

# Unit 1 Social Studies Sample Lesson Plans<sup>1</sup>

Week 1, Lessons 1-5

**WEEK: 1    LESSON #:1    FOCUS: Partner Interview & Translate Essential Questions**

- **UNIT ESSENTIAL QUESTION (EQ):** Where are we from? How are these places similar and

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<sup>1</sup> Lesson Plan template was adapted from Echevarria, Vogt, & Short (2013). *Making Content Comprehensible for English Learners: The SIOP Model*.

different?	
<ul style="list-style-type: none"> <li><b>WEEKLY FOCUS QUESTION (FQ):</b> NA</li> </ul>	
<b>DAILY OBJECTIVES:</b> <ul style="list-style-type: none"> <li><b>Content:</b> Locate home country on a globe.</li> <li><b>Language:</b> Ask a question using 'Where are you from?' and answer using 'I am from _____.'</li> </ul>	<b>VOCABULARY:</b> (new words in <b>bold</b> , review words not in bold)  <b>Tier 1</b> <u>Nouns:</u> <b>partner, interview, question, place, country</b> <u>Verbs:</u> <b>ask, answer</b> <u>Adjectives:</u> <b>similar, different</b>
<b>MATERIALS:</b> <ol style="list-style-type: none"> <li>Chart paper with unit Essential Questions (EQs) in the center</li> <li>Strips of paper with EQs in English for each of the language groups in class</li> <li>Interview question and response frame for each table: 'Where are you from? I am from_____.'</li> <li>Globe for each table (world maps are ok, but a globe is ideal.)</li> <li>Chart with sentence frames to fill in student info - name, country. This will be first LEA text (Language Experience Approach).</li> </ol>	

<b>1. WARM UP</b> <ul style="list-style-type: none"> <li>Motivate, review yesterday's learning, and prepare for today's learning.</li> </ul>	10 minutes <b>individual /partners/ group</b> <b>REVIEW: VOCAB. or PRACTICE LANGUAGE</b> <b>NEW: BUILD BACKGROUND</b>  <b>Globe:</b> Find New York on the globe (or a world map). Review by showing on the globe and the Smart Board using Google Earth.
<b>2. CONNECT</b> <ul style="list-style-type: none"> <li>Show, <b>read and explain</b> today's objectives and link past to present learning.</li> <li>Explain or have student's predict how today's lesson supports the EQ or FQ.</li> </ul>	1 minute <b>whole class</b>  Explain that in Social Studies class all year, you will study the world including places and the people who live there, both now and a long time ago. Point to the place where you will keep daily objectives and explain that everyday we will have two objectives or things we need to do - something about Social Studies and something about English language. They are connected. Read and explain the objectives for today, acting out and point to visual aids/ charts as needed.

### **3. PRESENT and MODEL**

- Present new content and language frames (if used).
- Demonstrate how to perform the task that students need to do in step 4 (\*focus on modeling disciplinary thinking).

10 minutes

**whole class**

**Introduce and Name Task:** Say, 'Everything we do in class, I will show you how to do. You need to look and listen (use hand gestures) but DON'T talk. Today you will do a 'partner interview'. You will talk to your partner, to ask and answer questions. We will do this many times in the next few weeks.'

**Model** (You need a student to be your partner.)

- **I DO:** Say, 'Watch, listen and pay attention to what I do. You are going to ask the question 'Where are you from?' and your partner will answer 'I am from\_\_\_\_.' and point to it on the globe.' (Ask partner.) 'Hi, \_\_\_\_\_. Where are you from?' (Partner finds it on the globe and answers) 'I am from \_\_\_\_\_.' Then switch, so your partner asks you and you show and answer.'
- **WE DO:** Say, 'Now you can talk because you will help me. I need two volunteers to come and do the same.' Guide students in doing the same thing.

### **4. INTERACT**

- Students interact with activities and each other to meet objectives.
- This is bulk of the class and where most learning happens.
- Encourage students to use new vocabulary and language frames.

25 minutes

**individual/ partners/ group**

- **YOU DO:** Now partners do the same. You circulate to prompt and guide.

**Share as a Class:** Each student reports about partner using, '\_\_\_\_\_ is from \_\_\_\_\_.'

**Present EQs:** Show the EQs on the chart paper. Read them aloud, and have students read with you chorally. Demonstrate *place*, *similar* and *different*.

