

FLOODS

Section 3

Wet Weather

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FLOODS - SECTION 3: WET WEATHER (TEACHER)

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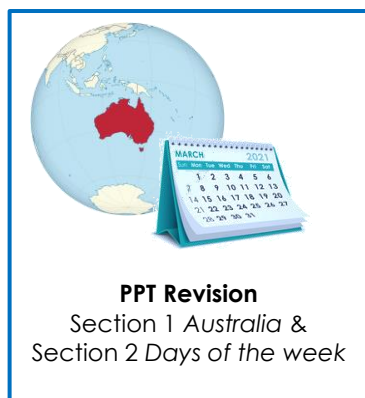
PPT - Revise sections 1 and 2

Before starting work on Section 3, it's important to revise the text in Sections 1 and 2.

The great advantage of the PPT is that you can show it many times, and at varying speeds.

Download the PPT from the hub.

- Project the PPT in *slide show mode*. The animation feature will reveal the words slowly to build each sentence.
- The forward arrow on your keyboard will make the pictures and words appear in order. The back arrow will remove the words and pictures.
- Click Escape anytime to close.
- Encourage students to guess the words before they appear.



The text for *Wet Weather*

The water covers the road.

The water covers the footpath.

The water covers the garden.

The water fills the river.

The water floods the town.

Build vocabulary for *Wet Weather*

Instructions for the teacher

The following is a suggested method to teach vocabulary. It involves miming, drawing some simple pictures on the board or using picture prompts. The aim is to get the students to suggest the words so then they can be written on the board. It helps to put the words down one side of the board and leave them there for reference.

VOCABULARY	Board Work
<p>water</p> <p>Take in a glass of water and point to the water. Elicit the word by asking, 'What is it?'</p>	<p>Write _ a _ er</p> <p>Students guess the missing letters.</p> <p>Point to the word, say the word together, spell the word together, point to each letter as you spell. Ask how many letters in the word, count the letters.</p>
<p>road</p> <p>Project or hand out pictures of a road.</p>	<p>You could also draw a road on the board with a car on it and ask what it is.</p> <p>Write _ _ a _.</p> <p>Students guess the missing letters.</p> <p>Repeat the process used to teach the word water.</p>
<p>footpath</p> <p>If you projected a picture of a road, point to the footpath.</p>	<p>If you have drawn the road, put a footpath alongside it and draw a stick figure walking. Ask students, What is it? If they don't know the word tell them.</p> <p>_ o o _ _ a _ _</p> <p>Students guess the missing letters.</p> <p>Repeat the process used to teach the word water.</p>

FLOODS - SECTION 3: WET WEATHER (TEACHER)

VOCABULARY	Board Work
<p>garden</p> <p>Project or hand out pictures of a garden.</p>	<p>You could also draw a garden next to the footpath using coloured board markers.</p> <p style="text-align: center;">_ a r _ e _</p> <p>Repeat the process used to teach the word water.</p>
<p>river</p> <p>Project or hand out pictures of a river.</p>	<p style="text-align: center;">_ i _ e r</p> <p>Repeat the process used to teach the word water.</p>
<p>town</p> <p>Project a picture of a town or hand out pictures for the students to look at.</p>	<p style="text-align: center;">_ o w _</p> <p>Repeat the process used to teach the word water.</p>
<p>rain</p> <p>Revise and mime rain. An umbrella is useful.</p>	<p>Revise rain. Draw rain and mime rain.</p> <p style="text-align: center;">_ a i _</p> <p>Repeat the process used to teach the word water.</p>
<p>fill</p> <p>Demonstrate fill by filling a glass or cup with water.</p>	<p style="text-align: center;">_ i _ _</p> <p>Repeat the process used to teach the word water.</p>
<p>cover</p> <p>Use a scarf, a coat, a mask or some paper to cover something.</p> <p>Ask students to cover their eyes, mouth, nose, ears etc.</p>	<p style="text-align: center;">_ o _ e r</p> <p>Repeat the process used to teach the word water.</p>

FLOODS - SECTION 3: WET WEATHER (TEACHER)

VOCABULARY	Board Work
Sit the glass of water on a tray or dish and let it overflow so that the bottom of the dish is covered with water.	
flood Project a picture to show a flood. You could also select sections of this 7News item to show floodwaters. https://www.youtube.com/watch?v=iSsq3Es37Kg	_ _ o o _ Repeat the process used to teach the word water .

