|  |
| --- |
| Skill Objective #1 (Students will be able to…) use ‘there is’ and ‘there are’ in a written and spoken exercise using classroom nouns. |
| Frameworks: L1.2b, S1.2b, S2.2c, R2.2k, W2.2a  |
| Content Objective #1 (Students will know that…) classroom vocabulary, using ‘s’ for plurals (with exceptions), 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:1. I say: We use ‘There is’ for one thing, ‘there are’ for more than one thing. Ex. There is one man in the class. There are 16 women in the class. There are 17 students. I write on the board:

a cabinet.a clock.two blackboards.20 desks.1. To the left of those phrases, write There is or There are. Most Americans make the contraction with There is to There’s. write that to the right of the sentence. Choral read: There is a cabinet. There’s a cabinet. There is a clock. There’s one clock.
2. Hand out exercise and have them complete the top part individually. Go over as a group. Oral practice. I point to a few things in the room and call on students to make a sentence with there is or there are. (a pencil sharpener, 2 doors, a calendar, 5 dictionaries…)
3. Have students work in pairs to make 3 true and 3 false sentences about the class. Each student will read one sentence and others will vote if true or false.
4. Making questions: Is there? Are there? Write these on the board next to the statements. Is there one cabinet? Are there 20 desks? etc. When you ask a question, your voice goes up. Draw a pitch arrow next to each question.
5. Write on the board. What do we 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: Write 5 sentences using there is and there are about this picture |
| Assessment #1In class exercise and homework assignment |
| Wrap Up Reflection |
| Skill Objective #2 (Students will be able to…) answer T-F 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…) English names of certain countries, the words for numbers from one-twenty, When reading and speaking using declarative sentences, we use falling intonation and we pause at the end of a sentence. |
| Frameworks: R2.2a, R2.2b, R2.2d  |
| Activities: 1. I say: Every language has its music. When we say a normal sentence, our voice goes down at the end. (sentences on the board) Echo read sentences:

***There are 20 desks in this classroom.*** ***My class starts at 6:00.*** ***Turn off your cell phone in class.*** When you see a period, you stop. When you see a comma, you make a small stop.***Today is Tuesday, February 4, 2014.*** 1. When you say a question, your voice goes up. ***Are there 2 students from Nepal in this class?*** If you say this like a normal sentence, I don’t understand.
2. Pass out handout with story ‘English 1’ from EiA worksbook page 13 with my comprehension questions on the back. Echo read story.
3. Answer the T-F questions on the back. Review
4. Call on students to ask the yes/no questions. Review intonation of questions. They can ask another student to answer the question.
 |
| Materials: handout with story ‘English 1’ from EiA worksbook page 13 with my comprehension questions on the back |
| Assessment #2: in class exercise, exit ticket (I give show a short sentence or question and student has to read with correct intonation) |
| Wrap Up Reflection: How many students are there in the story? How many men students are there? How many students are there in this class? How many men? Do women like school more than men? |