **spring** = closed fingers open slowly like a flower; **summer** = wipe your forehead; **autumn** = fingers flutter down like falling leaves.

Weather card pictures: draw each card with a clear shape, not colour alone. Hot, warm, cool and cold all show a **thermometer** with the level at four clearly different heights (hot near the top, warm above the middle, cool below the middle, cold near the bottom), plus a small figure: hot fanning their face, warm in a T-shirt, cool in a light jacket, cold in a coat and scarf. Snowy shows six-pointed flakes; foggy shows three wavy lines across a faint tree; stormy shows a dark cloud with a zigzag; windy shows curved lines and a bending tree.

Grammar warning: languages say weather in very different ways (for example "it is sunny", "it makes sun", "there is sun", or one word), and some use different forms for "it is warm (weather)" and "I am warm (my body)". Use the weather form. Some languages put **[in]** before months and seasons; some use a different word, or none. "I see" may need a different form of the noun after it (for example a plural or an object form): say **[I see leaves]** the way a fluent speaker would. Children only need to **understand** the phrases and **show** their answers; saying them is invited, never required.

Season warning: seasons are not the same everywhere. North and south of the equator have opposite seasons (summer in July in one, in January in the other), and many tropical places have a **rainy season** and a **dry season** rather than four. Some cultures name more seasons, or different ones; the word for autumn may also be "fall". Little Hill is a made-up town with four

seasons, so the whole class can share the same pictures. If you live somewhere with different seasons, you may also teach your local season words as an extra, but do not change Little Hill: keep its pictures and calendar the same everywhere in the unit.

Calendar warning: this unit uses the twelve months of the Gregorian calendar, the calendar most schools use for the school year. Some languages name months by number (like "month one"), and some communities also use other calendars. Say the months the way the language really says them.

The Little Hill picture calendar

Lesson 4, the closing check and the one-to-one check use the same **picture calendar** for Little Hill. Each month's page shows one picture of one kind of weather. It is a calendar picture, not a weather record: real weather changes from day to day (see the science unit Weather Over a Season). Made up by the author; free to change, but change it everywhere.

Month	Picture on the calendar	Season in Little Hill
1 January	snowy	winter
2 February	cold	winter
3 March	windy	spring
4 April	rainy	spring
5 May	warm	spring
6 June	sunny	summer
7 July	hot	summer
8 August	stormy	summer
9 September	cool	autumn
10 October	foggy	autumn
11 November	cloudy	autumn
12 December	snowy	winter

All eleven weather words appear; snowy appears twice. **Keep this table away from the children until the end of lesson 4**: in the lesson 4 pair game each partner knows only half of it.

The four Little Hill season pictures

Four large pictures of the **same view** of Little Hill: the hill, one big tree, the river and the bridge. Draw them simply; any style is fine. Each picture has one clear kind of weather and one clear thing to see, so the describing game in lesson 5 has a fair answer:

Season	Weather in the picture	Things to see
Winter	snowy (flakes falling)	snow on the ground and on the bridge; the tree has no leaves; clouds
Spring	rainy (rain falling)	flowers in the grass; small new leaves on the tree; clouds
Summer	sunny (a big sun, no clouds)	the sun; the tree full of leaves; flowers
Autumn	foggy (wavy lines of fog over the river)	leaves falling from the tree and on the ground

Model descriptions (answers for lesson 5): **[This is Little Hill. It is winter. It is snowy. I see snow.]**; **[This is Little Hill. It is spring. It is rainy. I see flowers.]**; **[This is Little Hill. It is summer. It is sunny. I see the sun.]**; **[This is Little Hill. It is autumn. It is foggy. I see leaves.]** Other true sentences also count (for example **[I see a tree]** for any picture, or **[It is hot]** for summer).

Big idea

We can **talk about the weather and the time of year** in a new language: name the weather, the seasons and the months, ask what the weather is like, and **describe a picture of a place** in a few short sentences.

Outcomes

By the end of the unit, most children can:

1. Show the eleven weather words (six review words and five new ones) when they are said, by pointing to the card, doing the action or saying the word.
2. Point to the right Little Hill season picture when a season word is said, and show a season with its action or word.
3. Follow or join in the months chant in order, and point to the right month card when a month is said.
4. Answer **[What is the weather like in ___?]** from the Little Hill picture calendar, and in the pair game ask about a month (in words, or by showing the month card with the question gesture).
5. Describe one Little Hill season picture in up to three short pieces (the season, the weather, one thing they see), in words, signs, actions or by placing cards.

Prior knowledge

- Weather, Clothes and Days of the Week (grade 1 term 2): **[sunny]**, **[rainy]**, **[cloudy]**, **[windy]**, **[hot]**, **[cold]** with actions; **[What's the weather?]**; the clothes words and the paper Bear; the days of the week.
- The Market (grade 3 term 1): the numbers **[eleven]** to **[twenty]**; an information-gap pair game with a screen.
- Grade 3 science, Weather Over a Season: the four seasons in Little Hill and the idea that weather changes from day to day. It helps, but it is **not** needed here.
- Children who missed earlier units can still take part; every word has a card, a picture or an action.

Lessons

Keep the 1-minute greeting chant at the start of each day. From lesson 3, add one line to it: **[What month is it?] [It is ___]** with the month card for the real month.

