

Unit 9: My community

Day two: A look at geography

Objective

Using short phrases, students will present the large, butcher paper maps to their classmates.

Setting the Stage (10 minutes)

Teacher stands next to one of the large maps that he/she described during the previous lesson. Teacher asks questions about the map and encourages students to volunteer in choral response to the questions. Some examples:

- *What is the name of the capital city located ...?*
- *Where can you go fishing?*
- *What is the name of the large mountains near...?*
- *Which river starts in ...?*
- *What is the sandy region where people go to play in the sun?*

Input (20 minutes)

Teacher presents reading materials related to geographical features of cities, regions, or countries where the TL is spoken. If several cities, regions or countries are described, then Teacher can divide the class into groups and each group receives the reading materials for one area.

Teacher asks students to write their responses to the following kinds of prompts:

- *Looking at this article, what do you think it's about?*
- *Read the first line of every paragraph and predict what the paragraph will be about.*
- *In the first paragraph, highlight each word you understand. Summarize what you understood in a short version.*
- *In the second, third, fourth, etc., paragraph, highlight each word you understand and then summarize the content of each paragraph.*

Independent Practice (20 minutes)

Activity 1

Students, in their teams, present their large butcher paper map to their classmates.

Activity 2

Students, in their groups, present their city, region or country reading summary to the other groups in a line-up or a circle-within-a-circle format.

Closure (5 minutes)

Students write a reflection on what part of the class time they appreciated the most and which part they appreciated the least and explain why.

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