

**LESSON 1 - Weather Cluster**  
Introduction to Weather Vocabulary

Grade: 7 FSL	Duration: 1 hour	
Learner Outcomes:	Learning Objectives:	Assessments:
<p><b>Language Learning Strategies:</b> -develop and use comprehension strategies to facilitate the understanding of an oral or written message</p> <ul style="list-style-type: none"> <li>● guess the meaning of an unknown word or expression.</li> <li>● use a bilingual dictionary to verify word meaning or find unknown words</li> </ul>	Students will be able to use vocabulary related to weather conditions.	Formative assessment of page 3 and 4 in the Weather Booklet.

**Preparation Required:**

- Put the Weather Newscast Video up on the board. (C – 3.8)
- Print Weather Booklet (one for each student). (C – 3.1)
- Print Weather Booklet Answer Key (one for teacher). (C – 3.2)
- Print Weather Dice Game (one for each small group of students). If you do not have dice in your classroom, you will need to print off the Physical Weather Dice Game version and cut and glue the dice. (C – 3.5, C – 3.6)
- Print Weather Photo resource and hang them on the walls in your classroom. (C – 3.4)
- Have Visual Weather PowerPoint prepared to be put up on the board. (C – 3.3)

**Introduction (5 minutes)**

Hook/Attention grabber: « *Salut, les amis! Aujourd'hui nous allons apprendre à propos du temps!* » 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.

Introduction: Hand out weather booklets.

**Pre-Task (30 minutes)**

Play the Weather Newscast Video for the students. Before listening to the video look at page 3 in the Weather Booklet as a class. Instruct students to listen carefully for the words found on page 3 in the Weather Booklet because during/after watching the video they will need to guess

their meanings. Explicitly discuss with students ways we can guess words we don't know. Ensure that the following strategies come up in conversation :

- Visuals
- Tone and Intonation
- Surrounding words
- Cognates (words being similar to native language)

Once the video is done, use a think, pair, share strategy to guess new vocabulary. Students will write down their initial thoughts about the new vocabulary meanings and then partner up with a peer to discuss and potentially change ideas. Afterwards, you will go over page 3 together as a class, encouraging students to share their responses and why they believe a certain word means a certain thing. Once we have all shared, instruct students to use a dictionary to check their guesses.

Now students will be put back together with their partner to play the Weather Dice Game. There are two resources (one for if you already have dice in your classroom and one for if you don't, which will require some prep time to cut and glue). In their partners, one student will ask:

*“Quel temps fait-il aujourd’hui?”* - “What is the weather today?”

The other student will respond by rolling the dice and saying:

*“Aujourd’hui il fait \_\_\_\_\_”* - “Today it is \_\_\_\_\_”

The blank spot will be where the student puts the French word for whatever weather condition the die rolled on. Students can use their Weather Booklets (page 2 and 3) for reference.

You may write the prompts on the board so students can use them to communicate in French while playing the game.

### **Task** (15 minutes)

For this task the students will be using page 4 in their Weather Booklets. Instruct the students to go around and look at each photo in a small group. At each photo, they will stop and come up with a short sentence using the vocabulary learned earlier in the lesson and write it down into the Weather Booklet.

Now, as a class the students will get into teams. Similar pictures that the students saw on the walls will appear on the board. Give students time to think about a sentence relating to the image. After having some time to think, students will need to share a sentence in relation to the picture (they may use their Weather Booklet and the sentences they just wrote down prior to help them with this). The teacher should inform the students that they might get called upon randomly to make sure that all students are prepared to share a sentence.

### **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 in the task.
- To accommodate this lesson for a higher level... have the students use no assistive resources during the task.