
Title of your lesson: Seasons of the Year and the Weather

ANALYZE LEARNERS -- Learner’s general characteristics: the lesson is designed for ESL students participating in the distance learning program at San Jacinto Adult Learning Center. These students have different ESL levels and they show up to face-to-face instruction once a week for one or two hours. These students must take a progress test after accumulating 60 hours of instruction, so the purpose of this lesson will help them to be prepared for their progress test, which is the BEST Plus ®.

Entry characteristics:

- The students are classified in different ESL levels by the on-line software they use for the class.
- The students are between 18 to 80+ years old.
- The DL-ESL class is formed mostly of women.
- Their education level varies, some of them completed secondary education and others only grammar school.

Most of the Distance Learning – ESL students show up for face-to face instruction on Thursdays, so this will facilitate a group instruction, however, this lesson can be adapted to individual or pair instruction in any other day of the week students attend. It is expected that students create seasons of the year and weather vocabulary foldable®.

Learning Styles: the students took the Barsch Learning style inventory during the program orientation-registration.

State Objectives (please use active measurable verbs, for example, maybe begin with ‘students will...’)

This lesson is designed to meet the Adult Education Standards and its alignment with the BEST Plus test. The objectives in this lesson plan are:

**COGNITIVE (COMPREHENSION LEVEL)**

(C) Watching the today’s weather forecast on-line (http://www.kvia.com/), (A) the students (B) will be able to identify weather forecast vocabulary and write it on their notebook; (D) advanced students will copy a minimum of 10 words and lower level students 3 or more.

**PSYCHOMOTOR**
(C) Given a sample of a four door-book foldable and websites where we can find printable material, (A) the students (B) will create a foldable with the four seasons of the year and weather vocabulary; (D) the foldable will include images, pictures, titles, vocabulary and data like the sample without error.

**COGNITIVE (APPLICATION LEVEL)**

(Group lesson)

(C) Using the four-door foldable as visual aid, (A) the students (B) will illustrate and describe verbally a season of the year; (D) they need to name the following components: the season of the year dates, weather conditions, temperature and outfit recommendations.

(Individual lesson)

(C) Using the four-door foldable, (A) the students (B) will illustrate and describe verbally the four season of the year individually; (D) they need to name the following components: the season of the year dates, weather conditions, temperature and outfit recommendations.

**AFFECTIVE**

(C) Given the opportunity to work in an ESL team of various levels, (A) the students (B) will discuss and debate about their favorite season of the year, (D) as measured by a language strategies in structured communication rubric (according with their ESL level).

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**Select Methods, Media & Materials**

**Media and materials:**

**Strategies:** group collaboration and/or individual instruction strategies have been designed for this lesson. Creating a foldable and using differentiated ESL websites are part of the andragogy strategies in this lesson.

Instructor will use the “Tell Me, Show Me, Involve Me” teaching strategy before students start the activity.

This lesson will be covered in 60 to 75 minutes.

**Media:** Students will watch the weather forecast of the day in the following webpage: www.kvia.com/weather. Students will use a seasons of the year foldable that includes prints, texts, visuals, pictures and drawings.

Big posters of seasons of the year (4) will be hanging strategically around the classroom.

**Materials:** Students will have access to iPads, a printer, headphones and internet connection to complete assignments. Basic material, like construction paper, scissors, glue, crayons, and markers will be available.

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**Utilize Materials (how will you use each of the above – note examples below)**

**Media and materials:**

Classroom computers and the SmartBoard will be checked and ready to use. The SmartBoard will be ready to watch a forecast video on www.kvia.com.

Students will utilize the iPads to obtain the necessary data to complete their foldable (pictures, vocabulary, drawings, etc.). The websites they will use are listed below. Use iPads and headphones to watch the forecast video(s). After completing the foldable students will be ready to talk about their foldable.
Websites to use for printable material and speaking activities:
http://www.agendaweb.org/vocabulary/weather-worksheets-resources.html
https://www.englishwsheets.com/weather.html
https://www.education.com/worksheets/weather-seasons/
http://www.michellehenry.fr/weather5.htm
http://www.esol.com

Instructor will hang the seasons of the year posters around the classroom. Tables and chairs will be arranged to form groups of 4. The iPads will be full battery charge and accessible to all students to complete their assignment and a formative assessment.

Students will complete a formative assessment on socrative.com as an exit ticket.

Require Learner Participation (& Teaching style)
The following instruction are designed for a group or individual activity

Engagement practice
1. Watch the weather forecast and take notes (Students will be listening actively the weather forecast of the day on KVIA-ABC 7).

“Show me first” activity
2. Instructor will introduce the 4-door foldable® and describe the seasons of the year (modeling acticity).

Group Practice
3. Divide the class in groups of four. Ask students to stand up in front of the season their birthday fall on. Choose a member of each season to form groups of 4.

