

<p>Day 1</p> <p><u>Content Standards:</u> R.2.3 4. Build vocabulary of tier 2 words.</p> <p><u>Objectives:</u> Build tier 2 vocabulary</p> <p><u>Real World Connection:</u> ELL's need to learn the vocabulary of the library..</p> <p><u>Teach/Model:</u> Warm-up - Game - Find Someone Who... T gives students game sheet. T reviews how to make questions and Class generates the questions to ask. Ss circulate and ask each other questions. T calls the class together and</p> <p><u>Teach/Practice/Assess:</u>Vocabulary presentation - T displays Quizlet recycling terms on Smartboard. T reads words, Ss repeat. Ss copy terms and definitions in notebooks.</p> <p><u>Closure/Real World/Reflect:</u> journal - What is your experience with libraries? Do you go often or not at all?</p>	<p>Day 3</p> <p><u>Content Standards</u> S 1.2.5 Identify main ideas and details of information presented orally.</p> <p><u>Objectives:</u> ELL's need to practice their listening skills.</p> <p><u>Real World Connection:</u> The local, public library is a valuable resource for any student.</p> <p><u>Teach/Model:</u> Review - T prints vocab from Quizlet (Day 1). Ss play Quiz-Quiz-Trade to practice words.</p> <p><u>Teach/Practice/Assess:</u> Listening - ELA Library Resources video. T plays video 3 times. Ss listen and complete the following questions after listening. Class corrects answers orally.</p> <p><u>Closure/Real World/Reflect:</u> Post-trip - journal - Write about your experience at the public library.</p>
<p>Day 2</p> <p><u>Content Standards</u> R.3.2.3 Evaluate information from simple charts and graphs to answer questions.</p> <p><u>Objectives:</u> Read a bus map and bus schedule.</p> <p><u>Real World Connection:</u> Being familiar with the local bus system helps ELL's to understand the resources available to them from their city.</p> <p><u>Teach/Model:</u> <u>Game</u> - Warm-up - Partners are given 1 to 2 questions about buses to discuss. Class regroups and Ss share their opinions about bus travel. Reading - city bus map and schedule. Echo reading - T reads the bus map as Ss repeat.</p> <p><u>Teach/Practice/Assess:</u> Partners use the schedule/map to answer worksheet questions. After Ss have finished, T asks Ss to volunteer answers as she records them on the board. T corrects mistakes and answers any questions Ss may have about the bus system.</p> <p><u>Closure/Real World/Reflect:</u> journal - What is bus travel like in your country? Explain.</p>	<p>Day 4 - TRIP to local public library</p> <p><u>Content Standards</u> .1.2.2 Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). W.5.2.4 Gather information from print resources and sort evidence into categories.</p> <p><u>Objectives:</u> Take the city bus and locate information at the public library.</p> <p><u>Real World Connection:</u> The local, public library is a valuable resource for any student.</p> <p><u>Teach/Model:</u> Class boards the bus. Class arrives at the library. Ss pair up and work together to find the information on the worksheet. Class regroups to discuss answers. T corrects any mistakes and answers any questions Ss may have.</p> <p><u>Closure/Real World/Reflect:</u> Post-trip - journal - Write about your experience at the public library.</p>

[Quizlet](#) - An interactive free website/mobile app. Quizlet helps keep your students engaged and motivated in the classroom or at home. You can create your own vocabulary quiz or access Quizlet created quizzes.