Weather across the World
7th and 8th grade
Mainstream class with integrated ELLs
Introduction
Unit Overview

1. **Title:** Weather across the World

2. **Grade level for unit:** 7th and 8th grade

3. **Target group for modifications:** Mainstream class with integrated ELLs


5. **Source of lessons:** I created this unit for a 7th and 8th grade class in Fairfield and in Southbury. The lesson plans are attached.

6. **Learning goals:**
   - I want my students to know how to express weather conditions in English
   - I want my students to know all the Spanish-speaking countries and their capitals as well as discuss how the differences in seasons and the equator affect the climate.
   - I want my students to discuss their vacation choices due to geography and compare them to what others of their age do in other countries.
   - I want my students to research the weather in a Spanish-speaking country and write and present a forecast with their information.

7. **Design/graphic/schematic map for unit:**

   I chose to do this unit because I wanted to integrate more culture into my classroom. I wanted students to have a better appreciation and understanding of
cultures different from their own. I wanted to provide a variety of activities so that all students could be reached and performance increased. I considered incorporating student interests as well. In addition, I wanted students to be able to see how climate varies amongst nations and how this can change activity choices.

Planning web (attached)

Standards: (from TESOL)

- Students will use English to participate in social interactions (Goal 1, Standard 1)
- Students will use English to interact in the classroom. (Goal 2, Standard 1)
- Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form. (Goal 2, Standard 2)
- Students will use appropriate learning strategies to construct and apply academic knowledge (Goal 2, Standard 3)
- Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting. (Goal 3, Standard 1)

Projected learning events

- what are the similarities and the differences between the weather and activities done in the United States and other countries
- vacation choices depending upon the weather and location of place
- how to write and present a weather forecast
Unit Objectives/Learner Outcomes

Upon completion of this unit students will have had the opportunity to:

1. Identify the Spanish-speaking countries and their capitals through a variety of activities.
   Science: 3, 5, 6, 8
   TESOL: 1.1, 2.1, 2.2

2. Explain how the location of a place affects its climate.
   Science: 1, 3, 5, 6, 7, 8
   TESOL: 1.1, 2.1, 2.2

3. Discuss what young people do for vacation in Chile.
   Science: 5, 6, 7, 8
   TESOL: 1.3, 2.1, 2.2, and 2.3

4. Report to a partner vacation activities they engage in and complete a chart to compare their activities with those of students in other countries.
   Science: 3, 5, 6, 7, 8
   TESOL: 1.1, 1.2, 2.1, 2.2, 3.1

5. Compare and contrast two types of forecasts and label a Venn diagram from their discussion.
   Science: 3, 5, 6, 8
   TESOL: 2.1, 2.2, 3.1

6. Research the weather in a Spanish-speaking country and create and perform a weather forecast from their information.
   Science: 4, 6, 7, 8
   TESOL: 1.3, 2.2, 3.1
<table>
<thead>
<tr>
<th>Science Standards</th>
<th>TESOL standards</th>
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<tbody>
<tr>
<td><strong>Inquiry</strong></td>
<td><strong>To use English to communicate in social settings</strong></td>
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</table>
| 1. Demonstrate an understanding and apply basic scientific concepts, principles and theories in biology, chemistry, physics and earth/space sciences relative to the science program.  
2. Identify and solve problems through scientific investigation, including: identification of the problem, student design of experiments, collection of relevant evidence or data, use of logical reasoning, appropriately analyzing quantitative and qualitative data from experiments, drawing conclusions and identifying the validity of an experiment.  
3. Demonstrate various scientific inquiry skills including: formulating predictions, relating an effect to its cause, identifying patterns or relationships, distinguishing between quantitative and qualitative observations, comparing sorting and/or classifying objects or events.  
4. Select and use appropriate technology to organize and communicate data.  
5. Demonstrate the ability to work independently and collaboratively in an organized fashion to complete a task. | 1.1 Students will use English to participate in social interactions  
1.2 Students will interact in, through, and with spoken and written English for personal expression and enjoyment.  
1.3 Students will use learning strategies to extend their communicative competence |
| **Communication** | **To use English to achieve academically in all content areas** |
| 6. Demonstrate the abilities associated with accurate and effective communication. These include writing, following written procedures, summarizing data, using language appropriately, developing diagrams and charts, explaining statistical analysis, constructing a reasoned argument, and responding to critical comments.  
7. Present information, concepts and ideas to listeners or readers on a variety of topics.  
8. Engage in conversation, provide and obtain information, express feelings and exchange opinions. | 2.1 Students will use English to interact in the classroom  
2.2 Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form  
2.3 Students will use appropriate learning strategies to construct and apply academic knowledge |
| **To use English in socially and culturally appropriate ways** | |
| 3.1 Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting  
3.2 Students will use nonverbal communication appropriate to audience, purpose, and setting  
3.3 Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence |
Lesson 1
Lesson 1-Modified

Objectives: Students will be able to identify Spanish-speaking countries and their capitals by labeling a world map.