A flooded town.

FLOODS - SECTION 3: WET WEATHER (TEACHER)

Point to different parts of the photo and elicit some of the words introduced:

water, roads, footpaths, gardens, rivers, town, rain, fills, covers, floods



Create the text for *Wet Weather*

This is the text to be created:

The water covers the road.
The water covers the footpath.
The water covers the garden.
The water fills the river.
The water floods the town.

Preparation:

1. Have the alphabet in capital and small letters at the top of the board and the vocabulary list down the side of the board.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

2. On the board write:

The water covers _ _ _ _ _
_ _ _ w _ _ _ c _ _ _ _ _ f _ _ _ _ _ .

Activity

1. Ask the students to guess the text. Encourage them to use the vocabulary list.
2. Begin by asking them to suggest a letter, any letter. If they guess a letter, or even the whole word from the vocabulary list, write it on the dashes.
3. Mime the words that can be mimed such as *covers* using a scarf or a mask or use photos or drawings from the earlier vocab work.
4. If students can't guess the words, just write them in.
5. Read the text aloud with the students several times. Point to each word as you read together.
6. Ask the students to say and then spell each word.

7. Draw attention to capital letters, full stops, words, word spaces, initial letter sounds, letter names and sentences.
8. Talk about letter formation as you write on the board. e.g. capital **T**, and where you start and end each letter etc.
9. Gradually build the full text using this cloze method.

The water covers the road.

The water covers the footpath.

The w _ _ _ _ c _ _ _ _ _ the g _ _ _ _ _ .

_ he _ _ ter f _ _ _ s the r _ _ _ _ _ .

_ he w _ t _ _ fl _ _ _ s the t _ _ _ .

10. Once the text is completed on the board, read it together several times, pointing to each word as you read. Ask, *How many sentences?* Count them together. Discuss capital letters and full stops. Ask, *How many words?* Count the words together pointing to each word.
11. Then reverse the whole process by rubbing out, reading, rubbing out, reading and recreating a cloze again. In this exercise, it is easier to rub out whole words rather than single letters. You can leave the first letter of the word to help students recall if you think it is needed.
12. Read again with the class, pointing to both the missing words and the existing words. With some classes it is possible to rub out all the words in this way.

Pronunciation – Word Stress

Preparation

When introducing syllables, some people find it easier to call them beats, as in music rather than syllables. Draw the table below on the board omitting the words.

Activity:

1. Introduce each word and ask, *How many beats?* Repeat the word and clap the beats. [syllables]
2. As you say the words, write them in the table in the correct column.
3. Once all the words are on the board, identify the word stress. Ask, *Which beat is longer and stronger* [stressed]?
4. Say the words together and clap the beats/syllables. Clap harder on the stressed syllable.
5. Mark the stressed syllable with a large dot over the vowel and the unstressed syllables with a smaller dot.

Large rubber bands are also useful to use when showing word stress. Give each student a band, hold with the fingers and stretch the band out on the stressed syllable.



road rains covers footpath Monday floods
garden fills river town Saturday

One syllable	Two syllables	Three syllables
road	Monday	Saturday
rains	covers	
fills	footpath	
town	garden	
floods	river	

Listen and order the sentences – 3 levels

Preparation

- Copy the sentences on the following pages, enough so that students can work in pairs and at their ability level.
- Provide scissors and glue, and a page of light card for each pair, and an envelope for later storage of the cut-up sentences.

