**Unit:** What Do You See – Picture Talk?

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| **Time Spent on Unit: 1 Week** | **Final Project: Q and A response**  |
| Goals for teacher: | Goals for the students: |
| 1) Stay in the language as much as possible. | 1) Students at different levels share what they see on one picture. Ex. EM learners share nouns and some adjectives they see on one picture. BE: Does what EM can do but also adds (on, beside, under) and word order. |
| 2) Have the kids excited about having success meeting their goals. | 2) IN: Students can engage in a small conversation with friend with Q and A of verb with goal of # of things they can see which will change for each student. (IN 5.6) |
| 3) | 3) |

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| **Big Ideas & Understandings (know/understand/ be able to do):** | **Specific Language Goals:** |
| * Describe surrounding.
 | * Verb: to see + verb of what’s in picture (IN)
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|  | * Q and A: What do you see? I see …
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|  | * Adjectives:
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|  | * Nouns: at least … nouns in what do you see?
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| **Expected Results:** |
| * Students use the verb to see when describing what they see in a picture.
* Students participate in conversation when go for a walk.
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| **Lesson Plans:**  |
| Date: Oct. 19Materials: Grandmother moon book + 1 imageSelect one picture and share with students – picture should be of something familiar around your communityOLC Outcomes: EM 5.2, 5.5, EM 7.4Introduction: READ book (15 min)Read the Grandmother moon book to reinforce the verb ‘*to see’*. In the book the grandmother asks, what do you see? – with the response, *I see the moon*.Activities: What do you see? (10 min)Have the one image taped or magnetized to board. Point to the image as you say, ‘*what do you see*?’ (gesture with your hand over your eyes to mime looking) – see if any students can name what they see *– raven black, raven two* and even better, try for full sentences, *I see raven, black, two.* Closing: (5 min) As they walk out the door ask them to name one thing they can see.Assessment: Formative… | Date: Oct. 20Materials: Same image from communityOLC Outcomes: Introduction: (5 Min.)Activities: (20 min) Game with imageCircle: Ask all students to stand up in a circle where they can see the image. Ask the question, ‘*what do you see*? As you hold up the image say one thing (model full sentence, I see \_\_\_\_\_\_. Then the next person says what you said, and adds one thing, then the next person says what the first two said and adds one thing etc. Play until everyone has added something to the picture.If a student is having difficulty ask other students to help, Closing: (5 Min.)Assessment: | Date: Oct 21. Materials: Same image from communityOLC Outcomes:Introduction: (5 Min.)Activity: Setting a goalNext pair the students up – or they can themselves. The game is that they ask the question back and forth until they can’t name anything else. What do you see? They should count how many things they can remember. Then switch partners and do it again. This time they’ll have what they did with their first partner added to what they got with their second partner. How many things do they see now? Keep going for rest of period. For students who can, let them use the dictionary to find the words. The pairs who named the most pair up with someone else who did while the players who came second go find that person.Closing: Goal setting for next day (5 Min.) – try and get them to stretch how many words with adjectives /verbs full sentences etc. Assessment |
| Date: Oct. 22Materials: OLC Outcomes:Introduction: (5 Min.)Activities: (20 min.) – Closing: (5 Min.)Assessment  | Date: Oct. 23Materials: NoneOLC Outcomes:Introduction: (5 Min.)Activities: Assessment: Summative  | Date: Oct. ???Materials: NoneOLC Outcomes:Introduction: (5 Min.)Activities: Outside on playground – not with image – just seeing if they can transfer verb to other placesAsk students to come outside and stand in a circle in the school yard. Ask the question, *what do you see*? and ask students to name one thing. *I see a house.* Then they get to ask the question, *what do you see*? The next person to answer something says what they see etc. Play this for a few minutes.Next pair the students up – or they can themselves. The game is that they ask the question back and forth until they can’t name anything else. The pairs who named the most pair up with someone else who did while the players who came second go find that person. Closing: Whoever named the most plays against the teacher.Assessment: Summative |
| **Notes:** |