Students will be able to communicate to their partner where certain people are from by looking at continent maps.

Materials: Transparencies of Maps
Blank Maps of Mexico, Central America, and South America
Worksheet-(nationalities)
Index Cards with countries and pictures of countries printed
Index Cards
Markers
Homework ditto

I. Class Coverage

A. Introduction to the unit (10-15 minutes)

1. brief overview of topic and what will be learned leading to the final project

2. key points and objectives are written on the board

3. different students read each objective and write them on their objectives paper

B. Countries and capitals (75-90 minutes)

1. students receive copies of maps of Mexico, Central America, and South America

2. as a class, maps are filled out together using transparencies to help students

   a. after each country and capital is written, students repeat them after the teacher (40-50 minutes)
b. questions are asked after every 5 countries/capitals are given. ex: What is the capital of . . . ? . . . is the capital of . . . ? Where is . . . located? Is it above or below . . . ? Is it next to or far from . . . ?

3. students are given 2 dittos called nationalities (20 minutes)
   a. teacher models the question and sentence written on the board
      
      ex: Where is Marta from? 
      
      Marta is from Mexico. 

      or 

      Where is Marta? 

      Marta is in Mexico. 

   b. teacher does a few examples with the class to check for understanding of the directions of the activity

   c. teacher assesses comprehension of vocabulary learned, as pairs of students do this activity using the models on the board.

4. in groups of 3, students play memory to further comprehension (15-20 minutes)
   a. teacher first models the rules of the game to the class

   b. cards are modified- one set of cards has the name of the country while the other has a picture of South or Central America with a country highlighted

   c. students work collaboratively to find matches by flipping two cards over

   d. once all the cards have been matched, in their groups, students make a T-chart (model on board) and put the name of the country on the left and write its capital to the right

II. Closure (10 minutes)

A. Review of lesson

1. teacher asks students to reread the objectives of the lesson

2. students are each given two index cards and a marker
a. on one index card students write down one activity they did
   and on the other, write down an objective for it in their own words (2 minutes)

3. volunteer students read each of their cards and then come up to the board to put their
   cards under the appropriate category (activity and objective)

B. Homework ditto-students unscramble words to find a capital and then write the country
Functions

* Labeling
* Communicating
* Matching
* Listing

Notions

* Countries
* Capitals

Descriptive Narrative

In enhancing interaction, I provide students with numerous amounts of communicative activities in either pairs or groups. By providing more activities, the lesson moves away from being teacher-centered, to becoming more student-centered. It also allows for students to have more time to complete activities and have help and support from their peers as well as teachers.

At the end of the lesson, I review all objectives and activities with the class. This gives students an opportunity to focus on each activity and its purpose so that they see that it is a meaningful lesson and not just work to do. I also present new material in a way that is understandable to all students and provide students the opportunity to practice the new material through a variety of activities reaching all aspects of language; listening, speaking, reading, and writing. I use a variety and good amount of supplementary
materials and visuals. Some of the activities are hands-on and I also give examples of what I require and model each activity to clarify instructions.

In my lesson, I adjust discourse by modifying my speech to increase student comprehension. When giving directions or covering new material, I slow down my rate of speech, keeping it natural, use gestures, and I raise my voice to emphasize key vocabulary words or phrases, repeating them a number of times to show their importance.
México
America del Sur y El Caribe

LEGEND
- National boundary
★ National capital

0 250 500 750 1000 kilometers
0 0 500 1000 miles

SOUTH PACIFIC OCEAN

SOUTH ATLANTIC OCEAN

Caribbean Sea

Lake Titicaca

Strait of Magellan
las nacionalidades:
la américa central y
el caribe
las nacionalidades:
la américa del sur
NOMBRE _______________________________ CLASE ____________________________

Cada palabra mezcla es una capital. Escriba la capital correcta y el país para cada capital.

<table>
<thead>
<tr>
<th></th>
<th>la capital</th>
<th>el país</th>
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<tbody>
<tr>
<td>1.</td>
<td>LEAUGTGPCIA</td>
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<td>2.</td>
<td>UDEOXIDLCAMAECDI</td>
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<td>3.</td>
<td>OUBSNAERISE</td>
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<td>4.</td>
<td>ALAVNRODSSA</td>
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<td>ARDIDM</td>
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<td>6.</td>
<td>AZPAL</td>
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<td>7.</td>
<td>ACRSAAC</td>
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<td>8.</td>
<td>IOTGAANS</td>
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<tr>
<td>9.</td>
<td>LUCDAUEALDGMAETDAIA</td>
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<td>10.</td>
<td>ANGMAUA</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>NSUJAA</td>
<td></td>
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</tbody>
</table>
Argentina

Bolivia

Chile

Colombia

Ecuador

Costa Rica
El Salvador
Guatemala
Panama
Honduras
Nicaragua
Paraguay
Peru

Uruguay

Venezuela
Lesson 2
Lesson 2 Modified

Objectives: Students will be able to express what the weather is and what they are wearing for the day. Students will be able to locate and label the weather in other countries using teacher prompts.

