Class: ELL-A Teacher: Lis Stark

Theme/Lesson: Focus on time words/Focus on Describing & civics Date: November 2, 2016

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. *Before* means at an earlier time and *after* means at a later time.  2. Picture dictionaries have pictures to help them understand words faster. There’s a table of contents to speed up research time. | 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 |
| 3. Adjectives usually come before a noun.  4. The U.S. President’s responsibilities include appointing people to department positions; initiating laws; overseeing the military; and serving as the representative of the US |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Orally answer before/after questions about sequence of days, months, and seasons. Use time words such as week, day, months, year, seasons correctly to complete sentences.  2. Use a picture dictionary’s table of contents to find colors information. Use the layout of the colors page to identify the different colored sweaters. Be able to name their favorite color.  3. Listen to and combine two statements so that the adjective comes before the noun. e.g. She is a student. She is young. She is a young student.  4. Follow simple texts about the responsibilities of the US president and answer simple questions about the qualifications and responsibilities of the US president. |

**ACTIVITIES: MATERIALS:**

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| 1. Orally recite months of year, days of week, and seasons (again). Talk about before (earlier time) and after (later time) and apply the concept to yes/no questions about days of week, months of the year. Complete a Nov. calendar template and talk about a before and after in terms of holidays.  2. Look at the Table of Contents in the Picture Dictionary and find the page for colors. Navigate the colors page to learn how to use the words and pictures to learn vocabulary. Students survey classmates about their favorite color and report to the class.  3. Teacher gives two statements and students combine them in chorus to make one statement with the adjective before the noun to reinforce that adjectives come before nouns usually.  4. What is the job of US president? We discuss and then read materials and write short answers to basic comprehension questions. I ask students to describe a candidate after we view their brief bio’s and positions on key issues. | My time questions paper  Oxford Picture Dictionary  My Favorite Color speaking grid  Low-Level article from ReadWorks about the US President  Low-level civics materials from Citizenship: Passing the Test by Weintraub about the Executive branch of government  My basic chart of Clinton’s and Trump’s personal info. and positions on key issues |

**ASSESSMENT(S):**

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| **Performance**  At the beginning of class I’ll explain that we’ll be covering a lot of different materials, and I’ll be looking and listening to how much talking students are willing to do. Most of the first half is necessary review and most of the second half will be all new and maybe challenging. I’ll ask the students to evaluate their own participation throughout this class. |