Lesson	Title	Time	Core idea
1	Eleven kinds of weather	30 min	Six review weather words and five new ones, with actions and a "dress Bear for the weather" game
2	Four seasons in Little Hill	30 min	The season words with four pictures of the same place; **[This is ___]** and **[I see ___]**

Lesson	Title	Time	Core idea
3	Twelve months	30 min	The months chant, month cards in order, and the months of each Little Hill season
4	The Little Hill calendar (pair game)	30 min	An information-gap pair game: **[What is the weather like in ___?]**
5	Guess my picture	30 min	Describing a season picture in up to three sentences, a guessing game in pairs, and the one-to-one check

Timings: every lesson is 30 minutes (3 + 7 + 12 + 3 + 5; in lesson 5 the one-to-one check is spread over the week).

Materials

Whole class unless noted.

- The filled-in word card (above), kept where the teacher can see it.
- **Eleven large weather cards:** sunny, rainy, cloudy, windy, hot, cold (from grade 1, or new copies) and snowy, foggy, stormy, warm, cool (new). Big enough to see from the back of the room.
- **The paper Bear and paper clothes** from the grade 1 unit (hat, coat, scarf, gloves, boots, T-shirt, shorts, umbrella), for lesson 1. Make new ones if they are lost.
- **The four large Little Hill season pictures** (above).
- **Twelve large month cards:** each shows the month name written in the language and its number (1 to 12) in large numerals. No weather pictures on them.
- **A string or long strip of card** on the wall, long enough to hang or stick the twelve month cards in a row (lesson 3), and something to fix them with (pegs, clips or reusable sticky putty).
- **The large Little Hill picture calendar** (above): a poster with twelve boxes, one per month, each with the month number, the month name and the weather picture. Kept hidden until the closing check of lesson 4.
- **Small weather cards per pair** (lessons 1 and 4): the eleven weather cards, small enough to lay out on a desk.
- **Small month cards per pair** (lesson 3): the twelve months, word and number.
- **Four small season pictures per pair** (lessons 2 and 3) and **per child** (lesson 5: two sets per pair): copies of the four large pictures.
- **Six small "I see" cards per pair** (lessons 2 and 5): tree, flowers, leaves, snow, sun, clouds (pictures only, no words).
- **Calendar sheets per pair** (lesson 4): sheet A and sheet B (see lesson 4), a folder or book to stand up as a screen, and a pencil per child.
- **Tick and cross cards:** one of each per child, as in earlier units.
- **Check things** (lesson 5): eight small weather cards (snowy, foggy, stormy, cool, sunny, rainy, windy, warm), the four small season pictures, six small month cards (January, March, May, July, October, December), the large picture calendar, the six small "I see" cards, and the record sheet (class list with five columns).
- Ear defenders and a quiet spot, as in every unit.
- Optional, for blind or low-vision children: **tactile weather cards** (raised shapes: a circle with rays for sunny, raised dots falling for rainy, a soft felt cloud for cloudy, a raised zigzag for stormy, three straight raised lines across for foggy, curved raised lines ending in a curl for windy, raised six-pointed stars for snowy, and a raised thermometer with a bead at four heights for hot, warm, cool and cold), **tactile month cards** (the number in large raised

numerals or braille, if the child reads braille), a **tactile season set** (a felt snowflake, a felt flower, a felt sun, a felt leaf; two sets for lesson 5), **paper clothes cut from different textures** for the paper Bear (for example a felt hat, a paper T-shirt, a foil umbrella; lesson 1), and large-print copies of the lesson 4 sheets.
- Optional: a fluent speaker's recording of the word card, the months and the model descriptions.

⚠ Safety and access

Safety

- Children walk, not run, when they come to the front to place cards or line up; the months line in lesson 3 has a seated version.
- Pencils are used at desks and collected at the end.
- No real weather activity is needed: nobody goes outside in bad weather for this unit, and nothing is wet, cold or hot.

Privacy and feelings

- **Never ask** children about their birthdays, holidays, festivals, trips, homes or what their families do in any month or season. Months and seasons are always about Little Hill or the school calendar on the wall.
- **Stormy weather can frighten some children**, and some may have lived through a storm, flood or fire. Present **[stormy]** calmly, with a quiet zigzag, not thunder noises. If a child becomes upset or talks about a real storm, listen kindly, let them sit out the action, and follow the school's usual steps for passing on a concern.
- Some children may feel left out if the class seasons do not match their own experience (for example a child who has lived somewhere with a rainy and a dry season). Welcome it: "In some places there are different seasons. Little Hill has these four."

Taking part

- **Speaking and acting are optional.** Pointing, placing cards, doing the actions, holding up month cards and signs all count. Never make a child speak or act alone in front of others.
- **Movement:** every action has a seated version (hands only). Children can place month cards from their seats, or hand them to a helper, instead of lining up.
- **Children new to the school language:** keep actions identical every time and accept answers in any language.
- **Noise:** quiet spot and ear defenders allowed; in whole-class games children answer with cards or actions, not shouting.

Seeing, hearing and colour

- **Colour vision:** weather cards use shapes (flakes, zigzags, a thermometer level), and season pictures differ by snow, flowers, sun and falling leaves, so nothing is known only by colour. If a child mixes up only colours, do not record it as a language gap.
- **Blind children:** use the tactile weather cards, tactile month cards and the tactile season set. Keep the check things in fixed places and tell the child where each one is before asking. In lesson 5 the partner describes; the blind child finds the matching tactile season item. A description given in words, signs or by handing over tactile items is a full answer.