Materials: Warm-up worksheet (match countries/capitals)
Flash cards—countries (from Lesson 1)
Quiz (modified)
Vocabulary Packet of pictures
Transparencies with weather symbols
Big Map of South America (labeled with countries)
Flash cards with weather symbols
Worksheet of Argentina with cities and weather symbols

I. Warm-up (5 minutes)
   A. Students pick up worksheet on back table and complete it (match country with capital)
   B. Review of previous lesson
      1. flash cards to review countries/capitals (country is shown, students give capital)
         (from Lesson 1)
      2. volunteer students read objectives to the class
      3. students write down key words from the objectives that will be addressed

II. Class Coverage
   A. Quiz on countries and capitals (20 minutes)
1. modified-capitals are printed on the map of the countries. Put the number next to the correct country and then write the capital listed next to it.

B. Weather Vocabulary (2 days)

1. students receive a copy of vocabulary pictures

2. as a class, packet is filled out together with the word and a definition. Class repeats each word after teacher
   a. teacher asks questions after every 5 words to check for comprehension
      - Is it hot or cold in the summer? Is it hot or cold in the winter?
      - What do we see in the winter? What do we see in the summer?
      - What do you wear in the winter? (point to body parts to get answers)

3. transparencies of countries with weather photos are placed on the overhead (10 minutes)
   a. teacher asks What is the weather in...?
   b. looking at transparencies, students answer the question in a complete sentence using weather expressions

4. Teacher puts labeled map of South America on board-to the right are weather symbols in color. Teacher gives statements and students come to the board and place correct weather symbol on the map. (10 minutes)

   ex: Today in Argentina it is sunny.

5. Model sentences on board for students to follow:
   - What is the weather today?
     - Today is ...
   a. in pairs, students discuss weather today and during the four seasons using flash cards. They further discuss the clothing they wear
in each season. (10 minutes)

b. class discussion after activity is complete (5 minutes)

C. Activity map with weather (15 minutes)

1. in pairs, students are each given a different map of Argentina with cities and weather symbols that lack information

2. students ask each other questions to complete their weather map and write down their partners' answers (model sentences are printed on activity sheets)

3. volunteer students to present their answers

III. Closure (5 minutes)

A. Review lesson

1. reread objectives as a class

2. teacher asks students if the objectives were met using their key words they wrote down at the beginning of the lesson

B. Homework: Make a drawing using markers or magazine photos to show the weather for today. Write 3 sentences to describe the drawing when complete.
Functions

*Labeling
*Communicating
*Listening for information
*Illustrating

Notions

*Capitals
*Countries
*Weather

Descriptive Narrative

I started out this lesson by modifying the quiz to make it more comprehensible to ELL’s. I also thought that in the original quiz, students were required to remember and study too much information. By placing the capitals in each country on the map, students only have to associate the capital to the country rather than worry too much about their locations. After taking the quiz, we begin with weather vocabulary and briefly touch upon clothing. To reinforce the terms, I ask comprehension questions after every five words. This also helps students practice sentence structure. After teaching all the weather terms and connecting them with pictures, I felt that repetition of the vocabulary terms would increase comprehension, so I added extra activities to practice the terms. In this lesson, each activity builds upon the next, beginning with guided help from the teacher to ending with pair and written work. All of the activities include various visuals and models to help students express their answers.
In this lesson, I also thought about my speech patterns, as this enhances comprehension. I tried to shorten my sentences, slowing my rate of speech, and I also raised my voice and paused to place emphasis on important points.
**Match the country with its correct capital. Write the correct letter next to the country.**

