Lesson Plan

Business/Materials	Lesson Objectives
Paper.Dropbox – online collaboration platform. **Zoom** – the online video conferencing app. **Compatible Device**: Desktop, smartphone, laptop or tablet with headphones for communication. **URL for resources:** https://paper.dropbox.com https://zoom.us	• **Students (ss) will be able to describe the weather, understand weather reports on television and talk about weather conditions.** • **ss** will easily **identify** the types of precipitations (e.g. rain, snow etc.), **recognize** related words in the context and **demonstrate** their ability to use the words in the speaking activity. • **ss will understand the difference** between Celsius and Fahrenheit scales and will be able to relate degrees to cold, warm, and hot weather.

Warm-up and Objective Discussion (10 min)

Ask ss to open the platform (Paper.Dropbox) with the prepared lesson and give them <u>the link</u>. Inform your ss that they will have a lesson, which will teach them how to describe the weather, understand weather reports on television and talk about weather conditions. Tell them that they will be able to identify different types of precipitations, recognize lesson related words, and demonstrate their ability to use these words in the speaking activity. In addition, they will be explained the difference between Celsius and Fahrenheit Scales.

Ask your ss the following questions:

- What is your favorite weather? Why?
- What is the bad weather?
- What is the best weather for traveling? Why?
- What do you do during bad weather?

Ask your ss, why they think it is important to know about the weather in English?

Tell your ss that weather is very often a part of small talks in American culture.

Instruct and Model (15 min)   ☐ R   ☐ W   ☐ L   ☑ S

(Priming the pipe) Ask your ss to find the Introduction to the lesson where they will see the animated image. Ask your ss to describe the image. Ask them the following questions:

- What is the weather like?
- What do you feel when you look at this image?

Ask your ss what the lesson will be about. Have your ss make a prediction based on the image and the questions you asked.
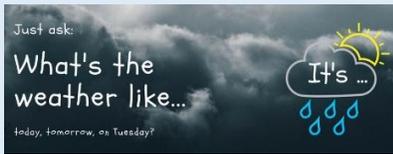

Ask your ss to find the section "Phrase of the day" and have them describe the picture with the boy

holding an umbrella in the rain with cats and dogs. Ask your ss the following questions:

- Is it a real situation? Have you ever heard about raining cats and dogs?
- What do you think the phrase "raining cats and dogs" means?
- Do you think whether an umbrella would help if it rained cats and dogs? Explain.
- When was the last time it rained cats and dogs in your place? What did you do at that time?
- What is the weather like today? Look outside.

Instruct your ss on how to ask about the weather. Introduce the phrase "What's the weather like … (today, tomorrow, on Tuesday etc.") Tell them that we say, "It's" when we respond to the question "What's the weather like today." Provide examples: (It's raining, it's sunny, it's windy, it's clear).

Ask ss to move to the other section "Active Vocabulary," and have them read the words after you.

Explain the words, which your ss don't understand and give more than one example. Elaborate.

Tell your ss about two temperature scales: Celsius and Fahrenheit. Ask your ss whether they know anything about Fahrenheit. Inform your ss that Fahrenheit is basically used in the United States and they will need to be familiar with this scale if they want to understand a weather report on American TV or read the temperature from a thermometer. Explain that your ss may need this knowledge when they watch American movies about the weather.

Tell your ss that water freezes at 32F and boils at 212F, then ask your ss the following questions:

- What do you consider cold, cool (chilly), warm and hot? Why?
- What clothes do you wear when it is cold, warm and hot?
- What is the temperature of cold, cool, warm and hot?

Tell your ss that when it's cold, the temperature is around 30 or 40 degrees F. When it is chilly, the temperature is between 50 and 60 degrees F. When it is warm, the temperature is between 70 and 80 degrees F. When it is hot, the temperature is between 90 and 100 degrees F. Tell your ss that there is no need to convert temperatures, you just associate your feelings with numbers, memorize them and recognize them. For example, 30 degrees F is cold and 100 degrees F is very hot. (These are two extreme borders). Use the following sticky metaphor to help your ss memorize the concept **(M.U.D.)** The temperature is like music:

30s-40s	**Music of the forties** was somewhat cold. Slow rhythms, the time of Jazz and Blues. People were dressed in suits.
50s-60s	**Music of the sixties** was a bit warmer and faster but cool. This is the time of The Beatles and Ray Charles.
70s-80s	**Music of the seventies** and eighties became more lively, rhythmic and energetic. People started to undress.
90s-2000	**Music of the nineties** and of today is hot stuff. Singers have minimum clothes and move very quickly as if it were hot.

Ask your **ss** what clothes they put on when it's 30, 60, or 100 degrees F and why.

Guided Practice (10 min)	☐ R	☑ W	☑ L	☑ S

Logical game
Give your ss the table, which they will have to complete. They should find the equivalent of Celsius to 40. 70, 80 and 100 degrees F, if 30F is 0C. 50F is 10C, 60F is 15C and 90F is 30C.

Assignment 1: ***Inductive reasoning: model – infer – elaborate)**
If 30F is 0C, 50F is 10C, 60F is 15C and 90F is 30C then,
What is the equivalent of C to 40, 70, 80 and 100 degrees F?

F	C	F	C
30	0	70	
40		80	
50	10	90	30
60	15	100	

- Ask your ss what they think about it. Ask the following questions:
- Do you think if 10F is cold or hot? Why?
- How about 120F? How much is it in Celsius?

Private 1-to-1 lessons (Guided practice): Interview mode (a teacher asks questions, a student responds. The teacher takes notes. At the end of the session, the teacher provides his feedback (**formative assessment**).

