

Classroom Objects

Objectives

Students will be able to:

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...both orally and in writing.

Vocabulary

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| • book(s) | • file folder(s) | • pencil(s) | • stapler(s) |
| • calculator(s) | • glue | • pen(s) | • staples |
| • chalk | • index card(s) | • post-it note(s) | • tape |
| • crayon(s) | • marker(s) | • rubber band(s) | • tape dispenser(s) |
| • dictionary(-ies) | • notebook(s) | • ruler(s) | |
| • envelope(s) | • paper | • scissors | |
| • eraser(s) | • paper clip(s) | • spiral notebook(s) | |

Materials

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| • Store layout posters | • Pictures from picture file | • Document camera / overhead projector |
| • Dry erase markers | • Stores for shop activity | |
| • Student activity sheets | • Money | |

Procedures

- I. Comprehensible Input
I will present the material in context as if I am a student shopping at all three stores for the school supplies that I will need to start the upcoming year as a high school student. Every store has different things and I have gone to price everything. I will label each thing on the store layouts with its name and price. After every couple of items, I will do comprehension checks to be sure that the students recall the vocabulary. For example, “Where can I buy a binder?,” “Pens were on sale for how much?,” “What costs \$4.00? A textbook or a stapler?,” etc. When I am sure that the students understand all of the new vocabulary I will erase all of the words and continue questioning.
- II. Input Activity I (Reading)
This is a sentence level activity. The students will read two supply lists of two different teachers. Then they will write the corresponding number of the appropriate supply in the Venn diagram. I will review this activity by asking for student volunteers to review the activity on a document camera / overhead projector.
- III. Input Activity II (Listening)
This is a discourse level activity. Students will listen to a conversation between two teachers who are talking about what objects they have in their classroom as they prepare for the first day of school. As the students listen to the conversation, they will put the name of the teacher by the object that he or she has. The students will also be required to write the amount of the certain item each teacher has. Sometimes both teachers may have a certain school supply. I will review this activity by asking for student volunteers to review the activity on a document camera / overhead projector.

Mr. Martin: Mrs. Smith, are you ready for the first day of school?
Mrs. Smith: Yes, I am ready. I have several school supplies in my classroom.
Mr. Martin: Yes, schools supplies are very important.
Mrs. Smith: I have three pencil sharpeners this year and twenty pencils.
Mr. Martin: Well, I have purchased twenty-three pens.
Mrs. Smith: That is great. I also have one new chalkboard and five erasers.
Mr. Martin: I have a new chalkboard too, along with some chalk.
Mrs. Smith: Do you have books for the students to read?
Mr. Martin: Yes, I have nineteen books, and seventeen dictionaries.
Mrs. Smith: I may need to borrow some dictionaries, because I only have twelve.
Mr. Martin: We only need a few more school supplies; we will be ready for school to start.
- IV. TPR Activity III
I will ask for volunteers to come to the board for the next activity. All of the items in the stores have recently gone on sale and the student, acting as an employee, must change the prices to reflect the store advertisement. I will ask students questions or direct them to several items that need a price change. Once they have corrected the price, I will ask the class if their peer was correct. We will do this activity with several students.
- V. Output Activity IV(Writing)

As high schoolers, most students are not given supply lists of what they will need for a particular class. For this activity students will individually read a situation and come up with a list of materials that may be useful in that particular teacher's class given the situation. Students will then get into groups to create a master list of all of the items that students had in common for each activity. I will review this activity by asking for one group's master list per situation to summarize on the document camera / overhead projector.

VI. Output Activity V. (Writing and Speaking) (See shopping activity in separate file)

Students will now shop for their own school supplies as teachers for a local school. Students will be divided into pairs and given the role of either shopkeeper or client. Half will walk around to the stores and purchase items on the supply list they create while the other half will sell the classroom materials. While the clients are making their supply list, the shopkeepers will name their store and price everything that their store contains. Clients will rotate around the room, asking questions of each seated pair of shopkeepers. I will help orchestrate timing and rotation. The object of this activity is to get the most for the least amount of money (if you are a client) and make the most money (if you are a shopkeeper.) I will summarize by asking clients how many items they bought, how much they spent, etc., and by asking shopkeepers how many items the sold and how much they made etc.