<table>
<thead>
<tr>
<th>Country</th>
<th>Capital</th>
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<tbody>
<tr>
<td>1. Argentina</td>
<td>a. Asunción</td>
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<td>2. Bolivia</td>
<td>b. Bogotá</td>
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<tr>
<td>3. Chile</td>
<td>c. la Ciudad de Guatemala</td>
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<tr>
<td>4. Colombia</td>
<td>d. la Habana</td>
</tr>
<tr>
<td>5. Ecuador</td>
<td>e. Buenos Aires</td>
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<tr>
<td>6. Paraguay</td>
<td>f. Caracas</td>
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<td>7. Perú</td>
<td>g. Managua</td>
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<tr>
<td>8. Uruguay</td>
<td>h. la Ciudad de México</td>
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<tr>
<td>9. Venezuela</td>
<td>i. la ciudad de Panamá</td>
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<tr>
<td>10. Costa Rica</td>
<td>j. Lima</td>
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<td>11. Cuba</td>
<td>k. Madrid</td>
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<tr>
<td>12. El Salvador</td>
<td>l. San José</td>
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<tr>
<td>13. Honduras</td>
<td>m. San Juan</td>
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<td>14. España</td>
<td>n. Montevideo</td>
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<tr>
<td>15. Nicaragua</td>
<td>o. Quito</td>
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<tr>
<td>17. la República Dominicana</td>
<td>q. Santiago</td>
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<td>18. México</td>
<td>r. Santo Domingo</td>
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<tr>
<td>19. Panamá</td>
<td>s. Tegucigalpa</td>
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<tr>
<td>20. Guatemala</td>
<td>t. La Paz</td>
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</table>
Escriba **el número del país** al lado de su nombre en la lista. Después, escriba **la capital** al lado del país.

<table>
<thead>
<tr>
<th>el número</th>
<th>la capital</th>
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<td>1</td>
<td>Chile</td>
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<td>2</td>
<td>Ecuador</td>
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<td>3</td>
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<td>la República Dominicana</td>
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Modificado Quiz

Nombre: __________________________ Fecha: __________________________
Clase: __________________________

Escriba el número del país al lado de su nombre en la lista. Después, escriba la capital al lado del país.

<table>
<thead>
<tr>
<th>el número</th>
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<tr>
<td></td>
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<td></td>
<td>Argentina</td>
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<tr>
<td></td>
<td>Uruguay</td>
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</tbody>
</table>

![Map of South America with marked cities](attachment:image.png)
el número | la capital
---|---
Puerto Rico |  
Honduras |  
Nicaragua |  
El Salvador |  
Costa Rica |  
México |  
Guatemala |  
Panamá |  
Cuba |  
la República Dominicana |  

Ask your partner questions to complete the following weather map for Argentina. Exchange information.

You begin.
Actividad 5: El tiempo de mañana

Ask your partner questions to complete the following weather map for Argentina. Exchange information. Use expressions such as:

Your partner will begin.
Actividad 5: El tiempo de mañana

Ask your partner questions to complete the following weather map for Argentina. Exchange information. Use expressions such as:

¿Qué tiempo va a hacer mañana en . . . ?
Mañana va a hacer . . .
Va a estar . . .
Va a . . .
Va a hacer . . . grados.

You begin by asking: ¿Qué tiempo va a hacer en Mar del Plata mañana?
Actividad 5: El tiempo de mañana

Ask your partner questions to complete the following weather map for Argentina. Exchange information. Use expressions such as:

- ¿Qué tiempo va a hacer mañana en . . .?
- Mañana va a hacer . . .
- Va a estar . . .
- Va a . . .
- Va a hacer . . . grados.

Your partner will begin.
Lesson 3
Lesson 3-Modified

Objectives: Students will be able to identify why seasons in Chile differ from the United States.

Students will be able to compare and contrast vacation choices due to geographical locations.

Materials: Textbook-page 30-31

Flash cards of weather (from Lesson 2) and clothing

Venn Diagram

Sentence strips

Markers

I. Warm-up (5 minutes)

A. students answer questions on the board using weather vocabulary. ex: What is the weather today? What is the weather like in the summer?

B. Review of previous lesson

1. teacher shows flash cards with pictures and volunteers give weather/clothing expression

2. volunteer students read objectives on board and students write down

3. students share their homework assignment to the class

II. Class Coverage

A. page 30 in text (25-35 minutes)

1. for 2 minutes, students write down answers to the introductory questions printed in the text
2. after 2 minutes, turn to a partner and compare answers (2-3 minutes)

3. discuss results as a class (5 minutes)

4. brainstorm on board what article is about before reading (5 minutes)

5. volunteers read each paragraph

6. as a class, discuss article by answering questions from the teacher, ex: What are the winter months in Chile?

7. relook at list on board to see if predictions were accurate

8. list other countries that are similar to Chile

9. discuss why the seasons in the U.S. are opposite of those in Chile

B. Discuss page 31 in text in pairs and then as a class (15 minutes)

1. in a venn diagram provided by teacher, discuss and write in pairs the similarities and differences in vacation between students in Chile and students in the United States

2. with partner, decide what part of the U.S. is most like Chile in its geography and why. Students write group answer on a sentence strip

3. as class, each pair reads answer and puts on board

4. once sentences are on board, check for any similarities

5. come to an agreement as a class as to what part of U.S. is like Chile

III. Closure (5 minutes)

A. Review lesson

1. on sentence strips, students write down what they think the purpose of the lesson was

