Class:\_\_\_\_ELL 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Anne Perämäki\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_\_\_\_Clothing and Weather\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_November 2015\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Skill Objective (Students will be able to…) use present continuous tense to describe weather and clothing |
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| Content Objective #1 (Students will know that…) *because* is used to express causality, it is often the answer to the question *why*.  The weather is always a safe topic for conversation. *It’s so hot!* |
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| Activities:  Warm up: Talk a bit about today’s weather and remind them that weather is a more acceptable topic than religion for conversation.  1. We look at a reading that was their homework to review vocabulary terms related to weather and clothing. Students identify phrases that are continuous or simple and answer comprehension questions as a group.  2. We review the meaning and use of because.  3. Each pair gets picture of a person outside during a certain season, wearing certain kind of clothing.  I model the dialog. A. What’s the season? B. It’s winter. A. How is the weather. B. It’s cold and windy. A. What is he wearing? He’s wearing a jacket, a scarf, mittens and winter boots because it’s cold. |
| 4. Review forming questions with why  5. Using the same materials, A asks B, *Why is he wearing a t-shirt and shorts?* B: *He’s wearing a t-shirt and shorts because it’s hot.* I go around and check and help where necessary. |
| 6. Ss work individually on worksheets where they have to put in why and because in the correct blanks. I go around and check. |
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| Skill Objective #2 (Students will be able to…)  Use *can* to talk about what’s possible in terms of activities in certain weather conditions; talk about the weather in more detail |
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| Content Objective #2 (Students will know that…) *Can* has multiple meanings and uses; *you* sometimes means *people* and/or *everybody* |
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| Activities  1. We look at pictures of different weather conditions and different activities. We go through the pictures to make sure that everyone knows what they depict. (Two different sets.) I ask *Can you go on a picnic when it’s* *raining?* Hope to elicit *No, you can’t.* If not, we review.  2. We work in pairs again. Each pair picks a random activity and a random weather picture. They have to decide how to talk about both the weather and the activity. I go around making sure that people know how to talk about both weather and activity. The pairs present their dialog: *Can you paint your house when it’s raining?* Etc. I tell the students to pay attention to what the other students say because remembering what they said will help them with the following exercise.  3. I’ve prepared cut up/scrambled sentences of the above questions and put them in envelopes, but the students don’t get their own sentence and they have to put them together. I go around to check. |
| 4. If there is time left, we do a close exercise based on clothing and weather. If we run out of time, it will be their homework. |
| Materials: a weather reading, 4 sets of pictures, why/because worksheet, set of cut-up scrambled sentences, a cloze worksheet |
| Assessment: If the students can do the worksheets 80% correctly and are able to self-correct the questions they make about the weather/activity pictures, I feel the lesson(s) have been successful.  Frameworks:  L2.2a  S1.2c  L2.2f  L2.2f  S2. 2d |