Class: ELL-A a.m. Teacher: Lis Stark

Theme/Lesson: Date: Nov. 2, 2015

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Use the verb be + adjective to describe feelings; size; color; length; width; nationality.  2. Use the verb have +adjective +noun when talking about something that belongs to you (e.g. my hair)  3. When you see a name followed by ‘s it probably shows possession.  How to use ‘s to talk about relationships. | L1.2a L1.2c L2.2c L3.2c  R2.1e R2.2 b R2.2c R2.2f R3.2c  S2.2b S2.2c S3.2b S3.2d  W2.2f |
| **Skill Objective(s)** (Students will be able to…) |
| 1. identify on a Nov. calendar the days they do and don’t have class.  2. use the correct forms of verbs be and have to describe people  3. accurately “read” a family tree to identify who is what relation to whom and score 80% or better on a quiz about reading a family tree  4. listen to positive statements with verb be and change them to questions  5. write positive and negative answers to yes no questions |

**ACTIVITIES: MATERIALS:**

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| 1. Student complete my Nov. calendar template (month, season, names of days) and count how many days they DO come to school in Nov.  2. Revisit the concept of a family tree and students identify/answer and then ask questions about who is whose relation (Who is Rosa’s …?)  3. Take an assessment about reading a family tree; using the verb be with adjectives; and reading an ID card.  4. reading messages and asking questions of the class to identify who should receive the multi-layered gift wrapped book next.  5. listening to and responding to a speaking drill in which they turn affirmative be statements into yes/no questions  6. practice writing positive and negative answers to yes/no questions with the verb be. | my Nov. template calendar  a family tree picture with my questions  an assessment I designed  a book wrapped in many layers of paper with directions on each layer of paper  my worksheet with pictures and yes no questions to answer positively and negatively |

**ASSESSMENT(S):**

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| **Performance**  **My formal assessment is a quiz about “reading” a family tree, writing correct forms of be with adjectives, and reading a photo ID. Informally, I will assess how students can create questions from my positive statements with be.** |  |

**WRAP-UP & REFLECTION:**

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| After this class, students will be responsible for generating their own yes/no questions with be. |