2. volunteers read their answers to the class and then post them
Functions

* Writing
* Comparing
* Contrasting
* Reading
* Predicting
* Speaking

Notions

* Seasons and Months
* Vacation Activities
* Weather

Descriptive Narrative

As with every lesson, repetition is my main concern because it reinforces language. Repetition also gives the students practice using the language and provides reinforcement of vocabulary, language structures, and intonation. I start this lesson with a review of key vocabulary terms from the previous lesson. Students then answer and share two questions in their text to prepare them for the lesson. As a class, we brainstorm ideas of what the article could be about, read, and then compare our predictions with the text. We continue the discussion by further exploring why seasons are different amongst countries and how this affects vacation choices.
In this lesson, I felt that relating what was being learned to students own lives would heighten interest level therefore increasing comprehension. I also felt that as students speak and write information down, it helps them learn the material and improve their pronunciation and flow of speech. I additionally wanted to move the lesson away from being teacher-centered to becoming more student-centered, so therefore I put more focus on having students participate in group activities while I acted as a facilitator.
Estas fotos son de Chile. ¿Qué estaciones se muestran? ¿Cuáles son los meses de esas estaciones en Chile?

July and August are winter months in Chile. The summer months are January and February. Because of Chile's long coastline along the Pacific Ocean, going to the beach then is very popular.

A Chilean young person reports, "Me gusta ir a Viña del Mar con mi familia. Por la mañana, tomamos el sol y nadamos en el océano o en la piscina. Por la tarde, descansamos y por la noche, jugamos videojuegos, vamos al cine o vemos la tele."

Young people in Chile do a variety of things during their summer vacation. Some may help their parent in a family business. Others may go to camp in the southern part of the country. Scout camps are especially popular.

In July, Chilean students have a short winter vacation. Some may go to a ski resort in the Andes. More often, however, they visit relatives or friends.
Vacation Choices

Chile  United States
Lesson 4
Lesson 4 Modified

Objectives: Students will be able to discuss the differences between two forecasts
Students will be able to discuss the weather for the week

Materials: Index cards with statements about Chile and the United States
Two forecasts-1 from CT Post, 1 from computer of different country
Venn diagrams
White-lined paper
Project Guidelines
List of country choices
Review questions of lesson

I. Warm-up (5-7 minutes)
   A. Review of previous learned material
      1. Students are given index cards with statements printed on them.
      2. Students separate the statements into 2 columns by deciding if the statement is
         about Chile or the United States
   B. Objectives/agenda printed on board
      1. Students read the objectives as a class

II. Class Coverage
   A. Compare and Contrast Forecasts (20-25 minutes)
      1. In groups of three, students receive a weather forecast of Argentina and the United States
      2. Students compare the formats (information included) of the two by discussing similarities and differences
         a. Students do this by dividing a piece of paper in half and writing the
similarities on one side and the differences on the other

3. teacher then models how to fill in a Venn diagram

4. teacher checks for comprehension of instructions and then passes out blank copies of Venn diagrams to each group.

5. students use their notes from above to fill in a Venn diagram

6. class discussion on the findings of the activity and volunteers come to the board to write their answers into the Venn diagram

B. Compare weather in forecast for today and the rest of the week (15 minutes)

1. teacher models the activity using Monday as an example

2. students discuss the forecasts in groups jotting down notes in a T-chart

3. students share their findings with the class

C. Project (10 minutes)

1. guidelines/rubrics are given to the students and read to prepare for the next lesson

2. teacher gives students a list of possible countries
   a. students choose a country, but must choose a country other than their own

III. Closure (5-7 minutes)

A. Review lesson

1. students get a list of questions to answer based on information they obtained for the day

2. teacher asks students what the purpose of the lesson was and then reviews objectives

B. Homework: read information chart to know what to research
Functions

*Writing

*Comparing

*Communicating

*Listening

Notions

*Weather forecasts

Descriptive Narrative

In this lesson, I begin with a review of the previous lesson, as in prior lessons, but I changed the warm-up activity to be more hands-on to further comprehension and give students more practice. I then group students and have them compare two forecasts from different countries. Students first discuss their findings in their group, jot down their findings and then put them into a Venn diagram after I model how to do one. In the following activity, students use the same activities to discuss the weather conditions for the week. We then read the project guidelines and choose countries as a preparation for the following lesson. To close lesson 4, I give students a list of questions to answer based on what they have learned.

This lesson is more student-centered, with two activities so students could have more success. Rather than pair students, this time I decided to have them work in groups of 3 so they could improve their speaking skills and I also wanted them each to have a role in each activity (ex: leader, recorder, etc.). I further decided to group them because it
allowed me to pair students of different academic strengths so they could all learn from each other. These small groups allowed me to give more individualized attention to each group and the activities were able to move at a faster pace. In the two activities done in this lesson, students knew what was expected of them, how much time they had to complete each activity, and the exact role of each member.
Buenos Aires
Latitud: 34° 38' Sur  Longitud: 58° 28' Oeste  Altitud: 25 msnm

:: Ultimos datos

21.0°C (70°F)
Nublado Parcial

Humedad: 68%
Presión: 1,015.4 hPa

Datos registrados a las 20:00 hs

:: El Sol
Amanecer  » 5:38 hs.
Ocaso    » 19:53 hs.
Duración  » 2m. 56s.
Cenit    » 12:46 hs.

