Class: ELL5 Teacher: Jennifer Barrett

Lesson: Reading “And the Lucky Number Is” Date: 3/3/15

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| Skill Objective #1 (Students will be able to…)  Express themselves on unfamiliar topics and elaborate on complex ideas, both their own and others | Skill Objective #2 (Students will be able to…)  Read, comprehend, and analyze multi-paragraph materials  Elaborate ideas in a clear, cohesive passage |
| Frameworks: S1.6a, S1.6c | Frameworks: R1.6a-e, |
| Content Objective #1 (Students will know…) | Content Objective #2 (Students will know that…) |
| Activities   1. Warm-up: Ask students to share with the class some superstitions they pay attention to even though they may not really believe in them. For example, they may avoid walking under a ladder even though they don’t think it will necessarily bring bad luck. 2. Invite students from several different cultures in your class to tell about animal or number superstitions that are found in their part of the world. Compare and contrast superstitions about a particular animal or number across several different cultures. 3. In pairs, students discuss the symbols in the photos before the reading “And the Lucky Number Is…” 4. Ask students what superstitions they have heard of in connection with numbers. Students list their responses on the board. 5. Students will read the first and last paragraphs of the reading *only*. One student reads the first paragraph, and one reads the last. Students will discuss what they read and predict what the rest of the reading will be about. | Activities   1. Students will read the passage in its entirety. 2. After students have read, the teacher asks students two or three easy comprehension questions that guide them to the main points of the reading. 3. Students read the Vocabulary in Context questions, work in pairs to answer them, and then go back to the reading to check their answers. 4. Students work in pairs to answer the Vocabulary Building questions and compare their answers as a group. Then have students work individually to write sentences for the Vocabulary in New Context activity. 5. Students peer edit with a partner. 6. Students read the general comprehension questions (Looking for the Main Ideas). Students have 10 minutes to write the answers or discuss them in pairs. Have them check the answers by referring back to the passage. 7. Give students a chance to search for and guess the meaning of any unknown words. 8. Students will choose one sentence from the passage to share with the class that they find *interesting, beautiful,* or *that they don’t understand*. Students will explain the sentences in the context of the reading. |
| Materials: *Weaving It Together Vol 3* Unit 1; Ch 2 | Materials: *Weaving It Together: Vol 3*:Unit 1; Ch 2 |
| Assessment #1: | Assessment #2: Students will choose one sentence from the passage to share with the class that they find *interesting, beautiful,* or *that they don’t understand*. Students will explain the sentences in the context of the reading. |
| Wrap Up Reflection: | Wrap Up Reflection: In Journals: Students will Interview family members and friends about lucky numbers and other superstitions they believe in. Describe the superstitions. Tell how each person came to adopt this particular belief. What proof or examples does he or she give to support the belief that the superstition is true? |