- **Low-vision children:** large, high-contrast cards; seat them near the month line and the season pictures, or give them their own small copies.
- **Deaf or hard-of-hearing children:** keep your face visible; do the action or show the card every time you say the word.
- **If the language is a sign language:** signs for weather and seasons often look like the thing they mean (falling snow, the sun). That is the language, and it is fine. In the check, if a sign shows its answer, ask the child to **point to** the card or picture instead, so the sign itself does not give the answer away.

Assessment

Lesson 5 includes a five-part check, done one-to-one (about 3 minutes each child; spread over the week). Ask everything with no action and without pointing or looking at the answer. Record each part as **yes**, **with help** or **not yet**:

1. **Weather words:** lay out the eight small weather cards (snowy, foggy, stormy, cool, sunny, rainy, windy, warm), shuffled. Say **[snowy]**, **[foggy]**, **[stormy]** and **[cool]**; the child points to each, or does its action. Yes = four of four.
2. **Seasons:** lay out the four small season pictures, shuffled. Say **[summer]**, **[winter]**, **[autumn]** and **[spring]**; the child points to each. Yes = four of four.
3. **Months:** lay out the six small month cards (January, March, May, July, October, December), shuffled. Say **[March]**, **[July]** and **[October]**; the child points to each card. The child may say the months chant quietly or count on their fingers to find it. Yes = three of three.
4. **What is the weather like?:** show the large Little Hill picture calendar. Ask **[What is the weather like in July?]** (hot) and **[What is the weather like in October?]** (foggy). The child may point to the picture on the calendar, do the action, point to the small weather card, or say it. Yes = both.
5. **Describe a picture:** put the summer picture in front of the child, with the six small "I see" cards beside it. Say **[Tell me about the picture]** (or the school-language words, if the child needs them), then, if needed, ask **[What season is it?]**, **[What is the weather like?]** and **[What do you see?]**. The child answers in words, signs, actions (the season action, the weather action) or by putting an "I see" card on the picture. Answers: summer; sunny (hot also counts); the sun, a tree, leaves or flowers. Yes = all three pieces, with or without the three questions.

Doing it in their own way (pointing, signs, actions, the child's usual access) counts as **yes**. "Not yet" is normal for some children; the games can be played again any time. Asking about a month in the lesson 4 game (part of outcome 4) is **not** recorded: notice it, but do not score it.

Sources

- NCSSFL-ACTFL Can-Do Statements, Novice: https://www.actfl.org/uploads/files/general/Resources-Publications/Can-Do-Novice.pdf (read 12 November 2026; the quoted lines and their sublevels were checked against the rendered PDF pages). These are performance indicators and examples, not a curriculum, and the unit is not a full alignment. Lines used for this unit, quoted exactly:
  - Interpretive, informational texts, Novice Mid (PDF page 15): function "I can identify some basic facts", context "in short, straightforward informational texts and media that are supported by gestures, facial expressions, or visuals", text type "from

memorized or familiar words and phrases"; spoken, viewed, or signed example "I can recognize some weather expressions in a forecast." (lessons 1 and 4; outcome 4).
    - Same page, Novice High, written example: "I can understand some facts about the weather especially when weather symbols are used." (the weather symbols on the lesson 4 sheets; a stretch).
    - Interpretive, observed conversations and discussions, Novice Mid (PDF page 17), spoken, viewed, or signed example: "I can recognize some common expressions when people are discussing the weather." (outcome 1).
    - Interpersonal, Novice Low (PDF page 19): "I can provide information by answering a few simple questions" (outcomes 2 to 4).
    - Presentational, Novice Low (PDF page 23): function "I can name", context "very familiar people, places, and objects with the help of gestures, facial expressions, or visuals"; speaking or signing example "I can say the date and the day of the week." (the months and the daily greeting line from lesson 3; this unit does not teach dates); writing example "I can label familiar people, places, and objects in pictures and posters." (placing "I see" cards on pictures).
    - Same page, Novice Mid: function "I can share information", context "on both very familiar and everyday topics", text type "using a mix of practiced or memorized words, phrases, and simple sentences"; example "I can present simple information about my town or city." (outcome 5, describing a picture of Little Hill; Little Hill is a made-up town, not the child's own).
- Wikipedia, "Season": https://en.wikipedia.org/wiki/Season (read 12 November 2026). The Northern and Southern Hemispheres always have opposite seasons; temperate regions generally recognise four seasons, and many tropical regions have two, a rainy (wet) season and a dry season; the definition of seasons is also cultural. This is the reason for the season warning above.
- Wikipedia, "Total physical response": https://en.wikipedia.org/wiki/Total_physical_response . As in earlier units: commands answered with actions, listening before speaking, low stress (lessons 1 to 3).
- Wikipedia, "Information gap task": https://en.wikipedia.org/wiki/Information_gap_task (read 9 November 2026). Learners are missing information and must communicate to fill the gap. The pair game in lesson 4 is an information gap: each partner knows only half of the Little Hill picture calendar.