**Translate EQs:** Explain that many times in classes teachers will ask you to explain things in your home language. You are an expert in your language, since you have been speaking it from when you were a baby. You will use that to help you learn English. (It is critical to teach and reinforce that we respect all languages. Sometimes you might feel like laughing because languages sound different, but then students might be afraid to speak in their language.)

Now in home language groups, students will translate the two questions into their language onto a strip of paper. You will need to circulate, and possibly help transliterate (write out the sounds of the words using the English alphabet) the translations for students who can say the words but cannot write. Students need to use each other to do their best with translations.

**5. REVIEW and ASSESSMENT**

10 minutes

**whole class/ group / individual**

- Review lesson with input from students.
- Ask students to share what they have learned today.
- Assess individual learning.
- Connect to EQ or FQ.

**Share as a Class:** Each group says the EQs in home language. (Reinforce respect for all languages.)

Type LEA sentences for students to read during warm up tomorrow.  
'\_\_\_\_\_ is from \_\_\_\_\_.' (List form.)

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**WEEK: 1    LESSON #: 2    FOCUS: Powers of Ten Video & See-Think-Wonder**

- **UNIT ESSENTIAL QUESTIONS (EQ):** Where are we from? How are these places similar and different?
- **WEEKLY FOCUS QUESTION (FQ):** NA

**DAILY OBJECTIVES:**

- **Content:** See, think and ask questions about the world.
- **Language:** Describe and infer using 'I see\_\_.' and 'I think\_\_\_\_\_.'

**VOCABULARY:** (new words in **bold**, review words not in bold)

**Tier 3**  
**world**

**Tier 1**

Nouns: partner, interview, question, place, country

Verbs: ask, answer, **see, think, wonder**

Adjectives: similar, different, **close, far, big, small**

**MATERIALS:**

1. Printed photo for each student – *Ant on a Tree*  
(Ideally you print in color, but if only black and white, make sure you can project image in color.)  
[http://fc06.deviantart.net/fs28/i/2008/135/5/7/ant\\_on\\_a\\_tree\\_zooming\\_in\\_by\\_Sandman72289.jpg](http://fc06.deviantart.net/fs28/i/2008/135/5/7/ant_on_a_tree_zooming_in_by_Sandman72289.jpg)
2. See-Think-Wonder graphic organizer (2 on each table. These are for talking only, not writing.)
3. LEA sentences from yesterday.
4. Powers of Ten (1977 version)- YOU WILL ONLY SHOW THE FIRST 6:00 minutes  
<http://www.youtube.com/watch?v=38ti9BJiyvs>

<p><b>1. WARM UP</b></p> <ul style="list-style-type: none"> <li>➤ Motivate, review yesterday's learning, and prepare for today's learning.</li> </ul>	<p>10 minutes      <b>individual /partners/ group</b>  <b>REVIEW: VOCAB</b> or <b>PRACTICE LANGUAGE</b>      <b>NEW: BUILD BACKGROUND</b></p> <p><b>LEA Text Reading:</b> (This is yesterday's sentences that you typed.) This will become a routine, but this is the first time that students will work with LEA text in warm up so you will need to guide it. When students enter the room, they will file the LEA text in the correct section of their binder. You will read aloud once, and students will read after you to repeat. Then you will all read chorally together. Finally, partners read to each other and you circulate to support pronunciation of words and stress patterns of sentences, making sure students stop at the periods in sentences.</p>
<p><b>2. CONNECT</b></p> <ul style="list-style-type: none"> <li>➤ Show, <b>read and explain</b> today's objectives and link past to present learning.</li> <li>➤ Explain or have student's predict how today's lesson supports the EQ or FQ.</li> </ul>	<p>1 minute      <b>whole class</b></p> <p>Explain that in Social Studies class all year, you will study the world including places and the people who live there, both now and a long time ago. Point to the place where you will keep daily objectives and explain that everyday we will have two objectives or things we need to do- something about Social Studies and something about English language. They are connected. Read and explain the objectives for today, acting out and pointing to visual aids/ charts as needed.</p>
<p><b>3. PRESENT and MODEL</b></p> <ul style="list-style-type: none"> <li>➤ Present new content and language frames (if used).</li> <li>➤ Demonstrate how to perform the task that students need to do in step 4 (*focus on modeling disciplinary thinking).</li> </ul>	<p>20 minutes      <b>whole class</b></p> <p><b>Teach Tier 1 Vocabulary: close, far, big, small</b>  Hand each student a copy of <i>Ant on a Tree</i>, as you project a color copy. Give students a minute to look, and ask what they SEE. (Students share.) Ask what they THINK is happening. (Students share). Chart SEE-THINK. Ask students if they WONDER or have questions about this picture. (Students share.) Through demonstration, teach <i>close</i> and <i>far</i>. Ask students which picture is <i>far</i>, and which is <i>close</i>. Have them label them. Then ask students when something is <i>far</i>, is it <i>big</i> or <i>small</i>? What about when something is <i>close</i>? Demonstrate this by moving close to and far from different objects. Students will label their picture with Tier 1 words: <i>close, far, big, small</i>.</p> <p><b>Introduce and Name Task:</b> Say, 'Today you are going to watch a short film and you are going to say what you SEE, what you THINK, and what you WONDER, or ask questions you have. We will use this many times this year in all classes to understand what we are looking at. Today we will practice with a video that shows the world.' (Point to the globe to show <i>world</i>.)</p> <p><b>Model</b></p> <ul style="list-style-type: none"> <li>• <b>I DO:</b> Say, 'Everything we do in class, I will show you how to do. You need to look and listen (use hand gestures) but</li> </ul>

