

Theme 5: Weather

Term 2 Week 1



Listening Competences

- Respond to simple one-step commands.
- Identify the vocabulary words by pointing to the picture cards in the primer.
- Respond to the structure, "Point to a/ the ___."

Speaking Competences

- Practise pronunciation by segmenting words to identify the number of syllables.
- Use the structure, "How is the weather?" to ask a question.
- Use the structure, "It is ___" to describe the weather.

Picture Description

Setting

- It is cold and raining outside.
- James is in the sitting room in the family home in Kampala.
- Sarah is returning home from the store.
- It is morning and they have to go to school soon.

Characters

- James is relaxed, enjoying his porridge before school.
- It is now Term 2, so he is not nervous about school at all.
- Sarah is in a bad mood because she was sent out to the store in the rain.
- Now she is wet and cold and has to get ready for school quickly.

Action

- James is eating porridge, sitting comfortably on the sofa.
- Sarah is quickly entering the house to escape from the rain outside.

Sub-theme 5.1: Types and Elements of Weather

Term 2 Week 1

Picture Discussion

1. Nö ame tye atimëre i cal?
2. Otye ginii kwene?
3. Itämmö ni jö-no tye akobbo nõ?
4. Alökälökä me piny tye ninjö?

Phonological Awareness: Count the Syllables

Below is a list of the vocabulary words. A slash marks the break between syllables. The number of syllables has been written in parentheses beside the word.

1. sunn/y (2)
2. rain/y (2)
3. cloud/y (2)
4. wind/y (2)
5. cold (1)
6. hot (1)

Be creative! Learners can clap, snap, stomp, tap their desks and do all kinds of things to count the syllables.

Dialogue

James: How is the weather?

Sarah: It is raining.

James: Is it cold?

Sarah: No, it is not.

Vocabulary

1. sunny
2. rainy
3. cloudy
4. windy
5. cold
6. hot

Review Vocabulary

- home
- boy
- girl
- brother
- sister

Structures

How is the weather?

It is ____.

Is it ____?

Yes, it is.

No, it is not.

Review Structures

Can you see the ____?

Yes, I can.

No, I cannot.

Point to the ____.

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Continuous Assessment Activities

Listening: Vocabulary

- Call out the vocabulary words and have pupils identify them by pointing to the picture cards in their primers. Make note of pupils who are unable to point to the correct pictures.
- Ask pupils to point to the vocabulary words in the big picture in their primer. Make note of pupils who cannot identify the vocabulary words correctly.

Speaking: Structures

- Ask pupils, "How is the weather?" Make note of pupils who cannot respond correctly using the structure, "It is ____."
- Say a vocabulary word. Ask pupils to segment the word by clapping the syllables. Make note of pupils who are unable to pronounce the word correctly and identify the correct number of syllables.

Song: *How is the Weather?*

Verse 1	How is the weather today? How is the weather today? It's a hot day today. It's a hot day today.
Verse 2	How is the weather today? How is the weather today? It's a cold day today. It's a cold day today.
Verse 3	How is the weather today? How is the weather today? It's a rainy day today. It's a rainy day today.

Song Guide

1. This is a simple 'Repeat after Me' song. The teacher sings each line and pupils repeat each line after the teacher.
2. Each day of the week focus on different verses to practise the vocabulary as follows:
 - Monday: Teach the entire song and have pupils repeat it after you.
 - Tuesday: Focus on verse 1.
 - Wednesday: Focus on verse 2. Review verse 1.
 - Thursday: Focus on verse 3. Review verses 1 and 2.
 - Friday: Sing the entire song from beginning to end with pupils.
3. Introduce variations in the song by changing the vocabulary picture cards (eg. sunny, windy, cloudy).

