

OUT-OF-SCHOOL LEARNING ENVIRONMENTS ENGLISH ACTIVITY PLAN

ACTIVITY PLAN

Activity Venue: Nearby City Park (Open Air)

Venue Category: National Garden

Year 3

Course English

Theme

Theme 3: Personal Life

Duration 40+40 minutes (2 lesson hours)

Interdisciplinary

Relations:

Life Study/Science of Life, Visual Arts, Physical Education and Games, Türkçe

Objective:

To enable students to acquire basic English vocabulary related to weather conditions (sunny, raining, cold, hot) and appropriate clothing (hat, coat, t-shirt, umbrella) through physical actions, predictions, and games by observing the weather conditions outdoors.

Learning Outcomes:

- ENG.3.3.L1. Pupils can get ready for the

listening/watching-comprehension process for the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing”.

- ENG.3.3.L2. Pupils can bring information about the current

content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” together with key details and main components while listening/watching it

- ENG.3.3.L3. Pupils can make meaning of/derive meaning **from the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” through details**

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by listening/watching it carefully

- ENG.3.3.L4. Pupils can convey their knowledge, experience, thoughts, and feelings about the whole listening/watching-comprehension process in relation to the current content on “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” in a very simple way.

- ENG.3.3.P1. Pupils can select and use the target phonological elements of the current content about “personal life with parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing” accurately, authentically, and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others.

Key Concepts

Sunny, rainy, windy, cold, hot, coat, hat, t-shirt, umbrella.

Materials

Weather wheel, real objects (hat, coat, umbrella), "Weather Spy" cards, colorful paints, chalk.

IMPLEMENTATION STEPS

Pre-Evaluation

ENG.3.3.L1.a : Before leaving the classroom, students' prior knowledge is activated in Turkish sby asking: "Children, did you notice what the weather was like when you came to school today? What are you wearing today?"

ENG.3.3.L1.b : The teacher uses TPR (Total Physical Response) without speaking any Turkish to ensure students understand **weather conditions through physical movements**: for hot, makes a fanning motion; for cold, shivers or rubs arms; for it's raining, pretends to be protected from the rain.

ENG.3.3.L1.c: The teacher shows an umbrella as realia and asks students to predict the weather for the outdoor activity ("Is it raining").

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Establishing Links

(Warm-up /

Connection)

ENG.3.3.L2.a: Students and the teacher step into the park together. At the entrance of the park, the teacher points to small weather visuals (sun, cloud, wind) previously hung on tree branches or benches to draw the students' attention, asking: "Look! What can you see?".

ENG.3.3.L2.b & c: The teacher gathers the children around a large tree in the park. In a cheerful tone and using gestures, body movements, and facial expressions, the teacher leads the chant of the day ("Look at the sky! Sunny, sunny, hot and sunny!..."). Students listen to this rhythmic narration holistically without interruption, understanding that the main topic is clothes and weather, and noticing the basic details in the chant.

Learning-Teaching

Practices

ENG.3.3.L3.a: As soon as the chant ends, the teacher connects the chant to the real-world weather by pointing to the umbrella **and the sky:** Students immediately compare their initial weather predictions made in the classroom with the clues in the chant and the actual weather conditions in the park to check their accuracy.

ENG.3.3.L3.b & c (The Weather Sorting Flow): Right after this comparison, the teacher draws two large circles on the ground **under the tree using chalk:** WEATHER and CLOTHES. The teacher shows the students the clothing cards (a coat, a t-shirt) mentioned in the story and pulled out of the teacher's vocabulary bag. With the help of these concrete visuals, students sort the cards and place them in the appropriate HOT or COLD circle.

ENG.3.3.L3.d & e: During this activity, students naturally begin to make connection between clothing and weather conditions ("Coat is for cold weather, a T-shirt is for hot weather"). They match the clothing words with the corresponding weather conditions

ENG.3.3.L3.f: Right after this comparison, the teacher points to the children's own clothes. Students look at the clothes they are wearing and relate them to the current weather conditions.

ENG.3.3.P1.a, b, c, d, e (Phonological Awareness):

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Throughout this entire process, the teacher models the correct pronunciation and intonation of words like "Sunny", "Rainy", and "Windy". Rhythmic repetitions are carried out first with the whole class, then in groups. As they continue walking in the park, when a sudden gust of wind blows, students naturally use the words and pronunciation patterns they have practised by saying, 'It's windy!'

Evaluation

ENG.3.3.L4.a & b (Transition to the Emotion and Thought Circle): Without interrupting the natural communication and walking process in the park, the final stage evolves into creating an "Emotion, Thought, and Experience Circle" in the area where the park benches are located. Sitting in a circle, students share what they learned, how they felt, and what they experienced throughout this process with their peers using very simple English words or body language ("I feel happy. It is sunny today!").

Following this verbal and physical sharing, they fill out the visual English self-assessment form (APPENDIX-1) distributed to them upon returning from the park to reinforce their learning.

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Reflection

"My Weather Journal": Students are given small pieces of paper with the question "How did today's trip make me feel?". The activity is concluded by asking them to make colorful drawings reflecting the weather they observed in the park and how they felt (e.g., a happy child drawing a sun or a cloud).





APPENDIX-1: SELF-ASSESSMENT FORM

Hi Weather Detectives! This form is for you to think about your English adventure in the park. Please put a tick (✓) or draw a star (*) in the box that fits you best.

Criteria	Yes 	Sometimes 	No 
1. I listened to the weather words carefully.			
2. I used my body to show different types of weather.			
3. I matched the clothes with the correct weather in the circles.			
4. I tried to pronounce the weather words clearly.			
5. I shared my feelings and spoke English with my friends.			

APPENDIX-2: Chant of the Day ("The Weather Chant")

(Teacher leads the chant with rhythmic clapping and body movements, and students repeat chorally)

Look at the sky!

Sunny, sunny, hot and sunny!

Look at the sky!

Windy, windy, cold and windy!

Look at the sky!

Rainy, rainy, take your umbrella!

Put on your coat, put on your hat!

That is that!

APPENDIX-3: Visuals

