**Lesson 1**

**Theme: Thanksgiving Day**

**Grade level: 5th grade**

**Class size: 8**

**Proficiency:** Beginner and Intermediate

**Rationale: Today, more and more English Language learners in United States and they have to know some culture of United States. Holidays play important roles in the American history, especially Thanksgiving Day. I will teach the Thanksgiving Day and let my students know some general ideas.**

**Content objectives:**

Student will be able to describe how the people celebrate Thanksgiving Day today. Also, what kind of food we have on that day.

**Language objectives:**

Students will be able to use present tense to express some opinion about what is eat on Thanksgiving.

**Learning Strategy objective:**

Speaking strategy. The students will brainstorm to describe how they celebrate Thanksgiving.

**Rationale**:

ESL Standard 1: Students will listen, speak, read, and write in English for information and understanding.

**Performance indicators:**

1. (1)Read, listen to, view, write about, and discuss a variety of literature of different genres (L,S,R,W).
2. (5)Make predictions, inferences, deductions and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form (L,S,R)

**World History Standard:**

**Standard 2:** Key Idea 1: The study of New York State and United States history requires an analysis of the4 development of American culture, its diversity and Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in world history and examine the broad sweep of history from a variety of perspectives.

**Performance Indicators:**

* Understand how people celebrate Thanksgiving
* Investigate how much population and food they will prepare for Thanksgiving.

**Background knowledge:**

Teachers will read *Sweet,Melissa, 1956-Balloons over Broadway: the true story of the puppeteer of Macy's Parade*  .Then ask students: why do they celebrate Thanksgiving Day? When does it come?

**Students grouping:**

Students will work in group of 5

**Materials:**

* *Balloons over Broadway: the true story of the puppeteer of Macy's Parade* book
* Present Simple tense chat
* Pencil color
* Paper and pencil
* Smart board
* Vocabulary cards
* Video
* graphic organizer

**Key Vocabulary:**

Students will learn the vocabulary from the book by vocabulary cards, such as gather, winter and roast

**Lesson sequence:**

* Students will be divided with 5 groups to read *Sweet, Melissa, 1956-
Balloons over Broadway: the true story of the puppeteer of Macy's Parade* and they will talk with each other to share what their favorite balloons. The teacher will use a star graphic organizer to test them 5W (who, where, what, when and why) of reading comprehension.
* During the reading process of the stories, the teacher will let the students notice and underline the present simple tense form which appears in the passage. The teacher will explain how to use on the blackboard. For example, she likes hello kitty, I like superman.
* Students will watch a video of Macy’s Parade.
* After watching the video, the students will work with groups to use present simple tense to practice.
* The teacher will let students talk about what they know about the parade of every year and what favorite cartoon balloons they like.
* After students finish the reading of the first unit of the textbook, they will be able to define how important Thanksgiving is in the United States.
* Teacher will read a postcard as follows:

Thanks at thanksgiving

I think of sunshine, clear and bright.

I think of stars, twinkling at night.

I think of friends, family, and more—

I have so much to be thankful for!

I’m especially thankful for

Students will be able to make a postcard to give the people who they want to thank.

**Instructional adaptation:**

The teacher will use books and pictures to let the student understand them clearly. I would like to show some particular photos. I will let the groups discuss what their prediction of those photos and ask what they like after they finish. Advanced students can help the beginning students with their sentence in correct tense.

**Assessment:**

Students will finish the worksheet about the grammar exercises to practice third person. There will get ten sentences of this unit. The students will make up 3 sentences to describe their favorite food or balloons in present simple tenses.

**References:**

**Book** Sweet, Melissa, 1956*.Balloons over Broadway: the true story of the puppeteer of Macy's Parade*. Boston, MA.

**Video**  [*http://www.youtube.com/watch?v=Bxx4pIzIats*](http://www.youtube.com/watch?v=Bxx4pIzIats)