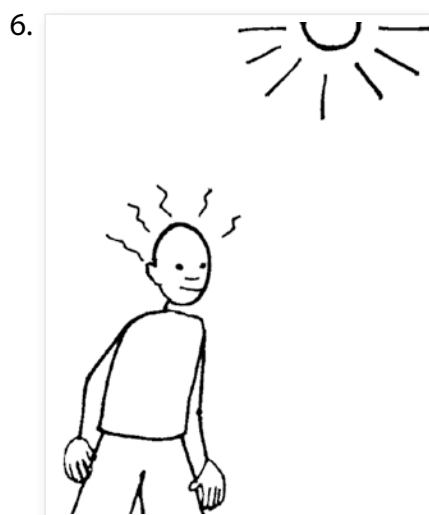
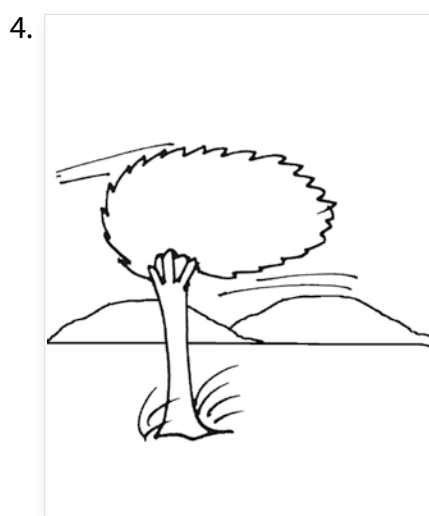
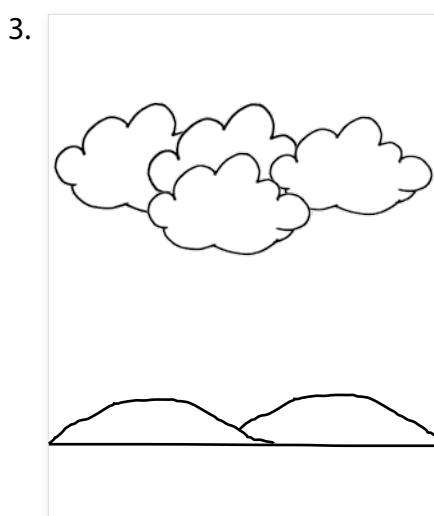
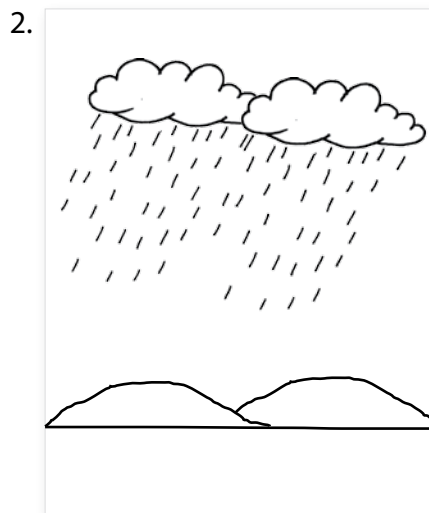
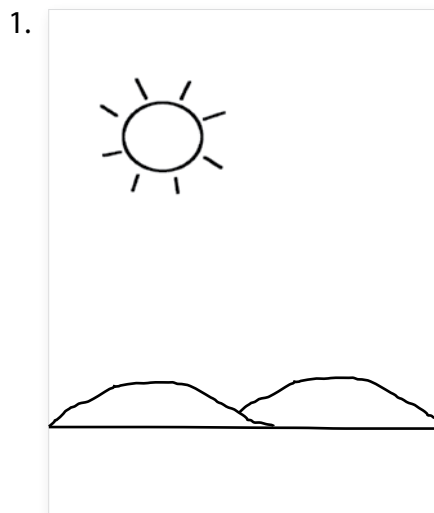
Actions

- Pupils shiver each time they say "cold".
- Pupils fan themselves each time they say "hot".
- Pupils point to the vocabulary picture cards or weather chart (if available) when they say the different kinds of weather (sunny, rainy, cloudy, windy).

Sub-theme 5.1: Types and Elements of Weather

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Vocabulary Picture Cards



Picture Guide

1. ceceň
2. kököt
3. pöpöl
4. yamuyamu
5. ńicö
6. lyeto

References

NPSCU Teacher's Guide

- Competences for Assessment, page 81
- Sample Scheme of Work, page 222
- Lesson Plan Guidelines, pages 225-234

NPSCU Curriculum Scope and Sequence

- Pages 29-31