

## Lesson planning

*Submitted by: Nurillo Jambilov, Andijon region, 27<sup>th</sup> school*

Date: \_\_\_\_\_

Theme: Sunny days are lovely

Grade: 5

### Aims:

#### ❖ Educational:

To learn how to say types of the weather

To learn how to ask and answer about weather

#### ❖ Developing:

To enable pupils to speak about daily weather;

To enable pupils to ask and answer the questions related to the weather;

#### ❖ Socio-cultural:

To raise awareness of weather and its types

### Lesson outcomes:

By the end of the lesson pupils will be able to:

- Say different types of weather;
- Ask and answer about weather;
- Make up sentences with “it is a sunny day, it’s rainy in Andijan.”

### Vocabulary and structure

Sun – sunny, rain – rainy, wind – windy, fog – foggy, cloud – cloudy, ice – icy, snow – snowy, dark, light, it is a .....day, it is .....in Andijan.

**Required equipment:** flashcards, pictures, cards, projector, laptop

**Time:** 45 minutes

**Level:** beginner (A1)

**Method:** interactive, non-traditional, representative and so on.

**Additional resource:** [www.younglearnersgo.com](http://www.younglearnersgo.com), [www.onestepenglish.com](http://www.onestepenglish.com), [www.ESLlibrary.com](http://www.ESLlibrary.com), [www.teach-this.com](http://www.teach-this.com)

### Pre-activity

**Warm-up:** (*I will say and show, pupils repeat and do*)

Look, listen, look, look, look.

Stand up, sit down, and open your book.

Look, listen, look, look, look.

Hands up, hands down. Open your note book.

### Activity 1 Play a game “Find Someone Who”

Objective: to revise the previous lesson

Time: 3 minutes

Material: handouts for pupils and pictures of different weather.

Interaction: Individual and group work

Procedure:

I will distribute handouts to pupils and ask them to write their names to the line of their favourite weather and pass it to the next pupil. When they changed 4 times they’ll stop. Some of my visual pupils make up sentences by pictures and some

tactile pupils do action of weather and say their favourite weather. A bit passive pupils say what weather do they like and active pupils from each group report about group members' favourite weather. I will assess them according to their answers. And here I will pay attention to pupils whether they are passive or active.

	Name
likes cool weather	
likes hot weather	
likes cold weather	
likes warm weather	

### Activity 2 Look and listen

Objectives: to stimulate the learners for this theme

Time: 3 minutes

Material: colourful pictures

Interaction: group work

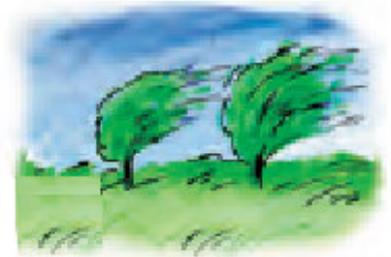
Procedure: I'll show pupils the pictures of fog, cloud, wind, ice, light and dark and they'll listen to these words in order to give general information about new words and prepare pupils for the main activities.



**Fog**



**cloud**



**wind**



**dark**



**light**



**ice**

### While activity

### Activity 3 Look, listen and repeat.

Objectives: to introduce new words

Time: 3 minutes

Material: different pictures which were stuck on the blackboard

Interaction: whole group, rows and individual

Procedure:

I'll make presentation of new vocabulary by showing pictures of these words; fog, wind, ice, dark, light, and cloud and ask pupils to repeat after me in a choral, rows and individual way.

rows and then individual. I'll ask the question what it is. And pupils will say the name of words. E.g. it is fog, etc.

For visual pupils I attached pictures on the board;

Auditory learners learn by listening and repeating;

Tactile learners learn by doing the actions for example they wave their arms to explain **wind**, etc.

#### **Activities 4 Look and match**

Objectives: to give chance to match pictures and new words, to check pupils whether they understand new vocabulary.

Time: 3 minutes

Material: pictures and words;

Interaction: individual

Procedure:

I'll ask pupils to look at the pictures of exercise 2a on page 124 and match with new words. I will attach words and pictures on the board and ask pupils to stick the words to the pictures by matching.