Activity

1. Hand out copies of the sentences with the card, glue, scissors and envelopes.
2. Demonstrate the process of pasting the page of words onto the card and then cutting along the dotted lines to make word cards.
3. Students work together to paste the paper onto the card and then cut out the strips. As they work, encourage students to say what they are doing like a chant.

We are gluing paper onto the card, onto the card, onto the card.

We are gluing paper onto the card, onto the card, onto the card.

We are cutting with the scissors, with the scissors, with the scissors.

We are cutting with the scissors, cut, cut, cut. etc.

4. This makes for a noisy class but gives students time to practise speaking. It doesn't matter that a new tense is being introduced here. It's a way of practising the form of a new tense so that it is familiar before its use is explained at a later time.
5. When the cutting and pasting has been completed, read the text to the class and ask students to put the sentences in order.
6. To make it more difficult cut the sentences in half and mix them up. Encourage students to use clues such as the full stops and capital letters. This activity can be repeated over several days. Each time the students find the activity easy, they can cut up the strips into smaller pieces.

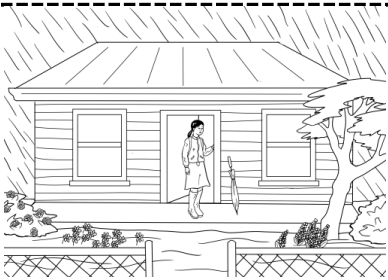
Level A - Order the sentences



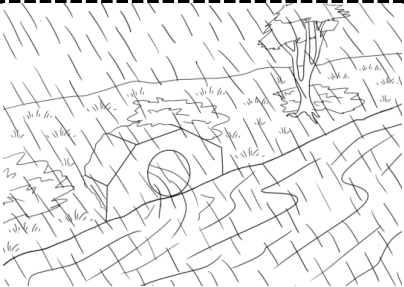
The water covers the road.



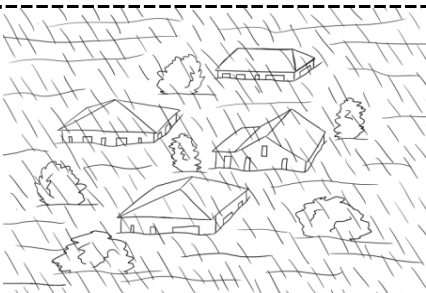
The water covers the footpath.



The water covers the garden.



The water fills the river.



The water floods the town.

Level B - Order the sentences

The water covers	the road.
The water covers	the footpath.
The water covers	the garden.
The water fills	the river.
The water floods	the town.

Level C - Order the sentences

The water	covers	the road.
The	water covers	the footpath.
The water	covers the	garden.
The	water fills	the river.
The water	floods the	town.

Spelling – 3 levels

1. For **lower levels** use a modified version of 'Look, say, cover, write, check'.



Teach: *Look, say the word out loud, spell the word out loud as you copy.*

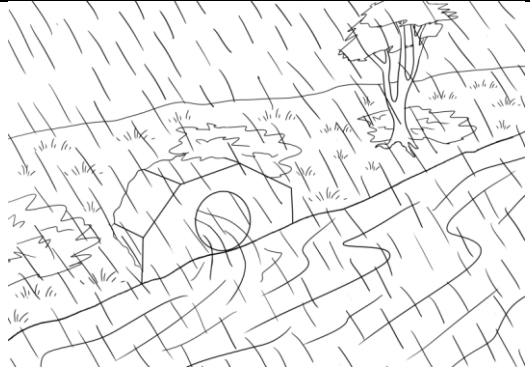
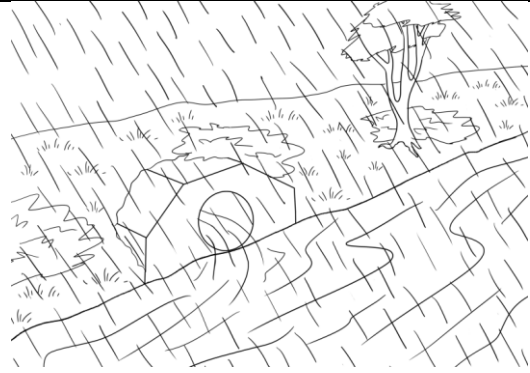
For **higher levels** teach 'Look, say, cover, write, check'.

