

Lesson Plan: Weather & Clothing

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| <p>Warm-up: Conversation Circle Time: 10 minutes Focus points: Build schema for lesson, cross-cultural sharing Materials: Conversation Card: <i>Seasons</i></p> | <ul style="list-style-type: none"> • Show students Conversation Card: <i>Seasons</i>. Talk about the pictures. • Questions for discussion could include: <ul style="list-style-type: none"> ○ What are the four seasons? ○ What is your favorite season? Why? ○ In your home country, do you have seasons? ○ What is the weather like in your home country? ○ What do people wear? Does it change with the seasons? ○ What do we wear in America for the different seasons? |
| <p>Presentation: Learning clothes vocabulary Time: 30 minutes Focus points: Recognizing and saying different clothes items; Practicing the present progressive of the verb “to wear”. Materials: Clothing realia, sentence strips</p> | <ul style="list-style-type: none"> • Bring in clothes from the vocabulary list. • Take each item of clothing out of the bin one at a time. Have the students repeat the word twice after you say it. Focus on syllable count and word stress. • Give each item to a student. • Go around the circle and have each student say each of their items. Review “I have _____.” Depending on time, you could have the students trade items and go around again for further practice. • Hold up the Conversation Card: <i>Seasons</i> and review the four seasons again. Say each season and have the students hold up their item if they would wear that piece of clothing in that season. For example, if the teacher says, <i>Winter</i>, the students who are holding the boots and a coat would hold theirs up. • Collect up the clothing items. • Introduce the present progressive sentence frame: <i>I am wearing _____</i>. Write it on a sentence strip where all the students can see. Model and practice. Show them that they can use <i>and</i> to say two or more items. • Go around the circle (you can have a couple tables if more students) and have the students use the above the sentence frame to tell the group what they are wearing that day. If the students are feeling confident, student could say what their neighbor is wearing. |
| <p>Activity: Phrasal Verbs Time: 10 minutes Focus points: Phrasal verbs associated with clothing Materials: Clothing realia, coat hanger to use with “hang up”</p> | <ul style="list-style-type: none"> • Use the Total Physical Response (TPR) method to teach the phrasal verbs associated with clothing: <i>Put on, take off, zip up, unzip, hang up</i>. • Use real clothes to model each of these phrasal verbs. • Come up with an action that is associated with each of them (i.e. act like you are putting on a coat or zipping a zipper). • Have the students do the motions with you as they say the phrasal verbs. • Do comprehension checks by doing the motion and see if they can remember the phrasal verb. |
| <p>Activity: Dress Up Relay Time: 15 minutes Focus Points: Repetitive practice of clothes vocabulary and phrasal verbs Materials: Clothing realia</p> | <ul style="list-style-type: none"> • Divide the group into two teams. • Have two piles of clothes at one end of the classroom. The teams will line up on the other end. • Each team sends one person at a time to pick out a piece of clothes to put on. They can put it on anywhere as long as it doesn’t fall off. They say what they are putting on three times. They then return to their team and |

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| | <p>pass the clothes to the next person. They go to the pile of clothes and choose something else to put on. Each person goes once. Whichever team gets through their line the quickest wins!</p> |
| <p>Presentation/Activity: Weather vocabulary Time: 20 minutes Focus Points: Introduction and practice of weather vocabulary, Practice of using “It is (It’s) _____.” Materials: Weather words worksheet, Internet, paper and colored pens, sentence strips</p> | <ul style="list-style-type: none"> • Watch this song video to introduce weather: https://www.youtube.com/watch?v=6MGRkUIFZws. • Give all students at each table a word to draw on their weather word card. Go around the circle and have the student introduce their word and picture to the group. • Sit in a circle. Have the first person ask the person on their left: <i>How is the weather today?</i>. The person will look at their picture and answer, <i>It is sunny</i>. Then, that person will ask the question, <i>How is the weather today?</i> to the next person and they will answer. You can write the sentence frames on sentence strips if your students need these prompts. Be sure and model the activity first. |
| <p>Presentation/Activity: Temperature High/Low Activity Time: 15 minutes Focus Points: Introduction and practice of temperature, including high and low temperatures of different cities Materials: Temperature Activity worksheet for each group, internet</p> | <ul style="list-style-type: none"> • Show the picture of a thermometer on the worksheet. Explain that a thermometer measures temperature in degrees: Fahrenheit (F) and Celcius (C). In the United States we usually use Fahrenheit. Point out that on a thermometer you usually need to count by 2’s. • Pull up the weather forecast for your city for today. Point out the high temperature and low temperature for that day. Model the activity by filling out the temperature worksheet with the high and low temperature. Ask what kind of clothes they should be wearing for today’s weather. Ask if they made a good choice. • Divide the class into groups of three. Have each group look up the weather forecast for a city on their smart phones or computers (maybe in their home countries?). Have them as a group fill out the high and low temperatures and color the thermometer. • Come back together as a class and have the groups share the weather in the cities they chose. Write on the white board what the high and low temperatures were for the different cities. Ask the students: <i>Which city had the highest temperature? Which city had the lowest temperature?</i> |
| <p>Wrap-up: Weather Report Listening Activity Time: 20 minutes Focus Points: Listening, use of weather and clothes vocabulary, life skills of knowing which clothes to wear for which conditions Materials: Weather Report Listening teacher script, clothing realia</p> | <ul style="list-style-type: none"> • Have three students come to the front of the class by the pile of clothes. Read the first scripted weather report (read as many times as necessary) and have them choose three items they would wear. Encourage them to talk with each other about their choices. Have the students name the clothes they would wear and explain why. • Then, have the next three students come to the front. Read the next scripted weather report. Repeat until all students have had a turn. |
| <p>Extension Activities</p> | <ul style="list-style-type: none"> • Visit an apple orchard or a pumpkin patch to enjoy Fall. • Visit a weather station. |