Level D, Laura Brooks, Geography / Health, submitted 10/31/13

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| **Skill Objective #1 (Students will be able to…)**  -communicate information using the passive form. |
| **Frameworks:** W2.5d / S 2.5a |
| **Content Objective #1** (Students will know …)  -more about the location of the various U.S. states and what they produce. |
| **Activities**  1a. introduce the form and usage of the passive  b. do exercise where the Ss read sentences and circle the correct verb – active or passive  c. do 2nd exercise reading a U.S. map and writing sentences using the passive to describe the various states and what they produce |
| **Materials**  Handout |
| **Assessment #1**  Circle the classroom and check the work that students are doing on their papers.  After the students complete the 2nd exercise, see if they can tell me (orally) about one of the states. |
| **Wrap Up Reflection**  How accurate are their sentences and oral communication? |
| **Skill Objective #2** (Students will be able to…)  -more frequently stress the correct syllable in a word.  -discuss/understand health issues relating to food with a better command of related vocabulary. |
| **Frameworks:**  R2.5b / W1.5a |
| **Content Objective #2** (Students will know …)  -more about health as it relates to food. |
| **Activities**  1a. Discuss question on page 62 in groups.  b. Using a dictionary, identify multi-syllabic word on page 63 in terms of syllable # and stress (example: chemical = 3.1).  c. With a partner, do matching exercise with other word cards from the reading on page 64 – 65 and stress cards (example: 3.2).  d. Individuals read aloud (p. 64 – 65), I correct syllable stress (as well as other pronunciation issues).  e. Go over the answers (done for homework) to exercises on pages 63, 66, and 67.  f. Students answer questions (on handout) to demonstrate understanding of vocabulary as well as the reading passage in general. |
| **Materials**  Text (*Reading Connections 4*), word and syllable/stress cards, question handout |
| **Assessment #2**  Listen to the students reading aloud (for stress).  Check results of matching activity.  Go over students’ answers on the handout. |
| **Wrap Up Reflection**  How successful were the students in answering the handout questions involving vocabulary words? |