Known gaps and cautions

- Four other agents (Gemini 3.5 Flash and Gemini 3.8 Flash at 723c6bb; Gemini 4 Carbon at 723c6bb/e83f91b; Gemini 4 Argon at 7c5a9f7) text-checked this unit on 2026-11-12. None reported errors; Carbon suggested two word-card additions (**[Is it ___?]** and **[Put on ___]**), now added, with lesson 1 and lesson 5 wording matched to them. Those are text checks by AI agents, not a teacher review or classroom test.
- **No pronunciation help**, as in earlier units. Use a fluent speaker's recording if needed.
- **Seasons and months depend on where you live** (see the season warning). Little Hill's four seasons and picture calendar are the author's choice, made so the whole class shares one set of pictures; they are not "the right" seasons.
- **Twelve month words are a lot.** Most children will recognise them with the chant and the numbers before they can say them alone; that is all outcome 3 asks. Dates (like "the third of March") are not taught.
- **Word choices, the picture calendar, the pictures and the actions are the author's.** The Can-Do Statements describe what learners can do; they do not list words, seasons or

months for a grade 3 class. The example "I can say the date and the day of the week" is a Novice Low example; this unit covers months only, not dates.
- The year plan says "describing a picture of a place in a few sentences". This unit describes **one made-up place** (Little Hill) in **up to three short sentences** with set starters; describing other places freely is not taught.
- Timings are untested.

The lesson order matters: children meet the weather words (lesson 1) before the seasons (lesson 2), and the seasons before the months (lesson 3); they need both months and weather words for the calendar pair game (lesson 4); and describing a whole picture comes last (lesson 5).

Lesson 1: Eleven kinds of weather

Unit overview - Next: Lesson 2: Four seasons in Little Hill

Goal: Children review six weather words from grade 1, learn five new ones (**[snowy]**, **[foggy]**, **[stormy]**, **[warm]**, **[cool]**) with actions, and answer **[What is the weather like?]**.

Length: about 30 minutes.

Materials

- The word card.
- The eleven large weather cards: sunny, rainy, cloudy, windy, hot, cold, snowy, foggy, stormy, warm, cool.
- The paper Bear and the eight paper clothes from grade 1 (hat, coat, scarf, gloves, boots, T-shirt, shorts, umbrella), on a board or table at the front.
- Small weather cards per pair (all eleven).
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile weather cards (see the unit overview), and paper clothes cut from different textures (see Differentiation).

Steps

✎ Opening (3 min)

Greeting chant. Hold up the sunny, rainy and cold cards one at a time and say each word; children do the grade 1 action (arms make a big circle; fingers wiggle downwards; hug yourself and shiver).

Warm-up: six weather words again (7 min)

1. **Actions (3 min).** Say each review word without showing the card: **[sunny]**, **[cloudy]**, **[windy]**, **[hot]**, **[rainy]**, **[cold]**. Children do the action. Then show the card so everyone can check.
2. **The question (4 min).** Hold one review card face down. Do the "looking out" gesture (hand flat over the eyes) and ask **[What is the weather like?]** Turn the card over. Children do the action; say **[It is ___]** with them (for example **[It is windy]**). Do this with four or five cards. Children who want to may say **[It is ___]** too.

✎ Main activity (12 min)

1. **Five new words (5 min).** Show each new card, say the word three times, and do its action (see the unit overview): **[snowy]** (hands float down slowly), **[foggy]** (one hand moves slowly across in front of the eyes), **[stormy]** (one finger draws a quick zigzag; quietly), **[warm]** (rub hands, palms out, smile), **[cool]** (one hand lightly rubs the other

arm once). Children copy the action each time. Then put two pairs side by side and point out the difference:
    - **rainy** and **snowy**: rain wiggles down fast; snow floats down slowly.
    - **hot, warm, cool, cold**: put the four cards in a row and point to the thermometer on each. "The line goes down: hot, warm, cool, cold."
2. **Weather actions game (4 min).** Pairs lay out their eleven small weather cards. Say a word (no card, no action); each pair points to the card, and children do the action. Then swap: do an action silently, and pairs point to the card. Mix review and new words; use each new word at least twice.
3. **Dress Bear for the weather (3 min).** Hold up a weather card and ask **[What is the weather like?]** Children answer with the action (or the word). Then ask a volunteer to choose one paper clothing item for Bear (or children point and the teacher moves it), and say **[Put on ___]** together. Do snowy, hot and rainy. More than one choice is fine (for snowy: coat, scarf, gloves, hat or boots; for hot: T-shirt, shorts or hat; for rainy: umbrella, coat or boots).

✓ Discussion questions (with answers) (3 min)

In the school language:

- "How are snowy and rainy different?" (Snow is frozen and floats down slowly; rain is water and falls faster.)
- "Which is colder, cool or cold?" (Cold. Cool is a little bit cold.)
- "What could Bear wear when it is foggy?" (Any sensible answer; a coat is a good one. There is no single right answer.)

✓ Closing check (with answers) (5 min)

Pairs use their small weather cards; every child also has a tick and a cross card.

1. Say **[foggy]**; pairs point to the card.
2. Say **[warm]**; pairs point to the card.
3. Do the stormy action silently; pairs point to the card.
4. Hold up the cool card and ask **[Is it cold?]**

Answers: the foggy card (wavy lines over a faint tree); the warm card (thermometer above the middle, figure in a T-shirt); the stormy card (dark cloud with a zigzag); no (cross), it is cool.