Collaboration
4. Students will create their foldable by following handout instructions. The students could search the following websites to print material for their foldable:
   http://www.agendaweb.org/vocabulary/weather-worksheets-resources.html
   https://www.englishwsheets.com/weather.html
   https://www.education.com/worksheets/weather-seasons/
   http://www.michellehenry.fr/weather5.htm
   http://www.esol.com
   Note: use video vocabulary and phrases in the foldable as well.

5. Students will describe their birthday season individually and use their foldable as visual aid.

Individual Practice (steps 1-2 are the same as the group practice)
1. Watch the weather forecast and take notes (Students will be listening actively the weather forecast of the day on KVIA-ABC 7).
2. Instructor will introduce the 4-door foldable and describe the seasons of the year (modeling)
3. Students will create their foldable by following handout instructions and watch the instructor’s model. The students could search the above websites to print material for their foldable.

4. Student will describe the 4 seasons of the year by using the foldable as visual aid.

**Four-Door Book**

1. Make a *shutter fold* (p. 21) using a larger sheet of paper.
2. Fold the *shutter fold* in half like a *hamburger*. Crease well.
3. Open the project and cut along the two inside *valley folds*.
4. These cuts will form four doors on the inside of the project.

Use this book for organizing information on four things. When folded in half like a *hamburger*, a finished *four-door book* can be glued inside a large (11" × 17") *shutter fold* as part of a more inclusive project.

Instructor will assess students by monitoring individual presentations and correct pronunciation as necessary, use the Speaking Rubric.

Students will complete a formative assessment on socrative.com as an exit ticket (Room Number: MARTINEZ3091).
Instructor will assess students by monitoring individual presentations and correct pronunciation as necessary, using the Speaking Rubric.

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**Speaking Rubric**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of vocabulary words and expressions from the unit</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Uses some vocabulary words and expressions from the unit</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Uses few vocabulary words or expressions from the unit</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of grammar points from the unit; uses grammar with control and accuracy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Uses some grammar points from the unit; uses grammar with less control and accuracy</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Does not use grammar points from the unit; uses grammar with little control or accuracy</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech is authentic and fluent; there is authentic communication with partner</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Speech is overly rehearsed at points; not true communication</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Speech is not authentic; is not really listening to and communicating with partner</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task completion</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student completed the task successfully</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Student mostly completed the task; student went off topic at various points</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Student was not able to successfully complete the task; see comments</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Also, students will complete a formative assessment on socrative.com as an exit ticket (Room Number: MARTINEZ3091).

**Evaluation of Instruction**

Media & Methods: Students were engaged creating their foldable and looking for the material on the websites.

Were students excited?
Did students appear to enjoy the lesson, i.e.?
Every student participated actively in speaking activity about the seasons of the year and advanced levels students helped to lower levels students to complete the assignment. Active learning and collaborations strategies worked successfully in this lesson.

There were 17 students taking the formative assessment in three different groups. The results are average and there were some details that need to be re-teach. There were individual reports that can be printed as PDF and give it to every student to identify their weaknesses in the lesson. Here it is an example:

The following image shows a graph report of the formative assessment on socrative.com
Reflection on lesson overall (this area should include your thoughts, comments, ideas, i.e.

- Was the lesson successful?
- What did the students think of the lesson?
- What did you think of the lesson?
- Would you change anything for the next time you teach/instruct this lesson, i.e.)

The lesson was presented to two groups: a group of 16 students and a group of 3 students. The first group worked in teams and the second group worked individually. The lesson learning objectives were met as planned for team work; however, the Affective learning objective wasn’t as successful as in the first group when it was presented as individual work. As I (instructor) walked around monitoring the activities, I noticed that working in team helped students to get ideas and material to debate. All students took a formative assessment on-line and the report showed grades above 80. Also, the language strategies in structured communication rubric helped me to score ESL speaking guidelines and standards.

The length of the lesson was appropriate for group work, but not for students working individually, so I need to include an extra activity or be prepared to cover the lesson objective with different strategies. A flipped classroom strategy will help me to improve the lesson presentation, for example, I could ask students to watch the weather forecast before coming to class or to create the 4-door foldable® before coming to class. Thus, the students could concentrate more in the speaking activity, rather than the foldable®.

The media and material used in the lesson were appropriate for all ESL level. Low ESL levels had the opportunity of re-watch the weather forecast online by using the iPads. The websites contain ESL material simplified classroom differentiation for advanced levels and lower levels. Yet, a color printer would make simpler the foldable® activity.

The formative assessment on socrative.com shows average grades, so it means that there are some details that need to be re-teach and evaluated.

Also, a brief summary from the instructor might help to evaluate the students learning. Questions and answers method could be used to assess students understanding. The questions would include:

- What is the temperature today?
- What’s the weather forecast for the weekend?

** This plan modeled after the ASSURE Format as found in Smaldino, Russell, Heinich, & Molenda (2005). Please use a File type artifact to upload and submit documents to this assignment. 