Class:\_\_\_ELL 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_Lori Segall\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_\_\_\_Hometown\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_Dec. 2, 2013\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Skill Objective #1 (Students will be able to…)  write a short piece about their hometown, including location in country and adjectives to describe the place. |
| Frameworks: W2.2 a-e, |
| Content Objective #1 (Students will know that…)  Use adjectives and phrases such as ‘on the coast’, ‘in the mountains’, ‘in the middle,’ ‘in the north’ etc. to describe their hometown. |
| Frameworks: L 1.2 a&b, L 2.2b, S2.2 a-d |
| Activities  1a. Tape map of US to board. What is this? Write ***north, south, east, west*** on the board on the appropriate sides of the map. Where is Boston? ‘In the east. Where is California? Florida? Minnesota? (I point, students respond)  Point to the middle. Where is this? In the middle (or center)  Write words: ***coast, mountains, desert, border***  Can anyone show me where the coast is? Same for other words.  We say ‘on the coast’, ‘on the border’, ‘in the mountains’ and ‘in the desert’, because coast and border are on a line and desert and mountains are an area.  Where is the Atlantic ocean? Boston is in the east. The Atlantic Ocean is east of Boston. Do other examples. What country is north of the United States, etc.   * Is San Francisco on the coast? Yes, it is. * Is Boston on the border? No, it isn’t. * Is New York in the west? * Is Seattle near the border? * Is Denver near the mountains? * Is Miami near the ocean?   b. Do English in Action Workbook page 34 exercise D, controlled practice with these terms.  c. Pass out ‘Where are you from?’ handout. Demonstrate with one student. Work with a partner to ask and answer the questions. Work with somebody who does NOT sit near you. You can move to the other side of the room.  What country are you from?  What city are you from?  Where is it? Describe (in the east, west, north, south)  (on the border, on the coast, in the middle, in the mountains, in the desert)  Are the summers hot and humid?  Are the winters cold?  d. Open books (English in Action) to page 83. Echo read story of Steven Lee. Any words you don’t understand? I ask Is Taipei a small town? What adjectives does Steven use to talk about the people of Taipei? For homework, write a story about your hometown. |
| Materials  Map of US, Where are you from? handout |
| Assessment #1  Homework to turn in |
| Wrap Up Reflection  What are some adjectives we can use to describe Somerville? |
| Skill Objective #2 (Students will be able to…)  read large numbers (over a million) with 80% accuracy to describe population |
| Frameworks: L1.2a, L1.2b, L2.2e, S2.2b, S3.2b |
| Content Objective #2 (Students will know that…)  How to say and understand large numbers |
| Frameworks: : L1.2a, L1.2b, L2.2e, S2.2b, S3.2b |
| Activities  1a. Show how to read large numbers, starting by writing a 3-digit number on the board and add another number on its left.  Open books to page 85. Listen to CD ex. A  What is this number? Have Keydi read 6,297,000 (population of El Salvador)  15,080,000 have Cesar read (pop of Guatemala)  10,170,000 have Zulie read (pop of Haiti)  198,700,000 have Brazilian read  b. Open book to page 85 of English in Action play CD for ex. A and they listen.  c. Do ex. B - they write the large numbers.  d. Work with a partner on Ex. C where one reads the first 4 numbers and the other closes book and writes numbers. Compare. Switch for other 4 numbers. |
| Materials  CD player and CD, list of numbers they have to read. |
| Assessment #2  I circulate among pairs to see if they are correctly reading the numbers. |
| Wrap Up Reflection  To leave the room, each student has to read a number that I show them that is over 1 million. |