

Name: Mary Ramirez
Academy Title: Classroom Management II

Directions: Click in the grey area and type appropriate information. When completed save onto desktop and send as an attachment to ehonol@sisd.net by **October 19**. Send a few days earlier if you need copies made for your presentation on **October 20**.

| LESSON BASICS | | | |
|---|---|--|---|
| Class Level: Multiple | | Topic: Family | |
| | | Class Length: 5 hrs | |
| Date: Sept/Oct 2006 | | | |
| Lesson Objective: Students can become aware of their beginnings. | | | |
| Enabling Skills: Organization, research, vocabulary, and communication skills for interviewing. | | | |
| Language Skill Proficiency Focus <input checked="" type="checkbox"/> L <input checked="" type="checkbox"/> S <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> R | | Benchmarks: | |
| | | Materials and Equipment: Notebook, pen, pencil, frame, glue, variety of arts and crafts. | |
| ACTIVITY PLAN | | | |
| Warm up/Review: Do you know your grandfather's name? How many sisters do you have? You want the questions to be short and relevant. The tone should be relaxed and not confrontational. Students can interview other students to get a feeling for the interview. Practice is the only way to achieve your goals. | | | |
| Introduction: Why are we doing this kind of research? The family unit is the beginning of unity, love, caring and respect. Most of our students are from Mexico, while there their family ties were strong, as time passes and they assimilate more and more to the American life, some lose the reality of family life. Using this lesson plan awakens and provokes the feeling that they once had. | | | |
| Presentation | Guided Practice | Communicative Practice | Evaluation |
| <p>"My Family Tree"</p> <p>Names of at least 3 generations. A tree depicting branches to apply family names and generations.</p> <p>Individual work.</p> <p>Comprehension Check:</p> | <p>Researching by interviewing to find out the information needed for their trees.</p> <p>Students were prompted to design a family tree that would hold together their family.</p> | <p>Students individually will present their "family tree" frame.</p> <p>"This is my grandmother, her name was Lupe. She married Jose."</p> | <p>How do you evaluate the love and care that went into these frames? Good or bad they are wonderful.</p> |
| Application: A small piece towards forming a community within the class. | | | |

A FAMILY TREE

STUDENT FAMILY
SECOND GENERATION
THIRD GENERATION

LESSON OBJECTIVE

Students will learn more about their family.

The use of researching steps.

Learn new vocabulary and pronunciation of the family words.

Learn organization to put family tree together.

WARM UP

Do you know your
grandfather?

How many sisters do
you have?

How many children do
you have?



UNITY, LOVE, CARING AND RESPECT FOR OUR ELDERS



RESEARCH

- Who to ask, family or friends?
- Look through old pictures to put a name on the face.
- Find out where most family members were born.
- Start thinking about making the tree, let the students do this with their own imagination.

“FAMILY TREE

- 3 GENERATIONS
- TREE SHOWING BRANCHES FOR NAMES
- NO EXAMPLE WAS SHOWN BEFORE WORK ON TREES STARTED



PRESENTATON

- Students will come up to the front of the class and in English tell us the names or titles of their own family.
- Ask, if they have discovered something they did not know?
- This all takes place in a assertive and positive atmosphere.



MANY MORE WERE COMING



STUDENTS WORKING HARD