DON'T talk.<sup>2</sup> Watch me.' (Play beginning of video and stop at 40 seconds to think aloud) 'OK, I SEE\_\_\_\_\_. (gesture for see). I THINK\_\_\_\_\_ (gesture for think). I WONDER\_\_\_\_\_ (gesture for wonder). When you do this with your partner, you don't need to know how to say everything in English. I just want you to talk.'

- **WE DO:** Play a few more seconds of the clip (stop at 55 seconds) and have volunteers think and talk aloud using SEE-THINK-WONDER.

#### **4. INTERACT**

- Students interact with activities and each other to meet objectives.
- This is the bulk of the class and where most learning happens.
- Encourage students to use new vocabulary and language frames.

15 minutes **individual/ partners/ group**

- **YOU DO:** Play the rest of the video. Stop at two or three different parts for students to practice orally with a partner. Then listen to a few conversations with the whole class. (STOP all together at minute 6:00.) Students share their see-think-wonder and you chart in three columns, providing English where needed.<sup>3</sup>

#### **5. REVIEW and ASSESSMENT**

- Review lesson with input from students.
- Ask students to share what they have learned today.
- Assess individual learning.
- Connect to EQ or FQ.

10 minutes **whole class/ group / individual**

**Review:** Read back See-Think-Wonder chart. Connect back to the first EQ 'Where are we from?' (We are all from different countries, but we are from the same world.)

<sup>2</sup> Students do NOT talk during the 'I DO' part of the model. They help during the 'WE DO.'

<sup>3</sup> We want students to watch and think through the see-think-wonder lenses from the first week. They do not yet have the language skills to analyze and ask questions in English, so much of this will happen in the home language. Where students can help each other translate, you can rephrase their see-think-wonder comments in English. Student questions should be addressed for the duration of the unit.

- **UNIT ESSENTIAL QUESTION (EQ):** Where are we from? How are these places similar and different?
- **WEEKLY FOCUS QUESTION (FQ):** NA

**DAILY OBJECTIVES:**

- **Content:** Identify major parts on a world map.
- **Language:** Describe the world orally using ‘The world is/ has \_\_\_\_\_’ and target vocabulary.

**VOCABULARY:** (new words in **bold**, review words not in bold)

**Tier 3**

world

**land, water, continent, ocean**

**Tier 1**

Nouns: partner, interview, question, place, country, **globe, map**

Verbs: ask, answer, see, think, wonder, **zoom in, zoom out**

Adjectives: similar, different, close, far, big, small, **round, flat**

**MATERIALS:**

1. Pictures of *close/ far* for Warm Up
2. Two pictures: *land, water (ocean)*
2. *Beginner’s World Atlas*
3. Black and white blank world map, with envelope of cut out continents (Names of oceans come later.)
4. Glue, markers, brown/ blue colored pencils or crayons
5. Chart for new LEA text to describe world

**1. WARM UP**

- Motivate, review yesterday’s learning, and prepare for today’s learning.

10 minutes

**individual /partners/ group**

**REVIEW: VOCAB.** or **PRACTICE LANGUAGE**

**NEW: BUILD BACKGROUND**

**Pictures of close and far:** Students will look at two pictures. They name each picture *close* and *big* and *far* and *small*. Review and explain that they will look at maps up close and from far away. This is called *zooming in* and *zooming out*. Show this on a map on the Smart board using Google Earth or Google Maps.