2. It is important that the students:

- Finish one word before writing the next word
- Work down the page rather than across
- Check their spelling with the typed word
- Try to chunk the letters rather than copy letter by letter
- The words are printed twice at each level so that students practise once in class and then again at home or in a following class. In this way, students are shown a way to improve their writing through brief and regular practice.

Level A - Spelling

	
path	water
path	water

	
fills	river
fills	river

Level B - Spelling

water	river	covers
water	river	covers

path	the	fills
path	the	fills

Level C - Spelling

water	river	covers	fills
water	river	covers	fills

floods	road	footpath	garden
floods	road	footpath	garden

Spelling Test – 3 levels

Activity

In this test, the same words are read to the whole class, but each level has appropriate support.

Level A

This activity teaches students to look for clues. The answers are on the page and can be copied, but the students need to locate the letters to copy. Initially, some students will need help with this, and the teacher may have to underline in red the letters to copy.

Level B

At this level the difficult sounds have been provided. If the teacher pronounces the word slowly the students should be able to hear the missing sounds. The answers are below so students can also copy.

Level C

At this level a student can try to write the word or they can copy. Allowing students to copy, or try and check their work takes away any fear associated with having a go.

Level A - Spelling Test

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

1 c o v e r s _ o v e r s	2 f i l l s _ i l l s
3 f l o o d s _ l o o d s	4 g a r d e n _ a r d e n
5 f o o t p a t h _ o o t p a t h	6 r o a d _ o a d
7 r i v e r _ i v e r	8 w a t e r _ a t e r
9 t h e _ _ e	10 t o w n _ o w n

Level B - Spelling Test

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

1. _ o _ e r s	2. _ i _ _ s
3. _ _ o o _ s	4. _ a r _ e n
5. _ o o _ _ a t h	6. _ o a d
7. _ i _ e r	8. _ a t _ _
9. _ _ e	10. _ o w _

Fold

Check your spelling

- | | |
|-------------|-----------|
| 1. covers | 2. fills |
| 3. floods | 4. garden |
| 5. footpath | 6. road |
| 7. river | 8. water |
| 9. the | 10. town |

Level C – Spelling test

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

1. _ o _ er _		2. _ _ _ l _
3. _ _ oo _ _		4. _ a _ _ e _
5. _ oo _ _ ath		6. _ oa _
7. _ _ _ er		8. _ a _ e _
9. _ _ e		10. _ ow _

Fold

Check your spelling

- | | |
|-------------|-----------|
| 1. covers | 2. fills |
| 3. floods | 4. garden |
| 5. footpath | 6. road |
| 7. river | 8. water |
| 9. the | 10. town |

Speed Copying – 3 levels

One of the simplest ways to improve spelling and writing is to practise speed copying. The goal of such copying is to build speed and proficiency. With regular practice, speed copying can improve spelling, handwriting and memory. Students' written expression also improves as they memorise common groupings of words and collocations.

Low level students will initially copy letter by letter, but as they become more proficient over time, they will learn to chunk, then write whole words, then write a few words and finally complete sentences, depending on their level and educational background.

Activity

1. Set the timer for 2, or 4 or 5 minutes
2. Ask the students to copy the same text over and over in that time.
3. If they finish copying their text before the time is up, they need to copy it again, and maybe even again.
4. Students copy the same text every day for a week, trying to increase the number of words they write each time.
5. The text copied can be used for a dictation the following week.

Level A - Speed Copying

The water fills

The water fills

The water fills

The water covers

The water covers

The water covers

Level B - Speed Copying

The water covers the road.