:: La Luna

% lleno: 38.95%
Próx. L. Nueva:  » 2/1
Próx. L. Llena: » 19/12

:: Datos de ayer
Máxima: 22.8°C (Hi 73 F)
Mínima: 20.0°C (Lo 68 F)

:: Pronóstico extendido

Martes 10
Llovizna
Máx. 26° C (Hi 79 F)
Mín. 17° C (Lo 63 F)

Miércoles 11
Nublado Parcial
Máx. 27° C (Hi 81 F)
Mín. 17° C (Lo 63 F)

Jueves 12
Nublado Parcial
Máx. 26° C (Hi 79 F)
Mín. 16° C (Lo 61 F)

Viernes 13
Despejado
Máx. 29° C (Hi 84 F)
Mín. 17° C (Lo 63 F)

Sábado 14
Nublado Parcial
Máx. 30° C (Hi 86 F)
Mín. 19° C (Lo 66 F)
Cosas que están en el pronóstico

Argentina

Los Estados Unidos
Tu Pronóstico del Tiempo

BACKGROUND

¡Felicidades! You have just been hired as the new meterologist for Telemundo and are about to present your first weather forecast.

TASK

Your task is to create an energetic weather forecast that will not only inform the audience but also make them enjoy watching your program.

AUDIENCE

The audience for your forecast will be the millions of people that watch Telemundo around the world.

PURPOSE

The purpose of this task is to apply your knowledge of informal commands, the verbs poder, querer, llevar and gustar, along with weather expressions and any additional weather vocabulary.

PROCEDURE

Day 1: 

_____ Read the attached assessment list.

_____ Choose your country and locate the capital.

_____ Read through the chart to know what information you will need to include in your announcement.

Day 2: 

_____ Log onto the computer. Go onto the internet and type the following address, (http://www.wunderground.com/). Go to languages, and choose Spanish. Click on the World Map of where your country is located.
Research your country and complete the information chart.

**Day 3:**

Write your announcement including the following information:

- Saludo
- La fecha
- Tu nombre
- Tu ciudad y el país
- El tiempo de Hoy
- El tiempo de mañana
- Consejo
- Cierre

You may wish to include any additional information that may be relative to your forecast.

**Day 4:**

Hand in the written script.

Record you announcement on video.
Performance Task Assessment List
for “El Pronóstico del Tiempo”

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Earned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content of Written Script</strong></td>
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<tr>
<td>Saludo</td>
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<td></td>
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<tr>
<td>Fecha</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Tu Nombre</td>
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<td></td>
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<tr>
<td>Tu ciudad y El Pais</td>
<td>5</td>
<td></td>
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<tr>
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<tr>
<td>Cierre</td>
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<tr>
<td><strong>Informational Chart</strong></td>
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<td>(Completed with correct information)</td>
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<tr>
<td><strong>Grammatical Accuracy</strong></td>
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<tr>
<td>(Correct use of informal commands, llevar, poder, gustar, querer, weather expressions, clothing)</td>
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<tr>
<td>Plays role with confidence</td>
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</table>

Aconsejas

La Ropa
Country choices for final unit project

Name of student

Argentina

Bolivia

Chile

Colombia

Costa Rica

Cuba

Dominican Republic

Ecuador

El Salvador

Guatemala

Honduras

Mexico

Nicaragua

Panama

Paraguay

Peru

Puerto Rico

Spain

Uruguay

Venezuela
Modified Lesson

Answer the following questions in complete sentences.

1. What two things did you compare today?

2. How are they similar?

3. How are they different?

4. Are the predicted forecasts for the week the same for the two countries?

5. Why do you think the two forecasts are different?
For summer vacation, we travel to other states.

For winter vacation, we stay at home.

Our winter months are January and February.

Our summer months are July and August.

Our summer months are January and February.
For summer vacation, we go to camp.

Our winter months are July and August.

For winter vacation, we visit our relatives/friends.
Lesson 5
Lesson 5 Modified

Objectives:

Students will be able to research the weather in a Spanish-speaking country

Students will be able to write and present a weather forecast for their country

Materials:

Computer

Project Guidelines (from Lesson 4)

Information chart for project

White-lined paper

Video camera

Props

I. Warm-up (5 minutes)

A. Review of previous lesson

1. students take two minutes to jot down items that are included in a weather forecast

2. students share answers with the class

B. Objectives/agenda stated

1. volunteer students read objectives of the day

II. Class Coverage

A. Research (1 day)

1. students research their country using

2. students fill out information chart

B. Write-up of forecast (2 days)

1. students write their announcement which includes

  -greeting

  -date

  -weather today

  -weather tomorrow
a. teacher writes model sentences on board to help students write their forecasts

ex: Today is ...(date), My name is..., I am here in ... with the forecast, The weather today is..., The weather tomorrow will be..., You should...(activities), You should wear...

