Class:\_\_\_\_\_\_ELL C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_Lori Segall\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_\_\_\_\_Introduction to past tense \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_December 1, 2015\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Skill Objective #1 (Students will be able to…)  Pronounce regular past tense words with ed ending correctly |
| Frameworks: |
| Content Objective #1 (Students will know that…)  There are 3 possible sounds and rules that govern when each sound is made. |
| Frameworks: |
| Activities  1a. Explain voiced and un-voiced sounds. Put hand on throat and say /m/, /l/, /z/. Now try /f/, /s/, /sh/. Do /g/ and /k/.  Say ‘laugh’ and ‘love’. Pass out ‘ed’ pronunc. handout.  Read each list of words to see if they can feel vibration. You can learn the ‘ed’ endings by feel, by learning the ending rules, or the way most kids learn by imitation.  B. Distribute ‘What Did They Do?’ handout. Work with a partner to find the word in the memory bank and write the past tense form on the line. Use each word only once! Say a sentence for each picture.  C. Back of page. I write on board /d/, /t/ and /id/. I say, they write. Call on someone to say which one they heard.  D. Hand out 5-6 exercise. They fill in the blanks and check with partner. Use each word only once. Call on students to read their sentences.  E. When students leave the room, flash a card with a base form of verb and they say simple past tense. |
| Materials  ‘ed’ pronunciation rules, What did they do? handout, 5-6 exercise, exit cards |
| Assessment #1  Listen to students pronounce words during in class exercise and with exit cards. |
| Wrap Up Reflection  Pronouncing the end of words clearly in English is important for meaning. |
| Skill Objective #2 (Students will be able to…) demonstrate understanding of a text about MLK’s life |
| Frameworks:  R1.4a, R1.4b, R2.4b, R2.4e |
| Content Objective #2 (Students will know that…)  There are many forms of discrimination, not only racial. |
| Frameworks: |
| Activities  1a. Pass out vocab sheet. These words are in the reading we will work on today. I write each word on board and pronounce it. Do MR notation for each word. Have them repeat. Ask for meaning of each word. Have them do exercise and check with their partner. Call on students to read sentences.  b. Pass out MLK handout. This reading is for practicing the past tense. Echo read for intonation and phrasing. Stop after each paragraph to ask CCQs  c. Group discussion of the discrimination against blacks in the US in the mid-20th century and how things have changed (and not) now. |
| Materials  MLK vocab sheet with exercise, MLK handout, list of CCQs, |
| Assessment #2  Call on students to answer CCQs |
| Wrap Up Reflection  Discrimination comes in many forms. What kind of discrimination have you experienced? |