**Lesson 2: One Word Fill-in-the-Blank—Ice Slides in Russia**

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| *Main Educational Objective:* Students will acquire knowledge and gain understanding of ice-slides in Russia.  *Main Communication/Creative Writing Objective:* Student will generate one-word responses to fill in the blank to create an interesting sentence.  *Materials:* Map of Europe and Asia with Russia, picture of an ice slide in Russia, short video clip of someone going down an ice-slide in Russia |

TEACH: Russia is a country in Europe and Asia. (*Show a picture of a Map and have the student touch Russia.*)

ASK: So, what country did I mention? (RUSSIA)

SPELL: Let’s spell EUROPE and ASIA for the fun of it.

TEACH: For centuries, sliding on slides made of ice has been popular winter entertainment in Russia. (*Show a picture of an ice slide in Russia and have the student touch it.*)

SPELL: Let’s spell CENTURIES since ice slides have been popular for centuries.

ASK: And when do they do this popular sport? In the (WINTER)

*“Yes, in the winter time.”*

EXPAND: Tell me an activity you like to do in the winter (*or when it is cooler if you live in a climate that doesn’t really have winter*.)

*Comment on the student’s response.*

TEACH: Some towns in Russia even organize festivals around ice sliding. (*You may want to show a short video clip of someone going down an ice slide*)

ASK: So, some towns in Russia organize what, for ice sliding in the winter? (FESTIVALS)

EXPAND: A festival is a type of (PARTY. or EXPERIMENT)?

*“It is a type of party or celebration.”*

TEACH: Some of the festivals have competitions to see who can make the best design or longest ice slide.

SPELL: Let’s have you spell COMPETITIONS.

EXPAND: Give me a word to go with ‘competition.’

*Comment on the student’s response with another word to go with competition. “Ok my turn to say a word that goes with competition. My word is \_\_.”*

EXPAND: If you were going to join an ice sliding competition, would you do it for best (DESIGN or LONGEST) slide?

*Comment on the student’s response.*

TEACH: Now these ice slides can be built in parks and be for adults and children.

ASK: And who might be able to enjoy these ice slides? (ADULTS AND CHILDREN)

EXPAND: Do you think you’d enjoy these ice slides? (YES or NO)?

*Comment on the student’s response and add your own opinion.*

CREATIVE WRITING: Now I am going to tell you a sentence related to ice slides in Russia and you are going to finish the sentence off with your own creative word. It can be funny, interesting, serious, possible or impossible, but it must make sense. (*Write each sentence out on the paper for the student to see.*)

While Ivan was on the ice-slide he \_\_\_\_\_\_\_\_.

When Dima got to the end of the ice slide, he yelled one word “\_\_\_\_\_\_\_!”

Anastasia thought the ice-slide competition was \_\_\_\_\_\_\_\_\_\_\_.

Alexander looked down at the ice-slide and started to \_\_\_\_\_\_\_\_\_\_\_\_\_.

Yelena went down the ice-slide and \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_.

**Lesson 43: Full Sentence—Giving Instructions—Edge of the World in Saudi Arabia**

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| *Main Educational Objective:* Students will acquire knowledge and gain understanding of the Edge of the World in Saudi Arabia.  *Main Communication/Creative Writing Objective:* Student will generate sentences to give instructions on how to do something or complete a task.  *Materials:* Map of the Middle East with Saudi Arabia labeled, pictures of the Edge of the World |

TEACH: One of the countries in the Middle East is Saudi Arabia.

SPELL: Let’s spell SAUDI ARABIA.

MAP: Let’s look at Saudi Arabia on a map (*Hold up a map with Saudi Arabia labeled and help the student find and touch it.*)

EXPAND: And now, also look at the map again and tell me a country found next to Saudi Arabia.

*“Yes, \_\_\_\_\_\_\_\_ and also (name another country the student didn’t say)”*

TEACH: Saudi Arabia is known for holy sites of Islam in Mecca and Medina, but today however, we will talk about another famous site.

ASK: What are two cities that are holy sites in Islam in Saudi Arabia? (MEDINA AND MECCA)

EXPAND: What do you think of when you think of the word ‘holy’?

*Comment on the student’s response.*

TEACH: Edge of the World is a majestic geological formation. (*Show pictures of the Edge of the World.*)

ASK: What gives is a majestic geological formation? (EDGE OF THE WORLD)

EXPAND: Take a look at the pictures. What is something you like about it?

*Comment on the student’s response.*

EXPAND: What is something that you don’t find very appealing about it?

*Comment on the student’s response.*

TEACH: Now you and I know, the world is not flat, so how does one get the edge of the world? This formation gives that appearance even though it really isn’t the edge of the world.

SPELL: Let’s spell APPEARANCE.

EXPAND: Looking at the pictures, do you think it appears to be the edge of the world? (TRUE or FALSE)?

*Comment on the student’s response.*

EXPAND: This could be called an (ILLUSION or TRICK) what would you say?

*Comment on the student’s response.*

TEACH: The Edge of the World formation, as you may have noticed, is plateaus and cliffs.

ASK: So, it is what? (PLATEAUS AND CLIFFS)

TEACH: Plateaus are long and flat like tables.

ASK: The plateaus are long and flat like? (TABLES)

EXPAND: What a sentence using the words ‘plateau’ and ‘cliff’.

*Comment on the student’s response.*

EXPAND: I’m curious, are you interested in visiting the place someday? (AGREE or DISAGREE)?

*Comment on the student’s response.*

CREATIVE WRITING: Let’s do some instructional writing again. Since the formation is a rock formation, you are going to write instructions on how to flatten a grape with a rock that can be held in your hand. Remember to use words like first, second, then, next, lastly, etc.

(*Ask questions if needed. You may want to give an example by showing how you could write the steps of how to hit something with a hammer: “first pick up the hammer, then place the olive on the ground, then lift the hammer up and bring it down on the olive. Then lift the hammer off the olive and make sure it is flat. Repeat the process if the olive isn’t flat enough.”*)