Vocabulary

New: **[snowy]**, **[foggy]**, **[stormy]**, **[warm]**, **[cool]**, **[What is the weather like?]**. Review: **[sunny]**, **[rainy]**, **[cloudy]**, **[windy]**, **[hot]**, **[cold]**, **[It is ___]**, **[Put on ___]**, the clothes words, **[yes]**, **[no]**.

Differentiation

- **Support:** the child works with six cards only (the six review words) at first, then adds snowy and stormy; hot, warm, cool and cold can come later.
- **Stretch:** the child answers **[What is the weather like?]** with a whole sentence, or chooses two clothes for Bear and says **[Put on ___ and ___]**, if the language joins things that way.
- **Blind or low-vision children:** use the tactile weather cards; the partner guides the child's hand along the row. In "dress Bear", the child chooses by touch from paper clothes cut from different textures (felt hat, paper T-shirt, foil umbrella).

⚠ Safety

- Children walk, not run, to the front to dress Bear; Bear can also be passed round the room.
- The stormy action is quiet: no stamping, banging or thunder noises.

Teacher notes and misconceptions

- Warm and cool are the hardest new words, because they are "in between". The thermometer on the cards helps: always show the four temperature cards in the same order.
- Some children confuse **[snowy]** (the weather) with **[snow]** (the thing). The thing comes in lesson 2 with the "I see" cards; for now, use only the weather word.
- In some languages the words for weather temperature and body temperature differ (see the grammar warning in the unit overview). Use the weather form here.
- If a child talks about a real storm and seems upset, see Privacy and feelings in the unit overview.

Lesson 2: Four seasons in Little Hill

Unit overview - Previous: Lesson 1: Eleven kinds of weather - Next: Lesson 3: Twelve months

Goal: Children learn the four season words with four pictures of the same place, answer **[What season is it?]**, and meet **[This is ___]** and **[I see ___]** with six picture words.

Length: about 30 minutes.

Materials

- The word card.
- The four large Little Hill season pictures (winter, spring, summer, autumn; see the unit overview), on the board in that order.
- The eleven large weather cards (from lesson 1).
- Four small season pictures per pair.
- Six small "I see" cards per pair: tree, flowers, leaves, snow, sun, clouds (pictures only).
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile weather cards and the tactile season set (a felt snowflake, a felt flower, a felt sun, a felt leaf).

Steps

✎ Opening (3 min)

Greeting chant. Say **[snowy]**, **[foggy]** and **[cool]**; children do the lesson 1 actions. Ask **[What is the weather like?]** with the warm card; children do the action (rub hands, palms out).

Warm-up: four pictures of one place (7 min)

1. In the school language: "These four pictures all show the same place, Little Hill, at four different times of the year."
2. Point to the winter picture with an open hand: **[This is Little Hill.]** Then **[It is winter.]** and the winter action (make a snowball). Then point to the falling flakes and do the snowy action: **[It is snowy.]**
3. Do the same for **[spring]** (closed fingers open like a flower; **[It is rainy]**), **[summer]** (wipe your forehead; **[It is sunny]**) and **[autumn]** (fingers flutter down like leaves; **[It is foggy]**). Children copy each season action.
4. Point to a picture and ask **[What season is it?]**, with the big-circle gesture. Children answer with the action (or the word). Do all four, in a mixed order.

✎ Main activity (12 min)

1. **I see (4 min).** Show each small "I see" card and say the word: **[tree]**, **[flowers]**, **[leaves]**, **[snow]**, **[sun]**, **[clouds]**. Then point to your eye and to the thing on a large picture: **[I see snow]** (winter), **[I see flowers]** (spring), **[I see the sun]** (summer), **[I**

see leaves] (autumn). Pairs lay out their four small season pictures; when you say **[I see ___]**, they put that "I see" card on a picture where they can see it. More than one picture can be right (flowers are in spring and summer; the tree is in all four).

2. **Which season? (5 min).** Pairs keep their four small season pictures in front of them. Hold up a large weather card and say it, for example **[It is snowy.]**, then ask **[What season is it?]** Pairs hold up the picture with that weather; children do the season action. Use **[snowy]** (winter), **[rainy]** (spring), **[sunny]** (summer) and **[foggy]** (autumn), then mix them up.
3. **Season actions game (3 min).** Say a season word; children do the action. Then do an action silently; pairs hold up the matching small picture.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why does the tree look different in each picture?" (In winter it has no leaves; in spring it has small new leaves; in summer it is full of leaves; in autumn the leaves fall.)
- "Is it snowy every day in winter in Little Hill?" (No. The picture shows one day. Weather changes from day to day; in the science unit, Little Hill usually has only a few snowy days in a winter month.)
- "Does every place in the world have these four seasons?" (No. Some places have a rainy season and a dry season, and when it is summer on one side of the world it is winter on the other. Little Hill has these four.)

✓ Closing check (with answers) (5 min)

Pairs use their four small season pictures; every child also has a tick and a cross card.

1. Say **[autumn]**; pairs hold up the picture.
2. Say **[spring]**; pairs hold up the picture.
3. Point to the large summer picture and ask **[What season is it?]**; children answer with the action or the word.
4. Point to the large winter picture and ask **[I see flowers?]** (as a question, the way the language asks it).

Answers: the autumn picture (falling leaves, fog); the spring picture (rain, flowers); summer (wipe your forehead); no (cross): there are no flowers in the winter picture; **[I see snow]**.

