|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 1** | **Lesson:**  **Families in Our Neighborhood –**  **Part 2** | | Reference to English Interconnections Lesson  Families in Our Neighborhood p.75 | |
| **Social Studies Standard(s): Standard I Objective 1** | | | | |
| **Content Objective(s):** | | **Language Objective(s):** | | |
| Students will identify the number of people in my family.  ***Je peux dire combien j’ai de personnes dans ma famille.*** | | Students can say the number of people in their family.  ***Je peux combien il y a de personnes dans ma famille*** | | |
| **Essential Questions:**  How are things both similar and different in my neighborhood? | | **Required Academic Vocabulary for Word Wall:**  **Listen:** maman, papa, soeur, frère, famille  **Speak:** maman, papa, soeur, frère  **Read:**  **Write:**  **Sentence Frames:** C’est ma famille. C’est mon/ma \_\_\_\_\_\_ (maman, papa, frère, soeur) | | |
| **Materials:**   * Chart paper with graph on it with student names and numbers * Picture of Family * Family pictures already drawn by students * Post-it (1 for each student) | | **Additional Lesson Vocabulary:**  changer, besoin, graphique | | |
| **Lesson:** | | | | **Instructional Time: 15 minutes** |
| **Opening:** **(4 minutes)**  **T: “Aujourd’hui, nous allons revoir nos familles!”**  **T: “Voici une photo de ma famille. C’est ma maman. C’est mon papa….”**   * Pass out student drawings of their families.   **T: “Décrivez votre famille à votre voisin. Dites-leur, ‘C’est ma maman. C’est mon papa.’….”**  S: *will turn to their neighbor and tell them about their family.*   * **Introduction to New Material (Direct Instruction): (8 minutes)** * **T: “Aujourd’hui nous allons compter et dire combien il y a de personnes dans ma famille.”** * Put blank family graph on the board.   **T: “Regardez la photo de ma famille. Il y a \_\_\_\_ personnes dans ma famille. Comptez avec moi.”**  S: *will count the number of people in the teachers’ family with the teacher.*  **T: “Il y a \_\_\_ personnes dans ma famille. Je vais écrire ce nombre sur un post-it et le représenter sur mon graphique.”**  **T: “Comptez le nombre de personnes dans votre famille.”**  S: *will count the number of people in their family.*   * Pass out marker and post-it.   **T: “Ecrivez ce nombre sur votre dessin et sur le post-it.”**   * Demonstrate again for the students.   S: *will write the number of people in their family on their drawings and their post-it.*  **T: “Montrez vos post-it”.**  S: *will show the teacher their post-its with a number written on it.*  **T: “Très bien. Quand vous entendez votre nom, vous devez venir et mettre le post-it au bon endroit. Je vous aiderai.”**   * Quickly call on the students and have them come up and put their number on the graph.   S: *will come up and put their numbers on the graph.*  **T: “Regardez ce graphique. C’est le graphique qui représente nos familles.”**  **T: “Montrez la personne qui a la plus grande famille.”**  S: *will respond.*  **T: “Oui, \_\_\_ a la plus grande famille. Qui a la plus petite famille? Montrez cette personne. ”**  S: *will respond.*  **T: “Oui, \_\_\_\_ a la plus petite famille.**   * Continue to ask questions referring to the graph.   **Closing: (1 minutes)**  **T: “Très bien. Nous avons compté combien il y avait de personnes dans nos familles. Je vais ramasser vos dessins une nouvelle fois puis les afficher sur le mur.”** | | | | |
| **Assessment:** | | | | |
| **Class Family Graph** | | | | |
| **Extra Ideas:**   * **Have the children line up in columns according to how many people in their families. (I.e. All students with 3, then those with 4, then 5, on up.) Then when you ask who has the biggest family they can look to see who is standing in that column. They can also look to see who has the largest family. You can also ask if there are some people who have the same number in their family.** * **Do an Inside/Outside circle or Bicycle Chain to have the children show their pictures and tell how many in their family to another student in the class. When the teacher tells them to move, they will have a new partner to tell how many in their family.** * ***Rangez les élèves en colonnes selon le nombre de personnes dans leur famille. Puis quand vous demandez qui a la plus grande famille, ils peuvent voir qui fait partie de cette colonne.*** * ***Faire un double cercle intérieur extérieur. Les élèves montrent leur dessin et disent combien de personnes composent leurs familles à leur partenaire. Puis quand le cercle se déplace, ils peuvent le dire à un nouveau partenaire*** | | | | |