The water covers the road.

The water covers the road.

The water covers the road.

The water fills the river.

The water fills the river.

The water fills the river.

The water fills the river.

Level C - Speed copying

The water covers the road.

The water covers the footpath.

The water covers the garden.

The water fills the river.

The water floods the town.

The water covers the road.

The water covers the footpath.

The water covers the garden.

The water fills the river.

The water floods the town.

Dictation – 3 levels

Instructions for the teacher

Activity

All students hear the same text:

The water covers the road.
The water covers the footpath.
The water covers the garden.
The water fills the river.
The water floods the town.

The teacher reads a sentence, and each student writes the sentence at their own level.

Level A

Students listen for the missing letters and write them in. To assist, the words *water* and *covers* are given in the first sentence. This activity teaches students to look for the words so they can copy. It also encourages students to listen for the letters. The students may need help initially.

Level B

Students find the words and copy them on the lines below. The order has been mixed up.

Level C

Students write the sentence using the words below to help with the spelling. For a greater challenge, the words can be folded under, and students try to write from memory. The words also allow the student to check their spelling at the end of the dictation.

Level A - Dictation



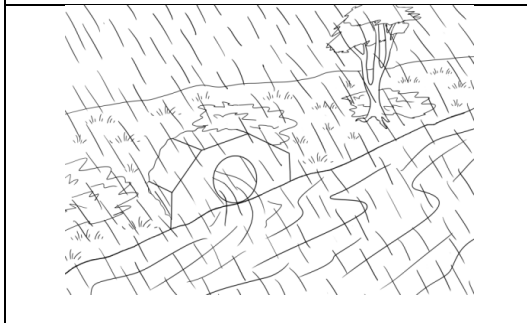
1.The water covers the
_oad.



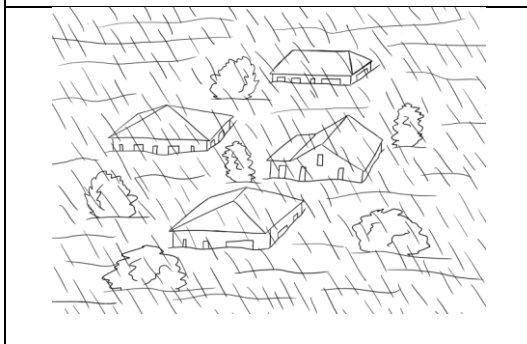
2.The __ater __overs the
_ootpath.



3.The __ater __overs the
_arden.



The __ater fills the
_iver.



The __ater floods the
_own.

Level C - Dictation

Fold

the water	fills	the road
covers	the river	the footpath
floods	the town	the garden