2. include any additional relevant information

3. students hand in rough draft for corrections

4. students receive drafts back the next day and then correct the errors

5. students have two days to prepare for video taping

C. Video (1-2 days)

1. students record their forecast on video

a. students may use notes if needed

b. students can use props to increase their grade

III. Closure (10-15 minutes)

A. Review of everything learned to close the unit

B. As a class, students discuss their interests, opinions, and preferences of the final project

1. teacher takes notes to better improve the unit for the following year
Functions

*Writing
*Researching
*Recording
*Speaking

Notions

*Clothing
*Activities
*Weather

Descriptive Narrative

In this lesson, students first brainstorm on paper what items are in a weather forecast to review the previous lesson and also to help prepare them for the final unit project. Students share their answers with the class and begin their project. On the first day of the project, students research their country by logging onto the web site and following their information chart to jot down the correct information. If a problem arises, students can ask me for help or change the web site information to their native language to help speed up the process. On the second day, students write their forecasts with the information they obtained. To help them with the write-up, I provide model sentences on the board for them to follow. By the end of the third day, students hand in their rough drafts and receive them the next day so they can make corrections based on the comments I write. Once students are prepared with their forecast and props, they are videotaped. To close the unit, we review everything, and then students express their
opinions/preferences of the unit. While the discussion is going on, I take notes so I can improve the unit for the following year.

In this lesson, I allow native language to be recognized and used in my class because I want students to feel respected and valued. This use of the native language can also improve comprehension skills for learning the new language. I thought this project and unit would be good to give students the opportunity to learn about other cultures and gain a better appreciation for people who are different from them.

I decided to provide model sentences for students to help those who have never seen a forecast or to give direction to those who have seen many. I want to give students a focus and not have them all over the place. Upon further consideration, next year I will show examples of forecasts from local television stations to show exactly what I am looking for, but also to show how different two forecasts may be. By showing real forecasts, it will make the project more authentic. I will also pass out a survey for students to fill out with their opinions of the unit rather than just hold a discussion.
<table>
<thead>
<tr>
<th>Ciudades</th>
<th>Temperatura de Hoy</th>
<th>Humedad</th>
<th>Viento</th>
<th>Condiciones</th>
<th>Visibilidad</th>
<th>Temperatura</th>
<th>Temperatura</th>
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Aconsejas (Advice) | La Ropa (Clothing)
Checklists
Sheltered ELL Strategies Checklist

<table>
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<tr>
<th>Sheltered Features</th>
<th>Lessons</th>
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<td>1.b. Model (Instructions, Processes)</td>
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<td>1.c. Activate Background Knowledge</td>
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<td>2.b. Develop Vocabulary</td>
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<td>4.a. Teacher Questioning and Response Strategies; Instructional Conversations</td>
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<tr>
<td>4.b. Small Group Work (including information gap activities)</td>
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<td>4.c. Meaningful, real-life activities; Students as researchers</td>
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Adapted from the Sheltered Instruction Observation Protocol (SIOP)

Training for All Teachers Program • Southern Connecticut State University
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Adapted from the *Sheltered Instruction Observation Protocol (SIOP)*

Training for All Teachers Program • Southern Connecticut State University
**Sheltered ELL Strategies Checklist**

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## Sheltered ELL Strategies Checklist

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Training for All Teachers Program • Southern Connecticut State University
Original Lessons
Lesson 1 Original

Objectives:

Students will learn Spanish-speaking countries and capitals

Students will apply their knowledge through activities

Materials:

Maps of Mexico, Central America, and South America

Worksheet-the nationalities

Index Cards with capitals and countries

I. Class Coverage

A. Introduction to the unit (5-10 minutes)

B. Countries and capitals (65 minutes)

1. students receive copies of maps of Mexico, Central America, and South America

2. as a class, maps are filled out together with repetition of the country and capital (40 minutes)

   a. questions are asked after every 5 countries/capitals are given. ex: What is the capital of...? ...is the capital of ...?

3. students are given 2 dittos (attached) called nationalities (las nacionalidades...) (10 minutes)

   a. teacher assesses comprehension of vocabulary by asking the following two questions about people on ditto. ex: Where is ...? Where is ... from?

