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| Skill Objective #1 (Students will be able to…)   * State facts and opinions while determining nuances of meaning, esp. using adverbs of frequency * Negotiate meaning within a conversation |
| Content Objective #1 (Students will know that…)   * Talk about one's job, experiences at work, job safety * Leisure time activities in the US and in their native country |
| Frameworks: ***L3.4b, S2.4b*** |
| Activities   1. Recall adverbs of frequency together, starting with a common example and drawing from students’ memory (“I always come to class”) 2. Listen to conversation from textbook using adverbs of frequency: 2-3 times, asking students to notice phrases that are used and how they are used 3. Pull example of a sentence with blank for adverb and show placement, talk about differences and shades of meaning for different choices 4. Sentence forming game with adverbs of frequency, pulling examples and reading aloud |
| Materials  Whiteboards and markers, handout with adverbs and rate of frequency (0%-100%), CD player, sentence forming games |
| Assessment #1  Ongoing (whiteboards, oral) and homework (writing sentences in blue books) |
| Wrap Up Reflection  Who might you use adverbs of frequency with in a conversation about your habits? ~ Your feelings? |
| Skill Objective #2 (Students will be able to…)   * Practice placing parts of speech within an original sentence (past tense) * Pronounce and stress simple past/past continuous sentences within a conversation * Use learned grammar in conversation |
| Content Objective #2 (Students will know that…)   * Edit their own work during the solo-writing process * Every day conversations and delivering longer answers within conversation * Self-correcting fossilized inaccurate grammar, both written and oral forms |
| Frameworks: ***L1.4b*** |
| Activities   1. Students read and revise previously conversations (past tense, 3 ---ed endings) with partners, using guidelines/principles to target and identify problematic writing/meaning 2. Using red phonics phones, students take turns reading parts of conversation, determing areas for expansion/additional vocabulary as well as pronunciation differences 3. Students record conversations in the LAB using vocaroo.com (online voice recorder) 4. As a group, we listen to each conversation for pronunciation, characterization, level of detail and grammatical errors. Each conversation has been saved to my (Jamie Laytner’s) folder for future use! 5. Students are encouraged to use any extra lab time to practice reading and listening to stories OR to record their own voice reading their own original written work. |
| Materials #2   * Guidelines for self-editing work (distributed), blue books and colored pencils, phonics phones, lab equipment including headphones with microphone piece |
| Assessment #2  -written work should be almost error-free as per editing process.  -recorded conversations will be used for students to see their progress!  -**EVALUATIONS. During the lab time, I will be speaking to the students to discuss their progress in the class, opinions about the class time and work being done, personal challenges, and ways to improve.** |
| Wrap Up Reflection  -How does it feel to hear the sound of our own voices? How can we improve our writing and recording process? |