

Virtual Classroom – Activity 3 – Weather, daily routines and ordinal numbers

Grade: GESE Grade 3 (CEFR A2)

Focus: Talking about the weather and routines

Time: 90 minutes (1 hour 45 minutes with optional activities)

Aims:

- ▶ To practise vocabulary for GESE Grade 3: weather, daily routines, ordinal numbers
- ▶ To develop communication skills
- ▶ To prepare candidates for the GESE Grade 3 exam

Materials needed:

- ▶ [Worksheet 1](#) – Pictures of weather
- ▶ [Worksheet 2](#) – Weather dice - this is an interactive dice tool, the students can click to roll
- ▶ [Worksheet 3](#) – Daily routine pictures
- ▶ [Worksheet 4](#) – Table showing the times of day
- ▶ Scissors and glue

In class

Weather warm-up (10 minutes)

1. Show learners [Worksheet 1](#) by using a share screen option.
2. Ask them what each weather shown is, correct and drill where needed.
3. Nominate students at random and ask: 'what's number 3/6/1?'
4. Ask learners what the weather is like where they are today, what it was like yesterday, and what they think it is going to be tomorrow.
5. Extension: Share [Worksheet 1](#) on your screen and tell learners to memorise what weather is in each square.
6. Stop sharing your screen and check what the learners can remember eg: 'What's number 3/2/6?' Give points for correct answers.
7. Extension: Mime one weather type and ask learners what they think you are showing. They can answer verbally or type answers into the chat box. Now nominate a learner and ask them to mime for the class to guess. If possible/desired, you can dictate which weather they should show by writing a prompt into a private chat box so that only the nominated learner can see it.
8. Further extension: Take a poll of the class' favourite weather. This can be done via an online poll, raising hands, or even by asking learners to 'stand up if you like snow / touch your shoulders if you like rain'.
9. Further extension: Share your screen, showing [Worksheet 2](#) (weather dice). Show learners how to roll the dice, then ask them what weather they see. Show them how to return to the dice (by clicking on the cross in the top right corner).
10. Share [Worksheet 3](#) with all learners (either through the chat box or through other backchannel) and ask them to do the same for homework.

Daily routine (45 minutes)

1. Narrate your typical day to the students, acting out what you do and asking them to prompt with words they know eg: 'Every day I ... [mime waking up] at 7 o'clock'.
2. Test the learners by asking them what actions they remember you narrated.
3. Share [Worksheet 3](#) on your screen. Nominate a student and ask them what action each picture represents. Drill pronunciation where necessary.

4. Ask another student to type the action into the chat box. Correct spelling if needed, then ask all learners to write the word down in their work books.
5. Extension: Ask what other activities they do every day to add to their lists.
6. Nominate learners and ask them one or two questions about their routine eg: *'Marco, what time do you usually get up?'*
7. Extension: Revise time if needed.
8. Share [Worksheet 4](#) via screen share. Ask one of the learners to ask you a question about your routine, following your model from step 6. You can type the question starter into chat box, or highlight it on the worksheet eg: Learner: *'What time do you have breakfast?'* Teacher: *'I have breakfast at 7.30'.*
9. As you answer, type the activity into the correct time on the worksheet. Repeat this until you have filled several squares.
10. Now send a copy of the worksheet to all learners (either through the chat box or an alternative backchannel) to write their own routine into the boxes in the left column. If learners cannot do this on their device, they can write this on paper.

What time do you ...?

1. Revise the question *'What time do you...?'* one more time.
2. Nominate one learner and fill in some of their answers in the column on the right of your worksheet as they answer.
3. Place the learners into breakout rooms (two members per room). They continue the activity, filling the right hand column with their partner's answers.
4. Alternative: Instead of doing the question and answering, ask students to use their worksheet to narrate their typical day to their breakout groups. They can act out the actions while they narrate, as you did in step 1 of the previous activity.
5. Alternative: If you or your learners are not comfortable using breakout rooms, learners can ask you questions, one at a time, and they fill in your answers in the right hand column of the worksheet. You can check they have the right answers afterwards by asking *'What time do I...?'*
6. Alternative: Learners can fill in the boxes with the routines of family members, and report back.
7. Alternative: Show a picture of a friend or family member and speak on their behalf. Students can ask you *'What time does he/she brush his/her teeth?'*
8. Alternative: Use the left column of the worksheet to describe a typical week day. Use the right side of the sheet to describe a typical Saturday/Sunday. These can be saved and sent to you via a backchannel (eg email or LMS) for marking if desired.

Stirring activities

- ▶ For teachers who want to incorporate crafts into lessons and move away from screen time, you can ask learners to draw and label a poster of their daily routines.
- ▶ To revise time, ask students to act as a clock and show you various times using their arms.
- ▶ To revise daily routine actions, mime actions and ask learners to call out the actions. You can then nominate a learner to mime the next action (either of their own choosing, or one you communicate to them via a private message in the chat box).