Read and write homework activity – 3 levels

Level A - Read and write



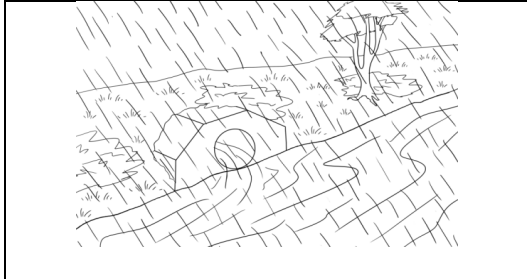
1. road



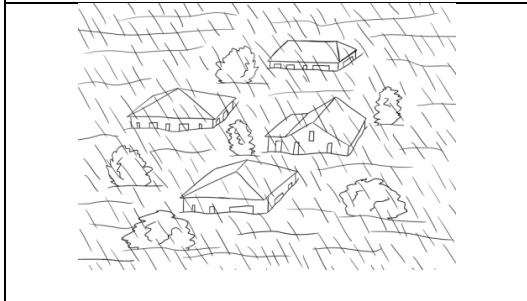
2. footpath



3. garden




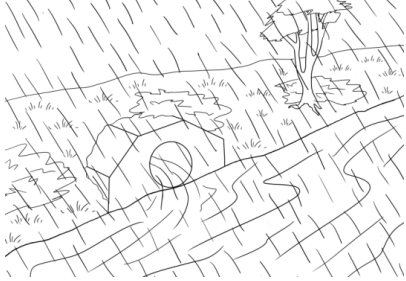



4. river




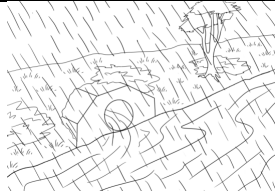



5. town

Level B - Read and write

	<p>The water covers the road.</p> <hr/>
	<p>The water covers the footpath.</p> <hr/>
	<p>The water covers the garden.</p> <hr/>
	<p>The water fills the river.</p> <hr/>
	<p>The water floods the town.</p> <hr/>

Level C - Write

Fold

the water	fills	the road
covers	the river	the footpath
floods	the town	the garden

Appendix - Vocabulary list for Section 3

New words introduced in this section.

A		N	
B		O	
C	covers	P	
D		Q	
E		R	road, river
F	footpath, fills, floods	S	
G	garden	T	the, town
H		U	
I		V	
J		W	water
K		X	
L		Y	
M		Z	

Appendix Audio file – the text for Sections 1 – 3

Click on this icon on the hub to hear the audio recording of the text below from Sections 1 – 3.

**Australia is a big country.
It is very, very, very hot and dry.
But sometimes it rains and rains
and rains.**

It rains on Monday.

It rains on Tuesday.

It rains on Wednesday.

It rains on Thursday.

It rains on Friday.

It rains on Saturday.

It rains on Sunday.

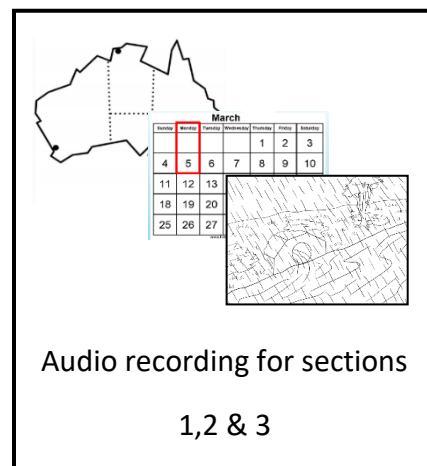
The water covers the road.

The water covers the footpath.

The water covers the garden.

The water fills the river.



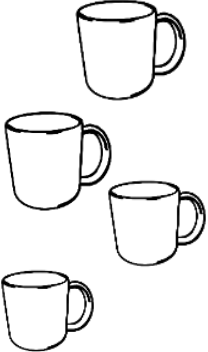

The water floods the town.



Appendix Singular and plural - Classwork

1. Countable nouns revision

Draw the chart below on the board. Revise any countable nouns already introduced during class work. Draw or use realia or photos of countable objects and add to the table. Explain that **most nouns add an s to make them plural**. At this stage avoid nouns ending in **y, o, ch, sh** etc with less common plural forms.

Singular	Plural		
			
one mug	two mugs	four mugs	many mugs
one _____	two _____	four _____	many _____

2. Introduce [or revise] the question 'How many apples?' and point to the apple/s. Continue to ask the question with other objects drawn on the table.
3. Relate to the work in this section with a jazz chant. Project the chant on the next page onto the board. Divide the class into two and repeat the chant.

Jazz chant

Student A	Student B
There are many, many footpaths,	footpaths, footpaths.
There are many, many footpaths	in the town.
There are many, many gardens,	gardens, gardens.
There are many, many gardens	in the town.
How many rivers,	rivers, rivers,
How many rivers	are in the town?
There's just one river	river, river.
There's just one river	in the town.

Appendix Present Simple – Class work

1. Revision

Before focusing on the **present simple** used in this section and section 4, it's important to have done some introductory work in class on its form, use, time markers and frequency adverbs.