Vocabulary

New: **[winter]**, **[spring]**, **[summer]**, **[autumn]**, **[What season is it?]**, **[This is ___]**, **[I see ___]**, **[tree]**, **[flowers]**, **[leaves]**, **[snow]**, **[sun]**, **[clouds]**. Review: the weather words, **[It is ___]**, **[What is the weather like?]**, **[yes]**, **[no]**.

Differentiation

- **Support:** the child uses two pictures only (winter and summer) at first, then adds the other two.

- **Stretch:** the child says two sentences about a picture, for example **[It is summer. I see the sun.]**
- **Blind or low-vision children:** use the tactile season set: the felt snowflake for winter, the felt flower for spring, the felt sun for summer and the felt leaf for autumn. The child holds up the item instead of the picture, and the tactile weather cards in "Which season?". In "I see", the partner names what is in each picture.

⚠ Safety

- Pairs keep their cards on the desk; nobody needs to walk around in this lesson.

Teacher notes and misconceptions

- **[snowy]** is the weather and **[snow]** is the thing on the ground. If a child says **[I see snowy]**, say **[I see snow]** with them; do not correct sharply.
- Children who know a different climate may say "but where I lived, it rains in summer". Agree: "Yes, in some places it does. In Little Hill, the summer picture is sunny."
- The season actions are the author's choice. If an action means something unkind where you live, choose another and use it every time.
- Keep the Little Hill picture calendar (lesson 4) hidden: these four pictures show one kind of weather per season, but the calendar shows a different picture for each month.

Lesson 3: Twelve months

Unit overview - Previous: Lesson 2: Four seasons in Little Hill - Next: Lesson 4: The Little Hill calendar (pair game)

Goal: Children learn the months chant, put the twelve month cards in order, see which months make each Little Hill season, and answer **[What month is it?]** about the real month.

Length: about 30 minutes.

Materials

- The word card.
- The twelve large month cards (month name and number 1 to 12).
- A string or long strip of card on the wall, and pegs, clips or reusable sticky putty to fix the month cards to it.
- The four large Little Hill season pictures.
- Small month cards per pair (all twelve).
- Four small season pictures per pair.
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile month cards and the tactile season set.

Steps

✎ Opening (3 min)

Greeting chant. Point to each large season picture and ask **[What season is it?]**; children answer with the season action or the word.

Warm-up: the months chant (7 min)

1. In the school language: "A year has twelve months. Every month has a name and a number."
2. Say the twelve months slowly, holding up each large card so the number shows, with one clap on each month: **[January]** (clap), **[February]** (clap) ... **[December]** (clap). Children clap along.
3. Say it again; children join in with any months they can. Then a third time, a little faster. The chant has no tune; a steady clap is enough. A teacher who wants a tune should use one they have made up, not a copyrighted song.

✎ Main activity (12 min)

1. **The month line (5 min).** Give the twelve large month cards to twelve children (or keep them, and let children point). Say the chant slowly. When a child's month is said, they bring the card to the string and fix it in the next place (the teacher helps), or hand it to the teacher from their seat. When all twelve are up, the class says the chant once more, reading along the line.

2. **Which comes next? (4 min).** Pairs lay out their small month cards in order, 1 to 12. Say a month, for example **[March]**; pairs point to it. Then, in the school language: "Point to the month that comes next." Say it together (**[April]**). Do this five or six times. Finish with **[December]**: what comes next? (**[January]**: the year starts again.)
3. **Seasons on the line (3 min).** Put the large season pictures under the month line: spring under March, April and May; summer under June, July and August; autumn under September, October and November; winter under January and February, and point to December at the other end: "In Little Hill, December is winter too." Say each group: **[March, April, May: spring]**, and so on. Pairs put their small season pictures under the right months on their desks.

Then add a new line to the greeting chant, from today: point to the real month on the line and ask **[What month is it?]**; answer together **[It is ___]**.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why is winter at both ends of our line?" (Because the year goes round: after December comes January again, so winter runs across the end of one year and the start of the next.)
- "How do the numbers on the cards help?" (They show the order: January is 1 and December is 12.)
- "In Little Hill, is July in summer or in winter?" (Summer. In some places on the other side of the world, July is in winter.)

✓ Closing check (with answers) (5 min)

Pairs keep their small month cards in order; every child also has a tick and a cross card.

1. Say **[July]**; pairs point to it.
2. Say **[October]**; pairs point to it.
3. Point to April on the month line and ask **[Is it May?]**
4. Point to January on the month line and ask **[What season is it?]**

Answers: the July card (7); the October card (10); no (cross), it is April; winter (the snowball action, or the word).

Vocabulary

New: **[January]** to **[December]**, **[What month is it?]**. Review: **[winter]**, **[spring]**, **[summer]**, **[autumn]**, **[What season is it?]**, **[It is ___]**, numbers one to twelve, **[yes]**, **[no]**.

Differentiation

- **Support:** the child uses the numbers to find months ("March is 3") and joins in the chant by clapping only; that is fine.
- **Stretch:** the child says the chant alone, quietly, to a partner, or starts the chant from any month (for example from **[June]**) and goes round to the same month again.

- **Blind or low-vision children:** use the tactile month cards (raised numerals or braille numbers); the child lays them in a row along the desk edge. A partner says each month name as the child touches it. In "Seasons on the line", the child puts the tactile season items next to the right months.

