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| Skill Objective #1 (Students will be able to…) use ‘there is’ and ‘there are’ in a written and spoken exercise using names of businesses and (government) offices in their neighborhood. |
| Frameworks: L1.2b, S1.2b, S2.2c, R2.2k, W2.2a |
| Content Objective #1 (Students will know that…) “public place” vocabulary, using ‘s’ for plurals, using ‘there is’ for singular and ‘there are’ for plural, to make a question you put the verb to be in front and use rising intonation. |
| Frameworks: L1.2b, S1.2b, S2.2c, R2.2k, W2.2a |
| Activities: ( Students have prepared for this class by looking at their neighborhood and noting different business, offices and transportation related structures.) I put up a large poster of my own neighborhood—Central Square in Cambridge--on the bb) I ask students what they see.   1. I say: We use ‘There is’ for one thing, ‘there are’ for more than one thing. Ex. There is one post office in this neighborhood. There are 2 Indian restaurants at Central Sq. There are 4 supermarkets. I write on the board:   a bus stop.  a taxi stand.  two 7 Elevens.  2 drugstores.   1. To the left of those phrases, write There is or There are. I read them first and then we do a choral practice. Hand out an exercise with similar sentences and have them complete it individually. Go over as a group. Oral practice. I point to a few things in the Central Square poster and call on students to make a sentence with there is or there are. (a Tax Man, a Starbucks, 2 Mexican restaurants, 2 thrift stores…) 2. Have students work in pairs to make 3 true and 3 false sentences about the poster. Each student will read one sentence and others will vote if true or false. 3. Making questions: Is there? Are there? Write these on the board next to the statements. Is there one post office? Are there 2 7-Elevens? etc. Point out that when you ask a question, your voice goes up. Draw a pitch arrow next to each question. 4. Write on bb. What do you say if  * the answer is yes? Yes, there is. Yes, there are. * the answer is no? No, there isn’t. No, there aren’t.  1. Ss make their statements into questions. Call on students to ask one question. Call on another student to answer. |
| Materials : There is-there are worksheet, Homework #1: Write 5 sentences using there is and there are about this picture ( another neighborhood) |
| Assessment #1  In class exercise (and homework assignment) |
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| Skill Objective #2 (Students will be able to…) answer yes-no comprehension questions about a simple text. |
| Frameworks: R1.2a, R1.2b, R1.2c., R2.2b, Rr2.2f, S2.2a |
| Content Objective #2 (Students will know that…) |
| Frameworks: R2.2a, R2.2b, R2.2d |
| Activities:  I’ve written three sentences about a neighborhood on bb. I tell them that when we see a period, we stop. When we see a comma, we make a small stop. Demonstrate.   1. When you say a question, your voice goes up. ***Are there 3 Seven-Elevens at Central Square?*** Tell them that if they say this with normal intonation, I might not understand. 2. Pass out handout with story about my neighborhood. “I live at Central Square in Cambridge. My neighborhood is very convenient. Etc” We echo read the story. The story has ten Yes-No questions under it. 3. They answer the Yes-No questions. Review 4. Call on students to ask the yes/no questions. Review intonation of questions. They can ask another student to answer the question.   5. I hand out homework # 2: Write 5 sentences about your neighborhood with there is, there are. |
| Materials: handout with my story about Central Square with comprehension questions. Neighborhood poster. Homework #2 |
| Assessment #2: in class exercise, homework #2 |
| Wrap Up Reflection: Ask the students to say two things about their neighborhood, one affirmative, one negative. |