

LESSON 5 - Weather Cluster
French Weather Forecast

Grade: 7 FSL	Duration: 1 hour	
Learner Outcomes:	Learning Objectives:	Assessments:
Language Learning Strategies: <ul style="list-style-type: none"> - Listening comprehension: identify the general weather conditions for the day, or the morning and evening temperatures mentioned in a radio broadcast 	Students will be able to identify weather in a weather broadcast, and communicate weather conditions for a chosen scenario.	Formative assessment of written forecasts from pairs.

Preparation Required:

- Have Weather broadcast audio prepared to play. (C-3.21)
- Ensure that students have their weather booklets, pages 12-13 will be used for this lesson. (C - 3.1)

Introduction (5 minutes)

Hook/Attention grabber: « *Salut, les amis! Aujourd’hui nous allons apprendre à propos des prévision météorologiques!*” Look outside and find out what the weather is like today. Once discovering what the weather is like where you are with your class, write it on the board.

Brainstorm some ideas with your class about why knowing what the weather is going to be is helpful. (So we know what we will be able to do that day: hike, cozy up inside, ski, fly a kite, etc)

Pre-Task (20 minutes)

Play the *Weather Broadcast Audio* for the students. Before listening to the audio, look at page 12 in the Weather Booklet as a class. Instruct students to listen carefully during the audio for those key things that should be included in a weather broadcast. After listening to the audio, discuss if the broadcast included everything necessary for a good forecast. You can come up with a list together on the whiteboard. Listen to the audio a second time so that the students can hear it again before beginning their own weather broadcasts.

Task (25 minutes)

Place students in pairs and instruct each group to come up with two scenarios to develop a weather broadcast for. You may give some prompts such as: “If you are going for a hike,

what would you want the weather to be?” “If you are wanting to go skiing, what would you hope the weather would be?” Instruct the students to write out their forecasts on page 13 of their weather booklet. Students may use previous pages in their weather booklets to help them with vocabulary. Once the pairs have finished their broadcasts, have them share their forecasts with another set of partners. The partners should then guess the scenario for which the forecast was intended.

Post-Task (10 minutes)

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level... have the students use their Weather Booklets to assist them with vocabulary and sentences. Play the audio multiple times for students that need to hear it more.
- To accommodate this lesson for a higher level... have the students use no assistive resources during the task.