I	live	in	Queensland.		
You	live				
He	She			It	lives
We	live				
They	live				

Use:

- * Regular habits, activities & events
- * Facts

Time markers

every day/morning/week/year etc

Frequency adverbs:

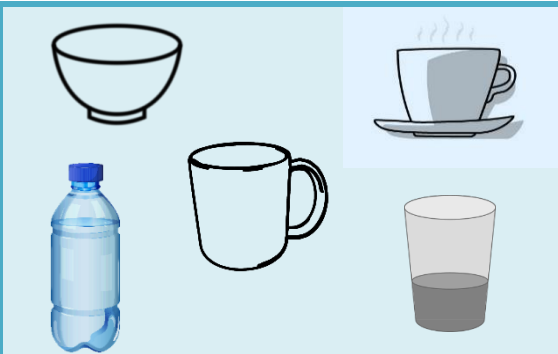
sometimes, always, etc

2. Learning grammar through song

The retention of new grammar and vocabulary can be greatly enhanced through song. Two very relevant songs for learning the present simple are 'What do you do?' and 'Where do you live?' and can be found in: *Sing with me! English grammar, conversation and song, Book 1* by Carmel Davies and Sharon Duff

3. An activity to focus on the present simple in Section 3

Preparation: Project or draw the following chart onto the board. You will need two of each of objects on the table below [or different objects] and two large bottles of water. Arrange the two groups of objects on two tables. Stand with two students behind one table, and ask two students to stand behind the other table.

I	fill	the			
You	fill				
He	She			It	fills
We	fill				
They	fill				

Activity:

1. On your table, demonstrate the process. Fill an object with water and say what you are doing - 'I fill the bowl.' etc. Then write the sentence on the board.
2. Ask students on the other table to fill the same object with water and repeat the action.
3. Work through the pronouns in a similar way – with either you or a student demonstrating and the students on the other table copying.
4. Initially use the students' names. e.g. **Maria** fills the bowl, **Abdul** fills the bottle, and then substitute with **she** and **he**.
5. With *we* and *they*, the teacher's group is *we* and the other group is *they*.
6. Create simple sentences on the board under the table, with a capital letter and a full stop.

Appendix Sentence Order – Class work

1. Follow up work on present simple with a focus on sentence word order. Stress that **every sentence must have a verb**. Many students don't hear the verb in a sentence, so omit it when writing. This is especially so with the verb *to be*. Add **subject, verb** and **object** to the **present simple** chart.
2. Read the sentences and ask the students to tap the table when they say the verb.

Subject			Verb	Object	
I			fill	the	
You			fill		
He	She	It	fills		
We			fill		
They			fill		

3. Add more words from this section and create sentences. Once again, ask the students to tap the table when they say or hear the verb.

Subject	Verb			Object
				the footpath
				the road
The water	covers	fills	floods	the garden
				the river
				the town

4. Copy the charts on the following pages. Students cut up the sentences along the dotted lines **only**, to reassemble under the correct heading of subject, verb, object.

Appendix Sentence Order – 3 levels

Level A - Sentence Order

Subject	Verb	Object
Australia	is	a big country.
The water	covers	the road.
The water	covers	the footpath.
The water	covers	the garden.
The water	fills	the river.
The water	floods	the town.

Level B - Sentence Order

Subject	Verb	Object
Australia	is	a big country.
The water	covers	the road.
The water	covers	the footpath.
The water	covers	the garden.
The water	fills	the river.
The water	floods	the town.

Level C - Sentence Order

Subject	Verb	Object
Australia	is	a big country.
The water	covers	the road.
The water	covers	the footpath.
The water	covers	the garden.
The water	fills	the river.
The water	floods	the town.

Acknowledgements

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Acknowledgements

The Project Team would like to thank the AMEP Service Providers and practitioners who participated in the trial and gave valuable feedback.

FLOODS - SECTION 3: WET WEATHER (TEACHER)

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