Class:ELL C Teacher: Liz Sayre Date: 10/31/13

Lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Skill Objective #1 (Students will be able to…)  Use the computer to find information, answer questions, interpret data, and report to classmates |
| Frameworks:  W1 4b; W2 4b, 4d, W3 4c; R3 4b, 4c; S1 4d; S2 4c |
| Content Objective #1 (Students will know that…)  Information about the USA can be found in an on-line encyclopedia; the encyclopedia can be researched in different languages; the USA has 50 varied states. |
| Frameworks:  US culture, Compare and contrast differences |
| Activities  1a. Use Wikipedia to research a US state of choice other than the one studied in textbook (CA) and Massachusetts Use “State Lookup” worksheet  b. Read and record data referenced on worksheet; prepare to report to class about selected state  c. Learn new vocabulary associated with statistics, economy, geographic descriptions, etc  d. Learn and document new information about Massachusetts in native language Wikipedia |
| Materials  Computer lab, teacher’s worksheet |
| Assessment #1  Observe and help students with internet navigation; assess students’ clear understanding of directions and vocabulary (see worksheets)  Assess ability to communicate new knowledge to classmates  What did you learn about MA that you didn’t know before? |
| Wrap Up Reflection  What state would you like to visit and why?  How is this state different or the same as your native country? |
| Skill Objective #2 (Students will be able to…)   * Read and understand the article “Misunderstandings”. * Identify main ideas, decode unfamiliar words * Pronounce most words correctly, especially past tense |
| Frameworks: R1 4b; R2 4a, 4b, 4c, 4d, 4f; R3 4a, 4b work on pronunciation skills |
| Content Objective #2 (Students will know that…)  Misunderstandings occur everywhere and can be humorous as well as problematic. |
| Frameworks: S1 4d; S2 4c |
| Activities  1a. Look up vocabulary words and report to classmates. Use worksheets: “vocab”, “complete vocab”  b. Read, discuss, “Misunderstandings”; complete exercises or for homework;  c. Select past tense verbs according to sound as well as regular and irregular: Who found the most in 15 minutes, check use worksheet “verbs” |
| Materials  “Misunderstandings” from Even More True Stories, 3 teacher-created worksheets. |
| Assessment #2  Listen to reading and check for pronunciation and phrasing. Check for expressions of main ideas and supporting details and for ability to sequence. |
| Wrap Up Reflection  Have you misunderstood or been misunderstood? When/why does this happen? How can we overcome misunderstandings?  Do you feel more comfortable using the internet? What other US information would you like to learn about? Other topics for future computer lab lessons? |