⚠ Safety

- Children walk, not run, to the month line, one at a time. Anyone can take part from their seat by handing the card to the teacher.
- Fix cards with pegs, clips or putty, not pins.

Teacher notes and misconceptions

- **Never** ask children which month their birthday is in, or about holidays or festivals in a month. Keep the months about Little Hill and the school calendar on the wall.
- Twelve new words is a lot. In the check, children only need to **find** a month that is said, and they may use the chant or the numbers to do it.
- Which months make each season depends on where you live (see the season warning in the unit overview). These are Little Hill's seasons. If your own seasons are different, you can say so: "Here, it is different."
- Keep the Little Hill picture calendar hidden: there are no weather pictures on the month cards, and there should not be any on the month line.

Lesson 4: The Little Hill calendar (pair game)

Unit overview - Previous: Lesson 3: Twelve months - Next: Lesson 5: Guess my picture

Goal: Children ask and answer **[What is the weather like in ___?]** in an information-gap pair game, each partner holding half of the Little Hill picture calendar.

Length: about 30 minutes.

Materials

- The word card.
- The month line from lesson 3, still on the wall (month cards only, no weather pictures).
- **Calendar sheets per pair:** both sheets list the twelve months (number and name) down the side, each with a box. At the top of both sheets is a **weather key**: the eleven weather pictures in a row, drawn like the weather cards.
  - **Sheet A:** six boxes filled with the weather picture: January snowy, March windy, May warm, July hot, September cool, November cloudy. February, April, June, August, October and December have an empty box.
  - **Sheet B:** the other six boxes filled: February cold, April rainy, June sunny, August stormy, October foggy, December snowy. January, March, May, July, September and November have an empty box.
- A folder or book per pair to stand up as a screen.
- A pencil per child.
- Small weather cards per pair (all eleven), to place on a box instead of drawing.
- The large Little Hill picture calendar, kept hidden until the closing check.
- Tick and cross cards (one of each per child).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: tactile weather cards, tactile month cards and large-print copies of the sheets (see Differentiation).

Steps

✎ Opening (3 min)

Greeting chant, with **[What month is it?] [It is ___]** at the month line. Say **[stormy]**, **[warm]** and **[foggy]**; children do the actions.

Warm-up: half a calendar each (7 min)

1. In the school language: "Little Hill has a picture calendar. Every month has a weather picture. Each of you has half of the calendar. To fill the empty boxes, you ask your partner."
2. Show a sheet A: point to the filled boxes, the empty boxes and the weather key at the top. "You can draw the weather from the key, or put a small weather card on the box."
3. **Model it (3 min).** With a volunteer who has sheet B behind a screen, the teacher (with sheet A) points to February and asks **[What is the weather like in February?]** The volunteer answers **[In February it is cold]**, or just **[cold]**, or does the cold action, or holds

up the small cold card. The teacher draws the cold thermometer in February's box. Say: "Everyone will still ask about February in the game."

✎ Main activity: the pair game (12 min)

1. **Ask and fill (8 min).** Partners sit with a screen between them. Child A asks about each month with an empty box on sheet A, in order: February, April, June, August, October, December. Child B answers from sheet B, and A draws the weather (or places the small weather card). Then they swap: B asks about January, March, May, July, September and November, and A answers. Asking can be the whole question, just the month name with the "looking out" gesture, or pointing to the month on the month line with the gesture. Answers can be words, the action or the small card.
2. **Compare (2 min).** Partners take the screen away and put their sheets side by side. Every month should now have the same weather on both sheets. Fix any that are different by asking again.
3. **Seasons (2 min).** Pairs point to June, July and August on their sheet (summer in Little Hill) and say or show the three weather words together: **[sunny, hot, stormy]**. Then do the same for winter (December, January, February: **[snowy, snowy, cold]**).

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Why did you need to ask your partner?" (Because only your partner's sheet showed those months.)
- "Which months have a snowy picture?" (January and December.)
- "Is it really hot every day in July in Little Hill?" (No. It is one picture on a calendar. Real weather changes from day to day.)

✓ Closing check (with answers) (5 min)

Show the large Little Hill picture calendar. Children answer with the action, a small weather card, a tick or cross, or words:

1. **[What is the weather like in April?]**
2. **[What is the weather like in August?]**
3. Point to September: **[Is it cold?]**
4. **[What is the weather like in May?]**

Answers: rainy; stormy; no (cross), it is cool; warm.

Vocabulary

New: **[What is the weather like in ___?]**, **[In ___ it is ___]**. Review: the eleven weather words, the twelve months, **[yes]**, **[no]**.

Differentiation

- **Support:** the child fills only two or three empty boxes, choosing small weather cards instead of drawing; the partner may point to the picture on their own sheet after saying it.
- **Stretch:** the child asks every question in full and answers with the whole sentence **[In ___ it is ___]**; or the pair makes up a picture calendar for a second made-up town (for example Snowy Peak) and plays again.
- **Blind or low-vision children:** the partner says each answer, and the child places the matching tactile weather card next to that month's tactile month card in a row on the desk, instead of drawing. Low-vision children use large-print sheets.

⚠ Safety

- Pencils are used at desks and collected at the end.

