

Seasons

Class	B' class
Age	7 year olds
Time	3 hours
Objectives	Learn about the seasons and vocabulary related to the seasons / Letter U
Vocabulary	Summer, winter, spring, autumn, scarf, hat, etc.
Subjects	Art, Drama, English

Activity

Students learn about the four seasons and talk about winter.

Content

Students learn about the four seasons and how to talk about winter. They also learn fixed expressions about the weather, the names of winter clothes and games they can play in the snow. They describe people, pictures and scenes and they revise the names of colours, numbers as well as the parts of the face.

Language objectives

- To learn about the four seasons
- To learn vocabulary related to the winter weather, e.g. It's cold/ It's snowing/ raining, winter clothes e.g. gloves, scarf, coat and winter activities, e.g. skiing/ having snowball fights/ ice skating
- To learn to describe activities which are in progress

- To describe a snowman in English e.g. I've got two pieces of coal for the eyes/a carrot for the nose/a hat on my head/a scarf around my neck/sticks for arms
- To revise colours and numbers
- To learn how to pronounce and read the letter U/u

Pedagogical Objectives

- To learn about the four seasons and their characteristics
- To learn what winter is like as well as the activities taking place in winter
- To learn to talk about their preferences
- To engage in arts and crafts activities
- To participate in a song dramatization
- To work in groups and cooperate with their classmates

Materials:

- The class mascot
- Pictures of the four seasons ([P1](#))
- A doll wearing winter clothes ([P2](#))
- A picture of a snowman ([P3](#))
- Pictures of items related to the four seasons
([P4](#), [P5](#), [P6](#), [P7](#), [P8](#), [P9](#), [P10](#), [P11](#))
- Pictures of sports ([P12](#), [P13](#), [P14](#), [P15](#), [P16](#))
- Winter clothes & accessories e.g. scarves, bonnets, gloves, etc.

- Paperboard
- Sheets of paper (A4)
- Colour pencils or markers
- CD ([CD1](#))

Equipment

- CD player and/or P/C
- ABC Worksheet [U1, U2](#)
- CD/ Songs for the specific letter
- Worksheet ([W1](#))

Teaching procedure

Step 1: We choose four items or pictures

([P4](#), [P5](#), [P6](#), [P7](#), [P8](#), [P9](#), [P10](#), [P11](#)) associated with the four seasons, e.g. a brown leaf/ an umbrella, a scarf/gloves, a flower/butterfly, an ice-cream/ flippers and we ask students the following questions:

- What's this? It's a leaf/ an umbrella/ a scarf/ a flower/ a butterfly/ an ice cream.
- What are these? They're gloves/ flippers.

We also ask questions about the colour/size, etc. of the items:

- What colour is it? / What colour are they? / Is it blue? / Are they red?
- Is it big/ small/ soft?

Then, we stick the picture on the board, depicting the season ([P1](#)). We present them one-by-one saying:

- Look at the four seasons of the year.
- Look at this! It's spring.
- It's summer.
- It's autumn.
- It's winter.

Then, we show children the objects again and ask them to name the season they are from, saying:

- What season is the leaf/the flower from?
- Autumn/Spring.
- What season are the gloves/flippers from?
- Winter/Summer.

When we have finished showing them the items, we tell students to look out of the window and we ask them: 'What season is it now? Is it spring? Is it winter?' We encourage them to answer: 'It's winter. / Yes, it is. / No, it isn't.'

Then, we name different objects from each season, e.g. fruit, colours, clothes, etc. and the students have to guess what season they are from. Alternatively, we can name a season and ask them to list lexical items (fruit, clothes, etc.) associated with this particular season.

Step 2 We show students the mascot and another doll wearing heavy clothes, e.g. a jacket, a scarf, gloves, or a picture of a doll dressed heavily (**P2**). Then, the class mascot presents her 'friend', Tatiana, who is from Russia and speaks English. We ask children to look at the doll's clothes carefully and we start presenting her clothes saying:

- Look at Tatiana. What colour is her jacket? (*pointing at her jacket*)
- What colour are her gloves?

We repeat the procedure and ask children to repeat after us, e.g. She's wearing a black jacket/a blue coat/ a red scarf/ green gloves.

We ask questions like: Is she wearing a blue scarf/ a green jacket?

We also ask students why she is wearing heavy clothes. Showing them the picture of the seasons ([P1](#)) and asking questions we elicit the answer 'Because it's winter'. For instance, we can ask them: Is it hot? Is it sunny? Is it summer? (*pointing at the summer picture*) 'Is it cold? Is it snowing?' (*pointing at the winter picture*).

Step 3 When we have made sure that the children are able to use the newly acquired vocabulary, we gather a few scarves, gloves, jackets, etc. and lay them on our desk. We ask each student to come to the desk and pick a piece of winter clothing without revealing it to the rest of the class. He/she hides it in a bag which we will give him/her. Then, using structures already familiar to them, the other students have to guess what the student has picked. For example:

- Have you got a scarf/a jacket/ gloves?
- Yes, I have. / No, I haven't.
- What colour is your scarf?
- My scarf's red.