**2. CONNECT**

- Show, **read and explain** today’s objectives and link past to present learning.
- Explain or have student’s predict how

1 minute

**whole class**

Ask students what we learned yesterday (elicit), and connect to today. Explain that today we will *zoom out* to look at the world map. Read and explain the objectives for today, acting out and pointing to visual aids/ charts as needed.



<p>today's lesson supports the EQ or FQ.</p>	
<p><b>3. PRESENT and MODEL</b></p> <ul style="list-style-type: none"> <li>➤ Present new content and language frames (if used).</li> <li>➤ Demonstrate how to perform the task that students need to do in step 4 (*focus on modeling disciplinary thinking).</li> </ul>	<p>25 minutes <b>whole class</b></p> <p><b>*This lesson includes back and forth between teacher and students working, so sections 3-4 of the lesson are combined.</b></p> <p><b>Present Globe and Map:</b> Explain that there are two ways we can look at the world. We can use the globe or the map. A globe is <i>round</i> and a map is <i>flat</i>, but they show the same information. Demonstrate that if you cut the globe here (show) and flattened it out, it would look like this (show world map). You can show that now on computers; it is a flat screen, but looks round (Google Earth).</p>
<p><b>4. INTERACT</b></p> <ul style="list-style-type: none"> <li>➤ Students interact with activities and each other to meet objectives.</li> <li>➤ This is bulk of the class and where most learning happens.</li> <li>➤ Encourage students to use new vocabulary and language frames.</li> </ul>	<p>Say, 'Today we are going to start to learn the names for the different parts of the world, by using a map. We have to get really good at reading maps to understand the world. Today we will only look at <i>land</i> and <i>water</i>.'</p> <p>Project pictures of land and water and name them. Ask students how to say it in their languages. Look at the world map on the Smart Board. Point to land and water. What color is water on a map? Land?</p> <p>Now point to different parts as they name as <i>land</i> and <i>water</i>.</p> <ul style="list-style-type: none"> <li>• <b>Student World Map:</b> Students color land brown and water blue on their world map. They will use the atlases to help them. (Give a set amount of time.)</li> </ul> <p><b>Present Continents:</b> Explain that each big chunk of land is a <i>continent</i>. Show the chunks on a map and have students repeat them. (There are optional continent songs on page 3 of the weekly lesson outline.) You point and have students name them.</p> <ul style="list-style-type: none"> <li>• <b>Student World Map:</b> Students take their seven cut out continent words and glue them onto the correct continent, using the atlas to help them. (Explain that each ocean has a name but they will name the oceans at another time).</li> </ul>
<p><b>5. REVIEW and ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>➤ Review lesson with input from students.</li> <li>➤ Ask students to share what they have learned today.</li> <li>➤ Assess individual learning.</li> <li>➤ Connect to EQ or FQ.</li> </ul>	<p>15 minutes <b>whole class/ group / individual</b></p> <p><b>Review as LEA Chart:</b> Make a semantic map with all the words kids can say about the world. Use this to create an LEA text that describes what they know about the world right now. The text might look something like this:</p> <p><i>The world is big and round. We see the world on a map or a globe. The world has people, land and water. The world has seven continents: North America, South America, Asia, Africa, Australia, Europe and Antarctica. We live in the world.</i></p> <p><b>Type this for LEA text reading tomorrow.</b></p>

- **UNIT ESSENTIAL QUESTION (EQ):** Where are we from? How are these places similar and different?
- **WEEKLY FOCUS QUESTION (FQ):** NA

**DAILY OBJECTIVES:**

- **Content:** Identify where you are from in terms of continent, country and city/ town/ village.
- **Language:** State orally and in writing 'I am from the continent/ country/ city-town-village \_\_\_\_\_.'

**VOCABULARY:** (new words in **bold**, review words not in bold)

**Tier 3**

world  
land, water, continent, ocean

**Tier 1**

**Nouns:** partner, interview, question, place, country, globe, map, **city, town, village**

**Verbs:** ask, answer, see, think, wonder, zoom in, zoom out

**Adjectives:** similar, different, close, far, big, small, round, flat

**MATERIALS:**

1. Typed LEA text from yesterday ('The World')
  2. Atlas page or printed map of each students country
  3. PowerPoint that shows images of city, town and village
  4. Partner Interview questions (included in student materials)
  5. Project packet (page 2- Location, included in student materials)
- \*Optional: Continent matching game loaded on Smart board (link below)

**1. WARM UP**

- Motivate, review yesterday's learning, and prepare for today's learning.