Teacher notes and misconceptions

- This is an information gap: each partner really needs the other's half. Do not let children look over the screen, and keep the large picture calendar hidden until the closing check.
- Drawing the weather is not the language skill being practised. A rough drawing, the small weather card or a tick next to the right picture in the key all count.
- Some children answer with the season instead of the weather (**[summer]** for June). Accept it as a good try, and ask again: **[What is the weather like?]**
- The calendar pictures are made up by the author, like the rest of Little Hill, and are not a real place's weather.

Lesson 5: Guess my picture

Unit overview - Previous: Lesson 4: The Little Hill calendar (pair game)

Goal: Children describe a Little Hill season picture in up to three short pieces (the season, the weather, one thing they see), guess a partner's picture from a description, and the teacher starts the one-to-one check.

Length: about 30 minutes (the one-to-one check is spread over the week).

Materials

- The word card.
- The month line from lesson 3, still on the wall (for the greeting).
- The four large Little Hill season pictures.
- **Four small season pictures per child** (two sets per pair: one for the describer, one for the guesser).
- Six small "I see" cards per pair: tree, flowers, leaves, snow, sun, clouds.
- A folder or book per pair to stand up as a screen.
- Tick and cross cards (one of each per child).
- **Check things** (see the Assessment section of the unit overview): eight small weather cards (snowy, foggy, stormy, cool, sunny, rainy, windy, warm), the four small season pictures, six small month cards (January, March, May, July, October, December), the large Little Hill picture calendar, the six small "I see" cards, and the record sheet (class list with five columns).
- Ear defenders and a quiet spot.
- Optional, for blind or low-vision children: the tactile season set (two per pair) and tactile weather cards.

Steps

✎ Opening (3 min)

Greeting chant, with **[What month is it?] [It is ___]** at the month line. Point to two large season pictures and ask **[What season is it?]**; children answer with the action or the word.

Warm-up: the teacher describes (7 min)

1. In the school language: "I will tell you about one picture, but I won't point. Hold up the picture you think it is."
2. Without looking at or pointing to the large pictures, say: **[This is Little Hill. It is autumn. It is foggy. I see leaves.]** Children hold up their small autumn picture. Then point to the large autumn picture to check.
3. Do the other three pictures in a mixed order, using the model descriptions in the unit overview.
4. **Harder:** leave out the season. Say **[It is rainy. I see flowers.]** (spring), then **[I see the sun.]** (summer).

✎ Main activity: guess my picture (12 min)

1. **Model it (2 min).** With a volunteer, the teacher stands a screen up and secretly chooses one small picture (summer). The teacher describes it: **[It is summer. It is sunny. I see the sun.]** The volunteer holds up their own summer picture. The teacher shows the hidden picture: it matches.
2. **Pairs play (8 min).** Partners sit with a screen between them, each with their own four small season pictures; the describer also has the six "I see" cards. The describer secretly chooses a picture and tells about it in up to three pieces: the season, the weather, and one thing they see. Any way counts: words, signs, the season and weather actions, or holding up an "I see" card. The guesser holds up their matching picture; then the describer shows the hidden one. Swap roles after each picture.
3. **Share (2 min).** Children who want to may describe one large picture to the class, in words or actions. Nobody has to.

✓ Discussion questions (with answers) (3 min)

In the school language:

- "Which piece helped you guess fastest?" (Usually the season, or a thing only one picture has, like snow or the sun.)
- "Why is **[I see a tree]** not enough on its own?" (The tree is in all four pictures.)

✓ Closing check (with answers) (5 min)

Children answer by holding up a small season picture, a tick or cross, an action or words:

1. Say **[It is sunny. I see flowers.]** Which picture?
2. Say **[I see snow.]** Which picture?
3. Say **[It is rainy.]** Which picture?
4. Point to the large autumn picture and ask **[Is it summer?]**.

Answers: summer (spring has flowers too, but it is rainy, not sunny); winter; spring; no (cross), it is autumn.

One-to-one check (over the week)

While the class plays "guess my picture" or the lesson 4 calendar game again, do the five-part check in the unit overview with each child (about 3 minutes each). Use the summer picture for part 5.

Vocabulary

Review: **[This is ___]**, **[I see ___]**, **[It is ___]**, the season words, the weather words, the "I see" words, **[What season is it?]**, **[What is the weather like?]**, **[yes]**, **[no]**. For the check: **[Tell me about the picture]**, **[What do you see?]** (said by the teacher; children only need to understand them).

Differentiation

- **Support:** the describer gives one piece only (the season action, or one "I see" card); the guesser chooses from two pictures, not four.
- **Stretch:** the describer gives four sentences, starting with **[This is Little Hill]**, or describes a picture without saying the season.
- **Blind or low-vision children:** use the tactile season sets (one each). The partner describes; the blind child holds up the matching tactile item. When the blind child describes, they choose a tactile item secretly and describe it in words, signs or actions.

⚠ Safety

- Pairs keep their cards on the desk; nobody needs to walk around in this lesson.

Teacher notes and misconceptions

- Describing one picture in three short pieces is all this unit asks (see Known gaps in the unit overview). A child who says only **[summer]** and holds up the sun card has described the picture in their own way.
- Some children will say true things that are not in the model descriptions (**[It is hot]** for summer, **[I see clouds]** for spring). Accept them; they are right.
- **[Tell me about the picture]** and **[What do you see?]** are new in the check but are said only by the teacher, with pointing to your eye and the picture. If a child does not understand them, ask the three short questions from the check instead, or use the school language: the check is about describing, not about these questions.