Step 4 We ask students to tell us why they like winter. We mention winter sports, Christmas, snowballing, making a snowman, etc. We show them pictures ([P12](#), [P13](#), [P14](#), [P15](#), [P16](#)) in which children do different sports and the mascot presents new expressions, such as 'Look! She is skating/ he is skiing/ they are making a snowman/ they are playing with the snow', 'Look! Christmas presents/ a Christmas tree!', 'The children are

playing/ sleighing/walking on the snow'. Every time the mascot utters a phrase, we encourage children to repeat it all together several times, while we are pointing at the relevant picture.

Then, we give 5-6 children a picture (the ones we have already used) and ask them to mime what they can see. The rest of the class tries to guess what each student is doing and one of the students can reveal his guess, e.g. 'Mary is skating/ walking on the snow/ making a snowman'. We help them throughout the process and give the pictures to different students each time to make sure that everyone has had a go and that they don't lose their interest.

Step 5 We ask children to draw one of the winter activities we have discussed, e.g. a winter sport, a snowman, Christmas presents, the Christmas tree, etc. and we make a poster with the title 'We like winter...' Each student presents his/her drawing to the class. Anticipated output:

- Here I am! /Look at me here! I'm skating.
- I'm playing with the snow.
- I'm making a snowman.
- This is my Christmas tree.
- Look at my Christmas presents.

Finally, each student closes his/her presentation saying: 'I like winter!'

When all children have glued their picture on the poster, we write the title with a marker ('We like winter') and we glue some cotton to make it snowy.

Step 6 We bring a snowman doll or show them the picture of a snowman (P3) saying: 'This is a snowman' and we encourage children to describe it all together, repeating after us: 'He's got two black eyes. He's got a

carrot nose. His nose is orange. He's got a big mouth, etc.' In the same way, we describe his clothes, i.e. 'He's got a hat on his head. He's got a scarf around his neck. It's blue and yellow. He's got sticks for arms. They are brown'.

Then, we ask a few children to describe the snowman on their own and we help them when necessary. Some children can describe his head, others his body, etc.

Step 7 We stick the face of a snowman with his nose missing on the board ([W1](#)). We give children a white piece of paper and ask them to draw (or colour) a fruit or vegetable, e.g. an apple, an orange, a pineapple, a banana, a cucumber, and then cut it.

We present different kinds of fruit and vegetables, e.g. apples, oranges, bananas, cucumbers, etc. Then, we blindfold a student and ask him/her to stick the fruit he/she has drawn on the snowman's face (as its nose), while we are giving simple instructions (left/right/up/down). When the student has finished, we (or the student) say (says): 'Look at the snowman. He's got a pineapple nose'.


Step 8 We tell students that we are going to listen to a song about a snowman. We listen to the song 'I'm a friendly Snowman' ([CD1](#), [lyrics](#)). As we are listening to the song, we sing along and we mime (stretch our hands, pointing at our nose, our ears, our eyes, stretch our body and arms to look taller and then sit down to look shorter). We play the song once again, sing along and mime, asking the children to join us. We repeat the procedure as many times as necessary for children to learn the song and have fun.

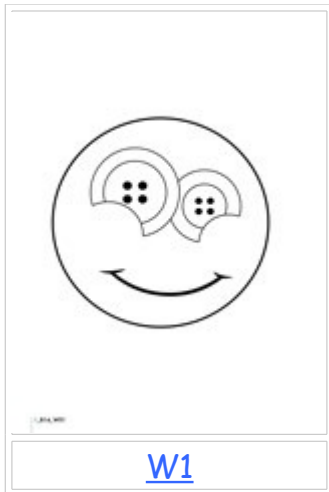
Step 9 Students are give the ABC worksheet (U1, U2) and we carefully explain to them how this letter is pronounced. After that they are asked to carefully write the letter U following the dots.

Step 10 Wrap up / Before we leave. We sing the 'Letter U' song.

Material



 <p>S_B14_P03</p>	 <p>S_B14_P05</p>	 <p>S_B14_P06</p>
<p><u>P7</u></p>	<p><u>P8</u></p>	<p><u>P9</u></p>
 <p>S_B14_P07</p>	 <p>S_B14_P08</p>	 <p>S_B14_P09</p>
<p><u>P10</u></p>	<p><u>P11</u></p>	<p><u>P12</u></p>
 <p>S_B14_P10</p>	 <p>S_B14_P11</p>	 <p>S_B14_P12</p>
<p><u>P13</u></p>	<p><u>P14</u></p>	<p><u>P15</u></p>



ABC



Audio material

- **CD1: I'M A FRIENDLY SNOWMAN**

Lyrics

I'M A FRIENDLY SNOWMAN

I'm a friendly snowman, big and fat

(Stretching our hands on both sides)

Here is my tummy and here is my hat

(Pointing at our tummy and our hat)

I'm a happy fellow, here's my nose

(Smiling and pointing at our nose)

I'm all snow from my head to my toes

(Showing our head and toes)

I have two eyes so I can see

(Pointing at our eyes)

All the snow falling down on me

(Shaking our hands towards the floor)

When the weather's cold I'm strong and tall

(Standing on our toes to look taller)

But when it's warm I get very small

(Falling down)

'Letter U' song

My uncle has an umbrella.

His name is Ned.

He's at the sea and

His umbrella's red!