Class:\_\_\_\_\_\_ELL A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_Lori Segall\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_\_\_\_\_Basic Numbers\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_October 1, 2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Skill Objective #1 (Students will be able to…)  Pronounce and understand numbers between 0 and 100 |
| Frameworks: L2.2e, S1.2a |
| Content Objective #1 (Students will know that…)  Many numbers sound similar, such as 13 and 30, 14 and 40 |
| Frameworks: |
| Activities  1a. Hand out numbers page. Echo read 0-20. Special focus on three and eight.  Then read 30, 40, 50…What is the difference between 13 and 30? 14 and 40? Count syllables. Same, but stress is different. Need to pronounce clearly! Sometimes even English speakers have to repeat! Numbers between 13 and 19 are called teens. I write 13 and 30 on the board. I say one number. I will point to one number. If you think it’s this number, stand up. Repeat with other combinations.  b. What is the rule? Teen numbers stress syllable 2, big numbers stress syllable 1. Have them repeat the rule and then I say TEACH and they repeat to their partner.  c. Talk about numbers over 20, twenty-one, etc. Do dictation on numbers paper where I say a number and they write it. Have students volunteer to write them on the board.  d. Play Bingo with number cards. I call the first round. Winners call subsequent games. I correct pronunciation, as needed. |
| Materials  numbers page, bingo cards and spacers, bag with call numbers |
| Assessment #1  Checking bingo cards for winners to make sure they heard numbers correctly, listening for proper pronunciation of called numbers |
| Wrap Up Reflection  Do you need more practice with saying numbers? |
| Skill Objective #2 (Students will be able to…)  Read and understand a short story about a man in his new apartment |
| Frameworks: R2.2a, R2.2b, R2.2c, R2.2f, R2.2g |
| Content Objective #2 (Students will know that…)  3 prepositions of place: in, under and next to |
| Frameworks: |
| Activities  1a. I read story, they listen.  b. They match vocabulary words with pix on page 17.  c. Ask for volunteer to show ‘next to’, ‘under’ an ‘in’ using my backpack.  d. Point out ‘There is’ and ‘There are’ sentences. Talk about how that is different from ‘They are.’  e. Then echo read the story, line by line.  f. Students complete the prepositions of place exercise on page 18 |
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| Assessment #2  Walk around room to look at students’ exercises |
| Wrap Up Reflection  Jack has a kitchen, living room, bedroom and bathroom. Do you have the same rooms in your apartment here? How about in your home country? |