Class:\_\_\_\_ELL 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Anne Perämäki\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme/Lesson: Getting to Know You Date: January, 2015

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| **Content Objective(s)**  | **ELL or ABE/ASE Frameworks Strands & Standards** |
| Grammar: Personal pronouns The verb to be in singular in statements and questions Large/small Where | S1.2cS2.2c, S2.2b, L2.2a, R1.2a,  L2.2f, L3.2eS3.2a, S3.2dS2.2d |
| Content: Get to know your classmates’ names and their countries of origin.See on the map where those countries are located.Learn something about the world.  |
| **Skill Objective(s)** (Students will be able to…) |
| Share some personal information:State their name and tell where they are fromAsk and tell about their classmate’s country of originAnswer questions about the location of their native country and show it on mapWrite down the same information of an index card |
| Materials: Index cardsA soft ball A map of the world 2 teacher-made worksheet |

**LESSON OBJECTIVE(S):**

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| Activities:1. I will introduce myself, tell them where I’m from and ask if anyone can find Finland on the map of the world, which I have put up on the bb. If there are no volunteers, I point it out myself. Then I ask people to find the US, Brazil and maybe Haiti, depending on where most of the ss are from. I write down what I said as an example. My name is X, I’m from X, X is a small country. I give people 2 mins. to think about their statements. I take out the ball and explain the game we are going to play. I toss the ball randomly to a student and tell him/her to give me her info, and ask her to do the same thing with the ball. I tell them to pay attention to the others and try to memorize the info. We’ll do this until everyone is done.2. I’ve taken notes to remember everyone’s info. I give out index cards and ask everyone to write their name on the card in large letters and prop it up in front of them. I go around the room to make sure about the pronunciation. I pick a random student to catch the ball and then to ask her/him where the student on their right is from. I model the answer: “He is from Brazil.” If the student doesn’t remember, she has to ask: “Where are you from?” We continue with this activity until everyone has had a turn. If they don’t remember the size of the country, they are to ask, “Is Brazil large or small?” 3. I ask the students to break into groups of 4. Everyone in a group memorizes their companions’ first name and country of origin. Check. 4. Still in the groups of four, each group works on a worksheet where they have to put in the correct forms of the verb to be. I walk around to check. I give them the second worksheet, where they have names of countries, and they have to decide it the country is large or small. They can consult the map. Check.5. The class is divided into two groups. The students are now asked to write the name of their country on the index card in front of them. I explain that the groups have a competition to see which one remembers more names and countries correctly. They get a couple of minutes to study the cards, after which I tell everyone to put their card away. Each group selects a spokesperson. They toss a coin to see which group goes first. The spokesman gets up and stops in front of the opposite group’s people he/she remembers and says “He is Sergio from Brazil. The group that remembers the most gets the prize, a bag of m and m’s. (OK, the loser group gets a consolation prize: a bag of m&ms, but a smaller one, mostly in hopes of getting a reaction or at least some laughter to break the ice.)  |  |

**ASSESSMENT(S):**

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| **Performance**  After the prizes have been handed out, the students individually try to remember everyone’s name and country, so the assessment happens on the spot. If 80% of the students remember 80% of the names and countries, I consider this learning activity a success. .  |