LISTENING
Ask your ss to find the section "Related vocabulary" and have them read the words after you. Pay attention to the pronunciation. Elaborate on the words your ss don't know.

☐ scattered	☐ cloud cover	☐ isolated	☐ hail
☐ hover around	☐ call for	☐ downpour	☐ drizzle
☐ come in from	☐ shower	☐ gust	☐ hazy
☐ forecast	☐ cold front	☐ sleet	☐ fog
☐ mixed bag	☐ chilly	☐ partly-cloudy skies	☐ blizzard

Next, have your ss find the section "listening" and listen to the podcast "Weather forecast." When done, have your ss answer the questions and do the exercise following the instruction.

The questions:

- What is the weather like today? ☀️⛅🌦️☁️🌧️❄️〰️🌪️ *Delete unrelated icons.*
- What is the highest temperature? ⚪🔵🟢🟡🟠🔴 *Delete unrelated icons.*
- They expect 30 degrees: | COLD | ------ | WARM | ------ | HOT | *(Put X near the state).*
- *What weather will be in Utah?* ☀️⛅🌦️☁️❄️〰️🌪️ *Delete unrelated icons.*

When done, have your ss find the section "Watching" and ask them to watch the video of the weather report and answer the questions below.

- What is the weather like today?
- What is the average temperature in New Jersey these days?
- Is it cold? Muggy? ⚪🔵🟢🟡🟠🔴 *(Delete unrelated icons).*
- What do they expect?

Independent Practice (15 min)	☑ R	☐ W	☐ L	☑ S

Group lessons: (Less-guided practice) Divide ss into an equal number of groups, for example, A and B, or A1, A2 and B1, B2 etc.

Distribute questions among groups. First, have the group A ask the group B questions, then have them change their roles. Make sure that everyone speaks English and is to the point. Walk around and be available for ss questions. Encourage ss to ask one another additional questions and incorporate new words. Write the words on the whiteboard.

Discussion questions:

- What do you think of today's weather?
- In what ways can we predict the weather?
- Why do different countries have different weather?
- Have you ever experiences extreme weather?
- Do you always try to look at or read the weather forecast?
- John Ruskin said, "There is really no such thing as bad weather, only different kinds of good weather." What do you think of this quote?
- Anthony J. D'Angelo said, "Wherever you go, no matter what the weather, always bring your own sunshine." What do you think of this quote?
- How does the weather change your feelings?
- What do you think the weather will be like in your country 100 years from now?

SPEAKING

Ask your ss to find the section "SPEAKING PRACTICE" and give them 15 seconds to prepare a 45-second speech. Tell them, "pretend you are a weatherman. Tell about the weather." If you work with a group, ask

them to speak to one another. Make pairs.

Assessment (10 min)	☑ R	☑ W	☑ L	☑ S

Ask your ss to scroll down to the section "Home Task, visual assignment." Tell your ss that they will have to do this assignment themselves. Tell them that they will have to write answers to the questions. Each response should have well-developed examples to support your ss' answers.

Give your ss the following home task:
Read a weather report for your location within the next five days and complete the table below. Use the website **AccuWeatther.com**

	Temperature (F)	Feels like	Precipitations	Notes
Day 1	10			
Day 2	10			
Day 3	10			
Day 4	10			
Day 5	10			
Example	82/65			It will be quite hot on Sunday, with a day-time high of 82 degrees. In the evening, the temperature will drop to 65 and we'll see cloudy skies. Don't forget to take a pullover if you plan long trips and will come back in the evening.

Watch several weather reports online as examples, find minimum 10 new related words (nouns, verbs, adjectives), take notes and write your own report using new words. Record your voice using **VOCAROO** online app. Send the recording to your teacher's e-mail. **Read the rubric below to understand what you are expected to do.**

	Failed	Needs improvement	Good	Perfect
Duration	Your recording is less than 20 seconds	Your recording is less than 40 seconds	Your recording is between 40 and 60 seconds	your recording is minimum 60 seconds long
Pauses	There are a lot of pauses in your recording	There are more than 5 pauses in your recording	There are a few pauses in your recording	There are no pauses in your recording
New words	no new words were incorporated	You incorporated 4-6 new words	You incorporated from 7 to 9 new words	You incorporated at least 10 new words
Speech	Your speech is slow and not clear	Your speech is fast, but not clear	Your speech is clear and fast	Your speech is clear and fast
Slips of the tongue and mistakes	You have made more than 3 slips of the tongue and many mistakes	You have made 2 or 3 slips of the tongue or/mistakes	You have made a couple of slips of the tongue /or mistakes	You haven't made any slips of the tongue and mistakes
Details	Your recording contains only general information. There are no details.	Your recording contains temperature (C), information on precipitations. There is no information on changes, expectations and precautions.	Your recording contains temperature (F), information on precipitations, weather changes, expectations	Your recording contains temperature (F), information on precipitations, weather changes, expectations and precautions

INCORPORATED TECHNIQUES:
- The lesson is provided within the zone of Proximal development/i+1 (by Lev Vygotsky).
- TTT (Repetition, Reduced grammatical forms, simplified vocabulary, signpost expressions, Common Cultural references, Elaboration, Clarification questions). STT is increased and applied in group/pair work.
- 80/20 Rule (80% Practice/20% instruction), props, **TPR**
- Scaffolding (Model/Guided Practice/Independent Practice).
- Lowering Affective Filter (Stephen Krashen), Formative assessment.
- SRS, MALL, CALL, CLIL, Alignment, HOT (Higher Order Thinking: analyze, evaluate, create, apply, understand, and remember).