- 1) Fog
- 2) Cloud
- 3) Wind
- 4) Dark
- 5) Light
- 6) Ice

#### **Activity 5 Play a game "Weather Salad"**

Objectives: to consolidate the vocabulary of this theme

Time: 4 minutes

Material: space and 9 chairs

Interaction: group work

Procedure:

I'll ask pupils to come to the stage with chairs. I'll explain them to sit in a circle and call one more pupil to stay in the middle of the circle. I'll say three words to pupils turn by turn.

E.g. fog → wind → dark → fog → wind → dark → fog → wind → dark. When I say one of these words, owners of the same word stand and change their places. At this time the standing pupil should sit to the empty chair. I'll say the words one by one and pupils continue changing their places.

#### **Activity 6 Look, listen and say**

Objectives: to present and practice adjectives made from nouns

Time: 5 minutes

Material: monitor, projector and laptop

Interaction: group work

Procedure: (show the following words with gestures)

I'll ask pupils to look at the pictures shown by projector. I'll explain them in order to make up adjectives from nouns, add suffix -y to the end of nouns given in this theme. Pupils watch the pictures and listen to the words and then they will say themselves by seeing the pictures. I will encourage active pupils during the lesson. E.g. fog → foggy, sun → sunny, wind → windy, rain → rainy, snow → snowy, cloud → cloudy. Ice → icy. And ask pupils to make up sentences by these words; e.g. it is a sunny day. We can change **sunny** to other words.



Post activity

### Activity 7 Listen and do

Objectives: to improve pupils listening skills and to consolidate the Activity 6

Time: 5 minutes

Material: Laptop and speaker

Interaction: Group work

Procedure:

I'll ask pupils to listen to the song and while listening do the gestures.

How is the weather? It's sunny.

How is the weather? It's sunny.

How is the weather? It's sunny.

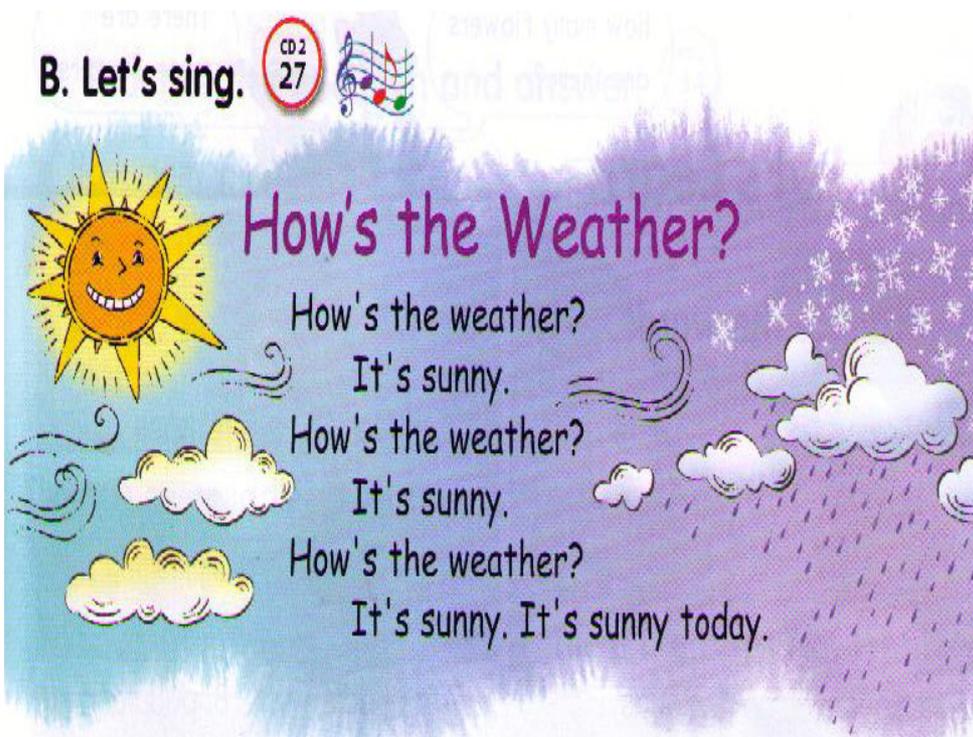
It's sunny today.

