



Lesson Plan For Unit 14 (Part 1)



Theme: Rain or Shine

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Comparison of adjectives (1)	Sounds and actions associated with weather	Answering questions based on a chart and a short passage	Writing a story based on pictures using helping words and questions

Lesson Objectives

Students are able to

1. associate certain sounds and actions to the weather,
2. answer questions based on a chart.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 1
2. An audio of nature sound effects of the weather sound effects
3. Word cards (refer to the words found in the box on page 90)
4. A simple weather chart
5. Different weather symbols in the form of cut-outs e.g. sunny, overcast, rainy, stormy, windy, etc
6. Blu Tack

Introduction / Warm-up Activity (10 min)

1. Get the class to close their eyes and listen attentively. Play the audio for the class to listen (e.g. wind howling, thunder clapping, water splashing, leaves rustling, water plopping, rainwater pattering). At the end of it, ask the students what they heard. Write their responses on the whiteboard. Play the audio again and check with the students if they have missed out on any sounds and write them on the whiteboard.

Lesson (20 min)

1. Play a video that shows the different types of stormy and windy conditions. Ensure that the video shows a flash of lightning and a sudden gust of wind so that the students can understand the words 'flash' and 'gust' more clearly. Discuss with the students what they see and hear during such weather conditions.
2. Show the students the word cards which are verbs that show the action of the weather. Read each word and get the students to read after you.

Example:

- Lightning flashed across the sky. / Raindrops patter on the windowpanes.

3. Provide a weather chart that has a legend with different weather symbols. Elicit from the students what they think each weather symbol means.

Example:

- A dark grey cloud means overcast skies / A flash of lightning means a thunderstorm.

Based on the weather chart that you are showing them, ask them which symbol they would use for the weather today and yesterday. Let the students use the weather symbol cut-outs to stick on the weather chart itself. Get them to predict what the weather would be like tomorrow.

4. Discuss with the students the things they might need to bring along or use if the weather is rainy or sunny.

Example:

- I need to use an umbrella when it rains.

Additional Activities / Closure (15 min)

1. Put the students in pairs or groups. Use the audio that you had let the class listen to at the start of the lesson. Otherwise, prepare a different audio and let the class listen to it. Get them to write down the sounds they hear in order as a recap. They may copy the words on the whiteboard.
2. Tell the students to turn to **page 90 of Learning English Workbook 1**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **pages 91 – 92** as homework. You may want to discuss with the students the weather chart shown on **page 91** and elicit the answers from them for the first two questions.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Get the students to do a weather chart for one week. You may want to divide each day into three different timings: morning, afternoon and night so that the students can be more accurate in their reporting of the weather. Let them come up with their own weather symbols and legend. Let the students share their weather charts with one another in the next lesson to find out if there are any similarities or differences among them.