10 minutes

**individual /partners/ group**

**REVIEW: VOCAB.** or **PRACTICE LANGUAGE**

**NEW: BUILD BACKGROUND**

**LEA Partner Reading:** Partners read yesterday's LEA text and you circulate to support pronunciation of words and stress patterns of sentences, making sure students stop at the periods in sentences. Ask one student to read the whole text, while you track (follow print) on the big chart.

**2. CONNECT**

- Show, **read and explain** today's objectives and link

1 minute

**whole class**

Ask students what we learned yesterday (elicit) and connect to

<p><i>past to present learning</i></p> <ul style="list-style-type: none"> <li>➤ <i>Explain or have student's predict how today's lesson supports the EQ or FQ.</i></li> </ul>	<p>today. Review the EQs. Explain that today we will <i>zoom in</i> from the world map, to their continent, country, and city/ town/ village. Read and explain the objectives for today, acting out and pointing to visual aids/ charts as needed.</p>
<p><b>3. PRESENT and MODEL</b></p> <ul style="list-style-type: none"> <li>➤ <i>Present new content and language frames (if used).</i></li> <li>➤ <i>Demonstrate how to perform the task that students need to do in step 4 (*focus on modeling disciplinary thinking).</i></li> </ul>	<p>20 minutes      <b>whole class</b></p> <p><b>Review:</b> Project a world map without continent names. Point to different areas and have students name <i>land</i> or <i>water</i>. Point to different continents and have students name them. Ask students to raise their hands if they are from: Africa, Asia, South America, North America (includes Caribbean islands). Ask students to raise their hands if they live in North America now.</p> <p>You may ask a volunteer to come to the board and match continent labels to continents using the online game:  <a href="http://www.softschools.com/social_studies/continents/map.jsp">http://www.softschools.com/social_studies/continents/map.jsp</a></p> <p><b>Present:</b> Present PowerPoint pictures of a city and name <i>city</i>. Present pictures of a <i>town</i>. Present pictures of a <i>village</i>. Elicit names of all three places in different home languages.</p> <ul style="list-style-type: none"> <li>• <b>Students enter page into binders:</b> Students enter the page that has a picture and label for <i>city</i>, <i>town</i>, <i>village</i> into notebooks. Circle the picture that is most like where they are from. How many students circled <i>city</i>? How many students circled <i>town</i>? How many students circled <i>village</i>?</li> </ul> <p><b>Introduce and Name Task:</b> Say, 'Today you will do a partner interview. Who remembers what this is?' (Elicit.) 'You will ask and answer questions about where you are from, but this time, you will be more specific. You will ask about <i>continent</i>, <i>country</i> and <i>city</i>, <i>town</i> <i>village</i>. You will talk and write your answers to the questions. This will be the beginning of your project that you will see tomorrow. For the next few weeks, you will show us what life is like where you are from, in your <i>city</i>, <i>town</i>, or <i>village</i>.'</p> <p><b>Model</b> (You will need a partner for the interview.)</p> <ul style="list-style-type: none"> <li>• <b>I DO:</b> Say, 'I have my country map and the interview questions. José will interview me first. (Partner asks each interview question, and you follow with the answer.) I am from the continent _____. (Show your partner on the map.)' Explain, 'When we finish José says back to me everything I told him. José says, 'You are from the continent____. You are from the country _____.' Switch. Explain that students will need to report on their partner's information to the class.</li> <li>• <b>WE DO:</b> Ask class, 'Who was listening and can report on information about where I am from?'</li> </ul>

<p><b>4. INTERACT</b></p> <ul style="list-style-type: none"> <li>➤ <i>Students interact with activities and each other to meet objectives</i></li> <li>➤ <i>This is bulk of the class and where most learning happens.</i></li> <li>➤ <i>Encourage students to use new vocabulary and language frames.</i></li> </ul>	<p>10 minutes      <b>individual/ partners/ group</b></p> <ul style="list-style-type: none"> <li>• <b>YOU DO:</b> Students interview each other, using maps to show.</li> </ul>
<p><b>5. REVIEW and ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>➤ <i>Review lesson with input from students.</i></li> <li>➤ <i>Ask students to share what they have learned today.</i></li> <li>➤ <i>Assess individual learning.</i></li> <li>➤ <i>Connect to EQ or FQ.</i></li> </ul>	<p>5 minutes      <b>whole class/ group / individual</b></p> <p><b>Share Out:</b> A few students report what their partner said.</p> <p><b>Individual Writing:</b> Students write their information on page 2 of Travel Guide packet. (Finish for homework if no more time.)</p>

- **UNIT ESSENTIAL QUESTION (EQ):** Where are we from? How are these places similar and different?
- **WEEKLY FOCUS QUESTION (FQ):** NA

**DAILY OBJECTIVES:**

- **Content:** Review the week’s content and language to prepare for an assessment.
- **Language:** Practice using target vocabulary.

