

PREPARING TO LEARN (PERIOD 3) **75 minutes**

ACTIVITY	DESCRIPTION OF THE ACTIVITY (role of Teacher and Students)	RATIONALE (why are you doing it) EVALUATION (will you be evaluating, if so, what?) COMPETENCIES (What competency(ies) will be developed)
<p>Activity 1: Review vocabulary and functional language Brainstorm Estimated time (10 minutes) See appendix 3</p> <p>Activity 2: Read the situation with students. Complete the performance checklist See appendix 3 Estimated time (5 minutes)</p>	<p>Activity 1: Before listening the teacher will review weather vocabulary on the IWB. Students will be asked to come up to the IWB to match and read the vocabulary word with the corresponding definition. Where would you hear these vocabulary words? (TV weather forecast or news reports) When and why do people listen to the weather forecast? (in the morning before going to work, to know what to wear, or before going on a trip to have a better idea of what to pack) Students should respond with everyday life experiences examples. They will brainstorm the topic and think about possible answers to the questions. Teacher will inform students of the next activity (listening task).</p> <p>Activity 2: Situation: You want to have information about winter weather in order to buy appropriate clothing for your trip. You watch an online video about two friends getting ready to go skiing. You go on the North Face website and you buy appropriate clothing. Students will complete the performance checklist for listening before listening. <i>See appendix 3.</i></p>	<p>Activity 1: To introduce students with the topic.</p> <p>To familiarize students with key vocabulary for the subsequent listening task.</p> <p>To activate prior knowledge. To make predictions about what students are about to hear.(cognitive strategy)</p> <p>Competency: Interacts orally in English</p> <p>Activity 2: To remind students of the situation.</p> <p>To encourage students to reflect on the different cognitive steps to be taken in preparing for a listening activity.</p> <p>Planning (metacognitive strategy)- Self-evaluate (metacognitive strategy)</p>

CARRYING OUT LEARNING (DURING)

<p>Activity 3: Listening for general information. Group discussion. Estimated time (8 minutes)</p>	<p>Activity 3: Before playing the video clip, the teacher will write the following questions on the board and will ask students to pay attention to general information while they listen. Who is speaking in this video? What are they talking about? Where are they going? Why is the man concerned about the weather report? Have you ever gone skiing? Do you know anyone who goes skiing? Would you like to go skiing? Do you think it is important to check the weather forecast before you go skiing? Why? Teacher will play the video clip once and ask the general comprehension question. Students will watch and listen carefully to the video clip. During this time, they will take notes in order to answer the general questions.</p>	<p>Activity 3: To answer general comprehension questions. To briefly summarize the text. To ensure students have grasped the main idea. To establish connections with the text. Competency: Interacts orally in English Reinvests understanding of texts</p>
<p>Activity 4: Complete the cloze. Estimated time (10 minutes) Complete the performance checklist. See appendix 3 Estimated time (3 minutes)</p>	<p>Activity 4: Teacher will pass around copies of the text script with missing information and will play the video for a second time. Students will listen again and fill in the blanks from the text script. Teacher will play the text for a third time. (If necessary the video will be played again). This time, the teacher will instruct students to check their answers and pay close attention to the weather in B.C. Teacher will ask students “what is the expected weather forecast in BC?” and then call upon 1 or 2 students for the answer. Students will review their work and verify their understanding of the text. Students will confirm their answers and take notes about BC weather. One or two students will summarize BC weather for the rest of the class. Teacher will ask students the following questions. Is there something else that they should consider before they go on the trip? What about road conditions? Students will complete the performance checklist for after listening. See Appendix 3.</p>	<p>Activity 4: To listen for specific details/vocabulary words. To verify predictions To pay selective attention (metacognitive strategy) To summarize the text. To generalize beyond the text. To self- monitor (metacognitive strategy) Competency: Interacts orally in English Reinvests understanding of texts</p>

INTEGRATING WHAT WAS LEARNED (POST)

<p>Activity 5: Making an online purchase. Reinvestment task Estimated time (40 minutes) See appendix 3</p>	<p>Activity 5: After listening, the teacher will remind the class that they are going on a (pretend) trip that may take place in the winter. Teacher will discuss with students what types of clothing would be necessary for this kind of trip (Winter clothing, jacket, boots, gloves, hats etc.) Students have already learned clothing. Teacher will show students the North Face website and using the IWB will demonstrate how to navigate the site. Teacher will ensure to point out specific vocabulary such as hoodies, vests, fleece, and insulated. Teacher will then hand out the North Face order form and explain how to carry out the activity using iPads. Students will scan a QR code to facilitate access to the website. Teacher will place students in groups of 2 and will give each group an iPad and an “order form” worksheet. Teacher will instruct the class that they are required to make an online purchase for their trip by filling out the order form with relevant information. During this time, the teacher will circulate the classroom to answer any questions and offer technology and language support.</p> <p>Students will engage in discussion, while utilizing appropriate weather/clothing vocabulary learned in previous classes. Students will be encouraged to pay attention and ask any relevant questions they may have. Students will navigate the North Face website on their iPads, exploring the different clothing sections. Students will choose 6 items and fill out the corresponding order form using the appropriate information from the website.</p>	<p>Activity 5: To practice oral interaction. To review weather and clothing vocabulary. To practice providing information based on real life situations. Pay selective attention (metacognitive strategy)</p> <p>Competency: Interacts orally in English Reinvests understanding of texts</p>
<p>Activity 6: WWW and EBI (What Went Well and Even Better If) Estimated time (5 minutes)</p>	<p>Activity 6: Students will be given a handout to write two things that went well in today’s class and two things that could have been better. Students will reflect on their learning and use their English language skills to express their thoughts, feelings and ideas.</p>	<p>Activity 6: To reflect on the activity To discuss what went well and what improvements could be made. To seek feedback for teacher.</p>

Performance Checklist for Listening		
Before Listening	Yes	No
I understand the task.		
I know what I must pay attention to while I listen.		
I asked the teacher for clarifications, if necessary.		
I recalled all I know about winter weather.		
I made predictions on what I am about to hear.		
I am ready to pay attention and concentrate on what I am about to hear.		

Performance Checklist for Listening

After Listening	Yes	No
I concentrated on the task.		
I attempted to verify my predictions.		
I revised my predictions accordingly.		
I used key words to understand the text.		
I used my knowledge of the context to understand and of text structure to understand the text.		
I focused my attention on the information needed.		
I encouraged myself.		
In order to improve my performance, next time I will.....		