

**LESSON 2 - Weather Cluster**  
French Expressions about the Weather

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>	<p>Students will be able to use a bilingual dictionary to help discover the meaning of French expressions.</p> <p>Students will be able to guess meaning based on visuals and context.</p>	<p><b>Formative assessment:</b> circulating the classroom and listening to student conversations during the task.</p>

**Preparation Required:**

- Students will need their Weather Booklet. (C – 3.1)
- Weather Expressions PowerPoint downloaded and ready to be played. (C – 3.9)
- Print Template for Expression Poster, one for each student. (C – 3.10)

**Introduction** (7-10 minutes)

Hook/Attention grabber: « *Salut, les amis! Aujourd'hui nous allons apprendre à propos des expressions françaises qui décrivent le temps!* » Today, we are going to learn about some different French expressions that describe the weather.

**Pre-Task** (30 minutes)

Guide students through a discussion involving the following questions:

- Have you ever heard the English expression, it's raining cats and dogs?
- Or fog as thick as pea soup?
- Can you think of any other weather expressions in English?
- Are they common?

Brainstorm with the students, if you find they are struggling, give them a moment to research with a partner, using technology, to see what they can find. You will most likely notice that in the English language, a lot of the expressions that use weather vocabulary actually have nothing to do with the weather conditions. For example, the following expressions:

- “She stormed out of the room.”

- “I’m on cloud nine right now!”
- “Can we take a rain check?”
- “Don’t rain on someone’s parade!”
- “She’s under the weather.”
- “When it rains it pours!”

Review with student’s 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)
- Direct translation

Write the following French expression on the board: “Tomber dans les pommes”. Discuss with students how they would first go about finding out what it means. Make it a class discussion. The expression directly translates to “fall in the apples” which means to lose consciousness. Let students know that they can use the same strategies that we used for this expression to try and figure out the weather expressions they will see on the PowerPoint. This is a good time to mention to students that directly translating to your native language will not always give you the correct meaning.

Put the French Weather Expressions PowerPoint on the board. There is an audio clip for each slide on the PowerPoint. Make sure each student has access to a dictionary/translation tool. Students will hear the clip and read the expression at the same time. Instruct them to directly translate what the expression would be in English. Additionally, have students write a guess (in pencil) for that expression, you will go over the answers with the students at the end of the PowerPoint.

Once students have written a direct translation and their guess for the meaning of the expression, using your answer key, you can provide students with the answers. While going through the answers, ask students what made them get to the answers they did. What made them guess what they wrote down? Encourage ALL students to share their answers, it will be a moment to have fun with the language they are learning.

Take a moment to highlight that these expressions wouldn’t be used all over the world, for example, the expression about the fog that is so thick you could cut it with a knife, we wouldn’t use that expression in a region that does not experience foggy conditions.

**Note:** This would be a good time to compare the differences between expressions in French and in English.

**Task** (20 minutes)

Students will now choose their favorite expression from the PowerPoint. They will draw the expression and take some time to color it in. Emphasize to students that if we are to look at the image, we should be able to guess the expression they drew.

Once you have given students enough time to draw and color the expression, have them get with a partner (this activity will be more meaningful if students are not placed with the person that was beside them during the drawing portion of the activity). Students will describe what they have drawn, without showing their partner the drawing, in attempt to guess the expression that was drawn.

**Post-Task** (5 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.