

## HOW IS THE WEATHER?

### Communicative Task for Spanish as a Second Language Grade 10 (3-Year)

#### TASK SUMMARY

Students compose and present a brief, simple weather report.

#### Student Focus for the Task

I can present a simple weather report.

#### PRINCIPLE OUTCOME FOR THIS TASK

General Outcome	Specific Outcome
<b>Applications: A-1.1:</b> share factual information	b. ask for and provide basic information

#### SUPPORTING OUTCOMES FOR THIS TASK

General Outcome	Specific Outcome
<b>Language Competence: LC-2.2:</b> oral production	a. produce simple words and phrases, orally, in guided situations
<b>Language Competence: LC-5.2:</b> text forms	a. experience a variety of text forms

#### PREPARING FOR THE TASK

- Introduce the “I can” statement to the class. Ensure it is visible throughout the task. Ask students how they will know they have been able to present a simple weather report. How is a weather report composed? With students, build a list of indicators that will help them know they have achieved the “I can” statement.

#### I can present a simple weather report

I know this because...

- I used words and phrases used in real weather reports.
- I provided accurate information about the weather.
- I shared my report orally.

- Review vocabulary for numbers, days of the week, and months of the year.
- Review simple vocabulary associated with weather (e.g. sunny, hot, windy, cloudy, warm, cold, etc.), and verbs such as *tener que*, *ir a*, *poder*, and “*ar*, *ir*” verb infinitives.

#### INSTRUCTIONAL SUPPORT

- Discuss with students the information that needs to be included in a weather report. Discuss how weather reports sound on the radio and TV, how they typically begin, end, present factual information, etc.

- If possible, have students listen to a sample of actual weather reports in Spanish from radio or TV. Students should take note of words and phrases that would be helpful for them to use when creating their own weather reports.
- With student input, create a sample weather report describing the weather conditions for the day.
- If there is a local Spanish radio program, it may be possible to arrange to have students present weather reports on the radio. Students could also present their weather reports over the school intercom. (Students presenting a weather report to an actual audience would make the task authentic.) These final steps would make the task more authentic for students.

### **FEEDBACK FOR LEARNING**

- Students compose a weather report, using the instructional supports, and practice their presentation with a peer. The peer coach provides feedback, using sentence starters such as:
  - Your weather report sounds authentic because... I suggest...
  - You have described the weather accurately...You could try...
- Using peer and teacher feedback, students self-reflect on whether or not they have achieved the “I can” statement. They use this feedback to improve their work on a final draft.

*This task was developed by teachers at the Alberta Assessment Consortium (AAC) Summer Workshop for Second Languages, funded by a grant from Alberta Education.*

## HOW IS THE WEATHER? – Student Task

Your Spanish class has been invited to deliver a daily weather report for a local Spanish radio program. Students in the class will take turns delivering a weather report that might include the following:

- a greeting
- an introduction (your name, school, grade, etc.)
- the date
- the temperature forecast
- a few facts about the weather (sunny/cold/cloudy, etc.)
- a closing statement

Have a great day!