This song is sung with other words like rainy, windy, cloudy and snowy.

This song was taken from Let's Go 1 student book, OXFORD UNIVERSITY PRESS. Song by Carolyn Graham

## Activity 8 Look and say

Objectives: to describe the weather of regions of the Republic of Uzbekistan from the map.



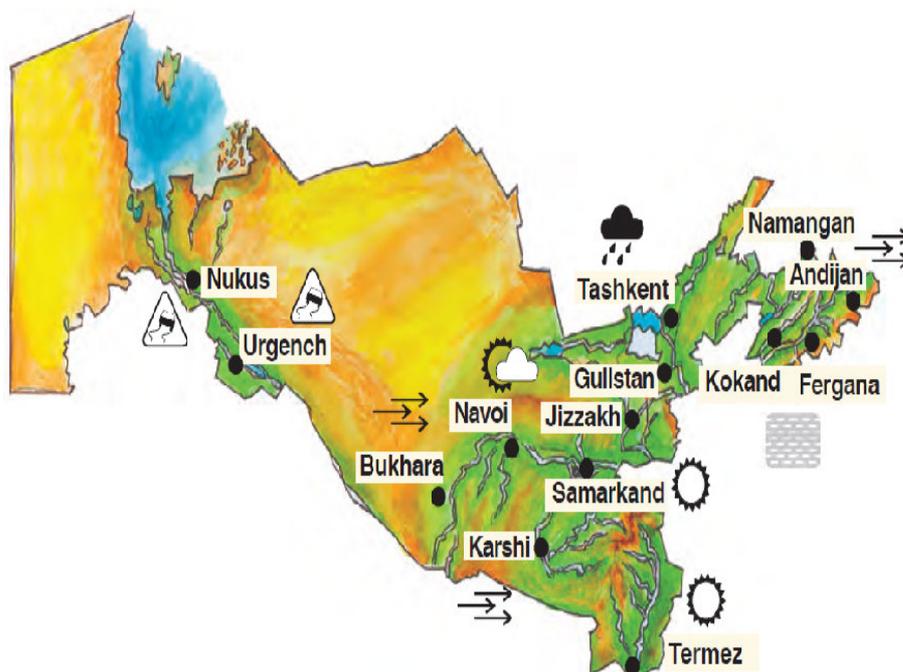
Time: 5 minutes

Material: The map of Uzbekistan

Interaction: individual

Procedure:

I'll show the map of the Republic of Uzbekistan to pupils and ask them to make up sentences about the weather of regions and cities by their items given in the map. Pupils describe the weather as in the example. E.g. It's foggy in Kokand. Each pupil will be given a chance to describe the weather. Pupils will be assessed by their correct sentences.





icy  
cloudy

### Activity 9 Play a game “Fishing”

Objectives: to consolidate pupils’ knowledge and raise the self-conscious when talking about the weather of different regions.

Time: 5 minutes

Material: ship shaped cards, fishing rod

Interaction: individual

Procedure: I will hide Uzbek sentences about the weather into the cards and ask pupils to catch the fish and translate the Uzbek sentence into English. Pupils sit in a big circle on their chairs with a lot fish among them. They will catch the fish turn by turn. I will assess them by their answers.

#### Assessment:

During the lesson I will give marks to pupils according to their participation and answers. At the end of the lesson I will announce pupils’ marks and explain the reason of these marks.

#### Homework:

1) I’ll ask pupils to watch today’s TV programme or read the newspaper or listen to the radio. Find out the weather forecast for tomorrow.

*e.g. It’s sunny in Samarkand*

2) I’ll ask pupils to write the weather of cities of Great Britain from the map on page 132.

*e.g. It’s sunny in London.*

