

LESSON PLAN

Grade: 6

Unit: Unit 4 – Weather and Emotions

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Describing the weather What's the weather like? —It's foggy. —It's very cold. It is 2 degrees Celsius! —It is stormy. I feel scared. —It's not snowy in the desert. It is dry.</p> <p>Making simple inquiries —I don't get it. Can you repeat that, please?</p> <p>Expressing emotions I feel...</p>	<p>Listening E6.4.L1. Students will be able to pick up specific information from short oral texts about weather conditions and emotions.</p> <p>Spoken Interaction E6.4.SI1. Students will be able to ask people about the weather.</p> <p>Spoken Production E6.4.SP1. Students will be able to talk about the weather and their emotions in a simple way.</p> <p>Reading E6.4.R1. Students will be able to understand short and simple texts about the weather, weather conditions and emotions.</p>
TESTING & EVALUATION	
<p>Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, understanding overall meaning and supporting details, recognizing specific information, Questions and answers.</p> <p>Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.</p> <p>Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers."</p>	

13th Week: 9-13 December Time: 40+40+40

1. Look at the pictures below and say: What's the weather like today?

Read the title of the unit "Weather and Emotions" and ask students to suggest what they think it means. Direct students' attention to the pictures and the question and elicit the answers. (p.58)

2. Match the pictures to the weather conditions. Find the extra picture.

Direct students' attention to the pictures on page 58. Explain the task and allow students some time to match the pictures with the weather conditions. Check the answers as a class. (p.58)

3. Listen to the weather forecast. Tick the correct symbols. (Track 16)

Explain the task and allow students to look at the photos in their books and ask them to listen to the recording and tick the weather conditions they hear. Play the recording. Students listen and do the task. Play it again. Students listen and check their answers. Check the answers with various students. (p.59)

4. Write True (T), False (F) or No Information (NI)

Explain the activity and ask students to read the sentences and write True (T), False (F) or No Information (NI). Check the answers with various students. (p.59)

5. Match the words to the pictures. You can use your dictionaries. One word is extra.

Explain the task and ask students to match the words to the pictures. Elicit the answers. (p.59)

6. Work in pairs. Ask and answer about the pictures as in the example.

First cover the Attention box. The aim of this activity is to make students ask and answer about weather conditions. Read the sample dialogues aloud. Give them enough time to make their own dialogues. When they finish the task, ask if there are any volunteers to share their dialogues with the class. (p.60)

14th Week: 16-20 December Time: 40+40+40

7. Listen, sing and match. (Track 17)

Explain the task and ask students to look at the photos in their books and ask them to listen to the song and match. Play the recording. Students listen and do the task. Play it again. Students listen and check their answers. Check the answers with various students. (p.61)

8. Now, change the song and sing. Use the sentences below.

Now, ask your students to change the song according to the sentences given. Tell them to sing the song. (p.61)

9. Listen and fill in the blanks. Which word is extra? (Track 18)

Explain the task and play the recording. Students listen and fill in the blanks and find the extra word. Check the answers as a class. (p.62)

10. Read the dialogues in activity 9 and match them to the pictures below. Then, work in pairs and act them out.

Tell your students to work in pairs. Explain the task. Ask your students to read the dialogues in activity 9 and match them to the pictures. Then, students work in pairs and act them out. Give them enough time to make dialogues. When they finish the task, ask if there are any volunteers to share their dialogues with the class. (p.63)

11. Look at the pictures below and say: How do you feel in rainy / stormy / sunny weather?

Direct students' attention to the pictures first. Then, cover the Attention Box. Ask the question and elicit their answers. (p.63)

15th Week: 23-27 December Time: 40+40+40

12. Read the e-mails and match them to their attachments. Which picture is extra?

Explain the task and give students enough time to read the e-mails and match them to their attachments. When they finish the task, check the answers as a class. (p.64)

13. Read the e-mails again and answer the questions.

Ask your students to read the e-mails again and answer the given questions. When they finish the task, check the answers as a class. (p.64)

14. Work in pairs. Look at the extra picture in activity 12.

A: Ask questions to learn about the weather and your friend's emotions.

B: Imagine that you live in this city. Answer your friend's questions.

Ask your students to work in pairs and complete the task. . When they finish the task, ask if there are any volunteers to share their dialogues with the class. (p.64)

15. Read and find their favorite seasons.

Ask your students to read the text and find their favorite seasons. When they finish the task, check the answers as a class. (p.65)

16. Work in pairs. Ask questions and find your friend's favorite season.

Tell your students that it's a pair activity. Read the sample questions and answers aloud. Ask them to ask their partners to ask questions to find their favorite season. When they finish the task, ask if there are any volunteers to share their dialogues with the class. (p.65)

17. Read the texts and complete the sentences.

Explain the task and allow students to read the text and complete the sentences. Students check their answers in pairs. Check the answers as a class. (p.66)

16th Week: 30 December-3 January Time: 40+40+40

18. Talk about the animals below.

Direct students' attention to the pictures of animals. Ask them to choose an animal and talk about it. When they complete the task, ask if there are any volunteers to share their dialogues with the class. (p.66)

LET'S PRACTICE

Allow students enough time to do the "Let's Practice" exercises to evaluate themselves. Then elicit the answers. (p.67-68-69-70)

1. Put the words under the correct seasons. Then, make sentences using these words. (p.67)

2. Talk about the children's feelings in different weather conditions. Then, fill in the table for you and say. (p.67)

3. Look at the table and make dialogues as in the example. (p.68)

4. Draw your dreamland and describe it and its weather. How do the people feel there? (p.68)

5. Look at the weather forecast of one week. Talk about it. (p.69)

6. Compare the weather conditions above. (p.69)

7. Search the Net and learn about a city's weather forecast. Fill in the chart below. Work in pairs and compare the cities. (p.69)

8. Find the odd ones out. Then, fill in the blanks with these words. (p.70)

VOCABULARY

1. Match the emotions to the pictures.

Ask your students to match the emotions to the pictures. Give them some time to complete the task. Check the answers as a class. (p.71)

2. Unscramble the letters and find the words. Then, categorize them.

Ask your students to unscramble the letters and find the words. Then, categorize them. Give them some time to complete the task. Check the answers as a class. (p.71)

This Plan is successfully applied during within the scheduled time.

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İngilizce Öğretmeni

İngilizce Öğretmeni

İngilizce Öğretmeni

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