**VOCABULARY:** (new words in **bold**, review words not in bold)

**Tier 3**

world  
land, water, continent, ocean

**Tier 1**

Nouns: partner, interview, question, place, country, globe, map, city, town, village

Verbs: ask, answer, see, think, wonder, zoom in, zoom out

Adjectives: similar, different, close, far, big, small, round, flat

**MATERIALS:**

1. Typed LEA text ('The World') with key words missing and put in a word bank on top. Example:

land	round	Asia	map	continents	Africa	live
------	-------	------	-----	------------	--------	------

The world is big and \_\_\_\_\_. We see the world on a \_\_\_\_\_ or a globe. The world has people, \_\_\_\_\_ and water. The world has seven \_\_\_\_\_: North America, South America, \_\_\_\_\_, \_\_\_\_\_, Australia, Europe and Antarctica. We \_\_\_\_\_ in the world.

2. Cut out continents and names (for matching)- 1 envelope per table
3. Pictures of cities, towns, villages and word cards *city, town, village* (for sorting)- 1 envelope per table
- 4 Individual learning log (included in student materials)

**1. WARM UP**

- Motivate, review yesterday's learning, and prepare for today's learning.

10 minutes

**individual /partners/ group**

**REVIEW: VOCAB.** or **PRACTICE LANGUAGE**

**NEW: BUILD BACKGROUND**

**LEA Partner Reading:** Partners read LEA text with words missing. Partners work to fill in words.

**2. CONNECT**

- Show, **read and explain** today's objectives and link past to present

1 minute

**whole class**

Ask students what we learned yesterday (elicit) and connect to today. Review the EQs and ask how we can answer this question today. Read and explain the objectives for today, acting out and

<p>learning.</p> <ul style="list-style-type: none"> <li>➤ Explain or have student's predict how today's lesson supports the EQ or FQ.</li> </ul>	<p>pointing to visual aids/ charts as needed.</p> <p>Explain that for the first half of the class, you will review and study. Then you will stop to do an 'individual assessment'. This is to see what you learned this week, and what you can do alone. Explain that this will happen on most Fridays.</p>
<p><b>3. PRESENT and MODEL</b></p> <ul style="list-style-type: none"> <li>➤ Present new content and language frames (if used).</li> <li>➤ Demonstrate how to perform the task that students need to do in step 4 (*focus on modeling disciplinary thinking).</li> </ul>	<p>5 minutes      <b>whole class</b></p> <p><b>Present the Partner Review Activities:</b> Present the three activities and students will practice each one with partners.</p> <p><b>1. I am from ___sentences:</b> Read your sentences to your partner three times (page 2 of Travel Guide).</p> <p>For activities 2 and 3, give envelope #2 to one set of partners at a table, then envelope #3 to the other set of partners. Then they can switch.</p> <p><b>2. Match Continents to Names:</b> partners match</p> <p><b>3. Sort Pictures into three Groups:</b> city, town, village</p>
<p><b>4. INTERACT</b></p> <ul style="list-style-type: none"> <li>➤ Students interact with activities and each other to meet objectives.</li> <li>➤ This is bulk of the class and where most learning happens.</li> <li>➤ Encourage students to use new vocabulary and language frames.</li> </ul>	<p>10 minutes      <b>individual/ partners/ group</b></p> <p><b>Students Work on Review Activities:</b> Circulate to observe participation and collaboration.</p>
<p><b>5. REVIEW and ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>➤ Review lesson with input from students.</li> <li>➤ Ask students to share what they have learned today.</li> <li>➤ Assess individual learning.</li> <li>➤ Connect to EQ or FQ.</li> </ul>	<p>20 minutes      <b>whole class/ group / individual</b></p> <p><b>Individual Learning Log:</b> It must be very clear that students work independently. Explain that most of the learning happens in partners and groups, BUT that we want to see how much you have learned and what you can do alone at the end of each week.</p>