

# Teaching Vocabulary Using a Seasonal Weather Chart

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<b>Levels</b>	<i>Beginning</i>
<b>Aims</b>	<p><i>Use connection between vocabulary related to seasons</i></p> <p><i>Put the vocabulary into context with the other associated words</i></p> <p><i>Review capitalization rules regarding seasons, months, and sentences</i></p>
<b>Class Time</b>	<i>30–50 minutes</i>
<b>Preparation Time</b>	<i>5 minutes</i>
<b>Resources</b>	<p><i>Unlined paper</i></p> <p><i>Colored paper</i></p> <p><i>Colored pencils or markers</i></p>

**D**rawing pictures appeals to kinesthetic learners who like to move and visual learners who like to see images. This activity appeals to both types of learners and presents vocabulary in a meaningful, communicative context. (For more on learning styles and vocabulary learning, see Cunningham Florez & Burt, 2001; Tight, 2010; Yeh, Wang, & Tsing, 2003.)

## PROCEDURE

1. Do this activity after students have been taught the vocabulary for seasons, weather, months of the year, sports, and basic activities. Students should also know simple present tense.
2. Provide a sheet of unlined paper to each student. Have colored paper and colored pencils or markers available.
3. Instruct students to divide their paper into four quarters.
4. Instruct students to label each quadrant one of the four seasons. Remind them that seasons are not capitalized. Continue to model.

5. For each season, have students write the three months that are associated with the season (in the United States). Remind them that months are capitalized. (This activity can be adapted for learners and teachers outside the United States by including the seasons in their country, e.g., dry, rainy.)
6. Tell students to write two weather expressions for each season. Encourage them to use eight weather expressions in total.
7. Instruct students to write two simple sentences in which they say what they like to do. Tell them one of the activities should be a sport associated with the season. If they don't like a sport of that season, they can write "I don't like to \_\_\_\_\_."

### **CAVEATS AND OPTIONS**

1. This activity can also be done with magazine pictures if students do not want to draw.
2. In addition, students can do this activity on computers, in which case you may need to provide additional instruction on searching for and inserting graphics.
3. Once students finish making their weather charts, you can have them give a presentation to the class about their weather chart to combine the skills of listening and speaking with vocabulary.
4. You can also display the weather charts on the walls of your classroom.
5. As a follow-up activity, students can write a paragraph about their favorite season with the framework that has already been provided.

### **REFERENCES AND FURTHER READING**

- Cunningham Florez, M. A., & Burt, M. (2001). *Beginning to work with adult English language learners: Some considerations*. Retrieved from [http://www.cal.org/caela/esl\\_resources/digests/beginQA.html](http://www.cal.org/caela/esl_resources/digests/beginQA.html)
- Tight, D. G. (2010). Perceptual learning style matching and L2 vocabulary acquisition. *Language Learning*, 60, 792–833. doi:10.1111/j.1467-9922.2010.00572.x
- Yeh, Y., Wang, C. W., & Tsing, N. (2003). Effects of multimedia vocabulary annotations and learning styles on vocabulary learning. *Calico Journal*, 21(1), 131–144.

**APPENDIX: Sample Weather Chart**

<p>winter December January February</p>		<p>spring March April May</p>	
<p>It's cold. I like to ski. It snows. I like to drink hot chocolate.</p>		<p>It's warm. I like to plant flowers. It rains. I like to play baseball.</p>	