Class:\_\_\_\_ELL C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_Bethany Vaughn\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_\_\_Comparative As As \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_10/0/16\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Skill Objective #1 (Students will be able to…)  Use as/as and not as/as structure while speaking. |
| Frameworks:  S2.4 Use intermediate grammatical structures |
| Content Objective #1 (Students will know that…)  As/as compares two things that are equal and not as/as shows inequality and is often a polite alternative to comparative adjectives. |
| Frameworks:  W1.rd Express preferences and comparisons |
| Activities  1a. Using computer projector, display matching simile game found at https://www.englishclub.com/esl-games/vocabulary/matching-similes.htm. In pairs, students attempt to determine which words are connected.  b. Using direct instruction, go over the rules of as/as comparison and not/as comparison and explain the differences between as/as, not as/as and comparative adjectives.  c. Give students photographs of people that are similar, yet different. Ask students to create a list of appropriate descriptive adjectives .Ask students to create as/as and not as/as comparisons without writing down their answers. As a review, ask students to also say 2 sentences using comparative adjectives and 1 superlative sentence.  d. Give students 10 minutes to then write sentences about the photographs using as/as and not as/as. While students are writing, interview individual students and ask for verbal responses using as/as and not as/as format correctly. |
| Materials  Projector, photographs |
| Assessment #1  Listen to student sentences and check for accuracy. |
| Wrap Up Reflection  Students share their paragraphs with a new partner. Students listen to their partner and check to see if student’s responses follow as/as not as/as format. |
| Skill Objective #2 (Students will be able to…)  Students will scan the text looking for comparative and superlative adjectives. Students will discuss the use of comparatives in the text and use the comparatives to compare information found within the text. |
| Frameworks:  R1.rc Compare/contrast information from a simplified or adapted multi-paragraph text |
| Content Objective #2 (Students will know that…)  American culture differs depending on the region in which people live. Students will also talk about changes in family life after coming to the US. |
| Frameworks:  Content objective Personal Daily Life, 4  W1.ra Organize related ideas around a theme. |
| Activities  1a. Preview vocabulary in Contact USA, pg. 40 using Devin Kearn’s method of yes/no examples and turn and talk explanations. (aspects, population, **prosperous**, expanding, restoring, **shift**, mobile, suburbs). \*Bold vocab words are the 2 main focus words.  b. Students read through the article looking for examples of comparatives. Students share examples found with a partner.  c. Discuss the following sentences found in the article. “During this time, in the late 1940’s and early 1950’s, city residents became wealthier, more prosperous. Ask students how residents could have become wealthier, according to the previous paragraph. “This population shift is bringing problems as well as benefits”. Ask students to compare the different lifestyles between suburban living and urban living.  d. Complete Think About it on pg. 45 individually, as a class, create a chart on the board comparing the different benefits and problems with city and suburb living. Create sentences on the board using comparative and as/as not as/as.  e. Students write two paragraph answering the questions ”Would you prefer to live in the city or in the suburbs? In your native country, would you answer this question the same way? Why or why not.” Students should use comparative and as/as, not as/as sentences to support their views. |
| Materials  Contact USA |
| Assessment #2  Student’s writing should demonstrate proper use of comparative and as/as, not as/as structure. |
| Wrap Up Reflection  Students stand with questions about their choices:  Stand if you would prefer the city  Stand if you would prefer the suburbs  Stand if you believe the suburbs are safer  Stand if you believe the city provides more opportunities, etc. |