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| Skill Objective #1 (Students will be able to…)* Define vocabulary words and the context of how they are used
* Write grammatically correct sentences, paying attention to parts of speech and tense agreement
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| Content Objective #1 (Students will know that…)* Ask for and offer assistance and suggestions
* Take risks by working in pairs or in a larger group
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| Frameworks: |
| Activities1. Begin with a conversation prompt: “Pick two words from your vocabulary list and share your understanding with the person next to you. *What do you know about this word?*” Ask them to put the words into sentences with their partners. Pull examples (2-4) from the pairs and write them on the board, correcting as you need to with the help of the class.
2. Review pages 43, 46, 47, 48, and 49 in the Verbs book (homework from last class). Work with the whole class read the responses. Name cards are provided in the Verbs book. Correct their pronunciation and ask them to repeat as necessary, talking about stress and syllables as well as grammar questions as needed.
3. Administer Writing Prompt, give students 20-25 minutes to write, collect afterwards. If any students finish early, they can move to pages 50-52 in Verbs book, or they can relax.
4. Discuss the writing prompt informally, asking students to share what they felt. Encourage those who are quiet to speak if you can. [\*This would be a good time to allow the new student to introduce herself).
5. Pass out “Teach-This.com” word search and sentence fill in—this is their homework! They should use the Present Continuous/affirmative and negative forms to complete the sentences with the words found in the search. Remind them to think about some irregular spelling.
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| MaterialsBlank paper for taking notes, vocabulary copies, name cards (to call on them by name), Verbs book, Writing Prompt copies (administered for SCALE staff/records), Word Search sheet (“affirmative negative/present continuous). |
| Assessment #1Conversation and individual sharing, check if their homework from last week was completed (Verbs book). |
| Wrap Up ReflectionHow can you improve your writing in English? How can you improve your spoken English? How are speaking and writing similar—and how are they different? |
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| Skill Objective #2 (Students will be able to…)* Use the present continuous in complex sentences to talk and write about themselves and others
* Identify present continuous and present simple in their own writing
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| Content Objective #2 (Students will know that…)* Edit their own work during the solo-writing process
* Self-check during conversations and speech.
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