


Direct and indirect speech lesson plan

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Direct and indirect speech lesson plan

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Students will estimate the lengths of everyday objects and use the vocabulary of 'pollic', 'stones', 'centimeters' and 'meters' Class: Second degree Duration: A lesson of 45 minutes Materials: RulersMeter sticksMake of keyword letter: esteem, length, long, inch, foot/feet, centimeter, meter Objectives: Students will use proper vocabulary when they estimate the lengths of objects. Standard Met: 2.MD.3 Estimate lengths using inch units, feet, centimeters and meters. Take different size shoes with you (if you want you can borrow one or two shoes from a colleague for the purpose of this introduction!) and ask students what they think you will sow your foot. Can you try them for the taste of humor, or tell them that today they will evaluate in class - who is the shoe of who? This introduction can also be done with any other garment, of course. Select 10 ordinary class objects or playground for the class to be measured. Write these items on the drawing paper or on the board. Make sure you leave a lot of space after the name of each object, because you will record the informatate that students give you. Start by showing how to estimate with the ruler and the stick of the meter. Choose an object and discuss with students - will this last longer than the ruler? For a long time? Would it be closer to two rulers? Or is it shorter? As you think out loud, let him suggest answers to your questions. Register your estimate, then let students check your response. This is a good time to remind them of the esteem, and how to approach the exact answer is our goal. We must not be 'just' every time. What we want is a approximation, not the true answer. Estimation is something they will use in their daily life (at the supermarket, etc.) so it highlights the importance of this skill for them. Make an estimate of the second object by a model student. For this part of the lesson, choose a student you think can be able to think loudly in a way similar to what you did in the previous phase. Lead them to describe how they got their answer to the class. After you finish, write the quote on the board and let another student or two students check their response to ensure their adequacy. In couples or small groups, students should end up estimating the table of objects, Register their answers on drawing paper. Discuss estimates to see if they are appropriate. These must not be correct, they just have to make sense. (For example, 100 meters are not an appropriate estimate for the length of the pencil.) Then measure the objects of the class and see how close they are to their estimates. In closing, discuss with the class when they may need an estimate in their lives.to tell them when you make estimates in your personal and professional life. An interesting experiment is to bring this lesson home and do it with a brother or a parent. Students can choose from five elementsHouses and estimate their length. Compare estimates with those of family members. Continue to put the estimate in your daily or weekly routine. Get notes on the students who are struggling with appropriate estimates. Halloween, celebrated annually on oc. 31, it is a secular holiday that combines harvest festival with the costume to wear, makeup or trick treatment and the creation of jokes and decorative images based on changing seasons, death and supernatural. No matter how many years have your students, it is likely that they will feel deceived if you do nothing to recognize what has become this vacation for more loved children. But creating creative lesson plans ... even for a vacation that is so captivating for young students ... it can be a challenge. These activities can trigger ideas to help you create lessons celebrate Halloween to cover all areas of learning through the curriculum. Make a small witch doll and a pumpkin. Ask your students paint a pumpkin. Make your heating exercises that make phantom sirens. Make iron graphics for t-shirts. Media school students can enjoy a Halloween hunt for facts. Having improvisation exercises in which students walk to chance around the stage that impersonating a ghost, a bat, a cat, a pumpkin or Frankenstein. Groups have Halloween Story Books for Children with only one reading and others impersonalize landscapes and taxpaying sound effects. Do the same as above with readings from "The Autunk of the House of Usher" by Edgar Allen Poe or with extracts from the novels of Ann Rice. Describe your most scary Halloween memory. Describe the best Halloween costume made yourself or that you helped do. Describe the best way to children to celebrate Halloween. How would you like to celebrate in a different way Halloween? Describe Halloween from the point of view of a vampire bat. Create a vacation you would like to replace for Halloween. Write an autobiography of a Jack-O-Lantern. Write a poem on Halloween. Describe a neighborhood street on Halloween night. Describe a memorable Halloween party. Describe in á €

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