4. groups of 3, students play memory with cards to further comprehension (15 minutes)

   a. one set has capitals, the other has pictures of a country highlighted

   b. students work collaboratively to find matches by flipping two cards over

II. Closure (5 minutes)

A. Review of lesson

B. Homework ditto-students unscramble words to find a capital and then write the country

Source: Lesson created by myself for a 7th and 8th grade class
Lesson 2 Original

Objectives: Students will learn vocabulary associated with weather and apply their knowledge through activities

Materials: Warm-up Worksheet (match countries/capitals)
Quiz
Vocabulary Packet of pictures
Transparencies with weather symbols
Worksheet of Argentina with cities and weather symbols

I. Warm-up (5 minutes)
   A. Students pick up worksheet on back table and complete it (match country with capital)
   B. Review of previous lesson, objectives/agenda stated

II. Class Coverage
   A. Quiz on countries and capitals (20 minutes)
   B. Weather Vocabulary (2 days)
      1. students receive a copy of vocabulary pictures
      2. as a class, packet is filled out together with the word and a definition. Class repeats each word after teacher
         a. teacher asks questions after every 5 words to check for comprehension
      3. transparencies of countries with weather photos are placed on the overhead (10 minutes)
         a. teacher asks What is the weather in...?
         b. looking at transparencies, students answer the question in a complete sentence using weather expressions
4. in pairs, students discuss the days weather and weather during the four seasons. They further discuss the clothing they wear in each season. (10 minutes)

C. Activity map with weather (15 minutes)

1. in pairs, students are each given a different map of Argentina with cities and weather symbols that lack information

2. students ask each other questions to complete their weather map and write down their partners answers

III. Closure (5 minutes)

A. Review lesson

B. Homework: Describe weather for today

Source: Lesson created by myself for a 7th and 8th grade class
Lesson 3 Original

Objectives: Students will read about what young people do for vacation in Chile

Students will discuss what they do during their vacation

Materials: Textbook-page 30-31

I. Warm-up (5 minutes)
   A. students answer questions on the board using weather vocabulary. ex: What is the weather today? What is the weather like in the summer?
   B. Review of previous lesson, objectives/agenda stated

II. Class Coverage
   A. page 30 in text (20-30 minutes)
      1. answer introductory questions printed in the text as a class
      2. brainstorm what the paragraphs are about before reading
      3. volunteers read each paragraph
      4. as a class, discuss what is read by answering questions from the teacher, ex: What are the winter months in Chile?
      5. list other countries that are similar to Chile
      6. discuss why the seasons in the U.S. are opposite of those in Chile
   B. Discuss page 31 in text in pairs and then as a class (15 minutes)
      1. how is your vacation similar to and different from students in Chile
      2. what part of the U.S. is most like Chile in its geography

III. Closure (5 minutes)
   A. Review lesson

Source: Lesson created by myself for a 7th and 8th grade class
Lesson 4 Original

Objectives: Students will look at and discuss two types of forecasts

Students will discuss the weather for the week

Materials: Two forecasts-1 from the CT Post, 1 from the computer of different country

Venn diagram

Project Guidelines

I. Warm-up (5 minutes)

A. Students answer questions about how seasons can be different amongst places and what the reasons are that make this true

B. Review previously learned material, objectives/agenda stated

II. Class Coverage

A. Compare and Contrast Forecasts (15-20 minutes)

1. in groups of three, students receive a weather forecast of Argentina and the United States

2. students compare the formats (information included) of the two by discussing the similarities and differences

3. students use this information to fill in a Venn diagram

4. class discussion on the findings of the activity

B. Compare weather in forecast for today and the rest of the week (10 minutes)

1. students discuss the forecasts in groups

2. students share their findings with the class

C. Project (10 minutes)

1. guidelines/rubrics are given to the students and read to prepare for the next lesson

2. countries are chosen by the students
III. Closure (5 minutes)

A. Review lesson

B. Homework: read information chart to know what to research

Source: Lesson created by myself for a 7th and 8th grade class
**Lesson 5 Original**

Objectives:  
- Students will research the weather in a Spanish-speaking country  
- Students will write and present a weather forecast for their country

Materials:  
- Computer  
- Information chart for project  
- Project Guidelines (from Lesson 4)  
- Video camera

I. Warm-up (5 minutes)  
   A. Review of previous lesson, objectives/agenda stated

II. Class Coverage  
   A. Research (1 day)  
      1. students research their country using  
      2. students fill out information chart  
   B. Write-up of forecast (2 days)  
      1. students write their announcement which includes  
         - greeting  
         - date  
         - name  
         - city/country  
         - weather today  
         - weather tomorrow  
         - advice  
         - clothing  
      2. include any additional relevant information  
      3. students hand in rough draft for corrections  
   C. Video (1-2 days)  
      1. students record their forecast on video
III. Closure (10-15 minutes)

A. Review of everything learned to close the unit

B. As a class, students discuss their interests, opinions, and preferences of the final project

Source: Lesson created by myself for a 7th and 8th grade class