

K–2 lessons are designed for a 30-minute block.

The objective is at the top of the first page of each lesson. Clearly communicating the purpose of the language learning is key to building student buy-in and participation.

## Lesson One

**Objective:** Students will use topic-specific nouns and adjectives to describe the city in present tense statements.

### INSTRUCTIONAL SEQUENCE

### MATERIALS

#### Open the Lesson

*In the United States, people live in different kinds of places. Some people live in cities. Cities can be big or small. We are taking a trip to a big city! We'll look at pictures and use our imaginations so we can describe what we saw and did when we visited the city. Has anyone here been to a big city? Allow one minute for students to share tidbits about visits to cities.*

#### Build background knowledge

Hold up the book *Neighborhood Walk – City*. I'm going to read part of this book so you can see some of the things that are in a big city. Pay special attention to the pictures because you are going to talk about them. Show students the cover of the book. Be sure to point out the tall buildings and busy freeways, and show how far the city extends. Read aloud pgs. 4–7. Now that we know what the city looks like, let's hear what it sounds like! Play *City Sounds* CD tracks 3 and/or 4.

Introduce the idea of taking an imaginary field trip. Post the *City Poster* at the front of the room and seat students in an imaginary bus. Create the feeling of being on a bus by having students sit in rows on the floor or in chairs, with an aisle between them. Students should sit in *A/B Partners*. Be sure everyone can see the *City Poster* from the bus.



Hold up *Picture Card 1*. All right, let's go! Let's get on the bus to go to the city. Play *City Sounds* CD track 2 (bus stop).

Now we are almost in the city! Let's look out the window of the bus (gesture looking out, hand shading eyes). Point to the poster. Look at this big city.

Attach *Noun Card 1* to the poster.

Turn to your elbow partner and tell one thing you see in the poster. It can be something you already know how to say in English or something you want to learn how to say. Give students a few minutes to share with their partners. To prepare for the next activity, designate *A/B Partners*.

#### Teach the Language for the Lesson (I Do/We Do)

##### Build vocabulary – topic-specific nouns

Now let's go into the city to see what's there. Display each *Picture Card* as you talk about different features that are not shown on the *City Poster*. Pantomime actions, such as looking out the bus window or up at the buildings. Be sure to have the class echo every key word after you talk about it.



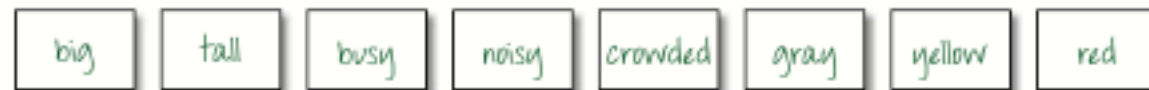
Hold up *Picture Card 14* and play track 5 on the *City Sounds* CD. As you tell your story, hold up the *Noun Cards* that describe the pictures and post them side by side. Look at all the traffic on the streets. Our bus is driving so slowly! Can you see? We're crossing the bridge into downtown. Look at all those tall buildings! Those tall buildings are called skyscrapers. Do you see all the bicycles? Some people ride bikes to get to work and school. It's probably faster than sitting in traffic, huh? Oh, look at all those taxis. Hold up *Picture Card 13*. There are a lot of taxis in this big city. The streets in this city are crowded. There are a lot of different cars and people walking to work and school. We're driving into a neighborhood now. Hold up *Picture Card 10*. These boys live in apartments. Their homes are close together in these big buildings. Continue explaining the city with *Picture Cards 8* and *9*. Isn't this city a busy place?



Use *City Sounds* CD tracks 3 and 4 to help your students imagine being in a city at any time during this lesson.

##### Build vocabulary – topic-specific adjectives

Copy the following words onto cards to use throughout the unit. Read each word with students.



#### City Poster



Book: *Neighborhood Walk – City*

CD: *City Sounds*

*Picture Card 1*

*Noun Card 1*

*Handi-Tak*

The *Materials* column lists everything needed to teach this lesson.

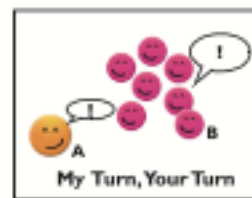
Materials that are included in the unit box or **Support Kit** are bolded. Materials that are not included are listed in regular text.

Sentence strip:

We see \_\_\_\_\_ in the city.

*Noun Cards*

*Cue Card*



Teacher-made adjective cards: **big, tall, busy, crowded, noisy, gray, yellow, red**

Examples in context show how students will use taught language to meet the lesson objective.

Regular text provides guidance and directions to the teacher.

Teaching point 1

Teaching point 2