Class: ELL 1 Teacher: Lori Segall Lesson: Daily Life Date: November 5, 2013

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| Skill Objective #1 (Students will be able to…)  use expressions for everyday activities, like ‘get up’, ‘take a shower’, ‘ eat breakfast’, ‘go to work,’ etc. with 90% accuracy to tell their partner about their own daily routine. |
| Frameworks: S2.2c |
| Content Objective #1 (Students will know that…)  Vocabulary for daily activities |
| Frameworks: S2.2d |
| Activities  1a. **:**  Open books to page 144 of *English in Action*. Play CD 3, track 1 and have Ss repeat sentences.  b. Write on the board, ***first, then, after that.*** When do you use these words? (When you have a lot of information and you want to put things ***in order***.)  c. Exercise A. Have one student read the sequence looking for ‘s’ pronunciation. Write on the board the conjugation for ‘go’ and show how to pronounce ‘goes’. Same for ‘watches.’ Call on another student to tell us about Eric’s day for pictures 7-9, then another for pictures 10-12.  d. Have Ss work in pairs to do exercise C and tell each other about their day. |
| Materials: CD player and CD3 for *English in Action*, summary ticket |
| Assessment #1  I circulate and listen. Then I call on some students to talk about the first 3 things they do in the morning. I call on others to talk about the last 3 things they do in the evening. Homework assignment asks them to write complete sentences to answer questions about their day. |
| Wrap Up Reflection  Summary ticket includes 4 questions with daily routine vocabulary |
| Skill Objective #2 (Students will be able to…)  write complete sentences using prepositions of time with 80% accuracy to answer questions about their daily schedule. |
| Frameworks: W2.2a and W2.2b |
| Content Objective #2 (Students will know that…)  Daily schedule, routines and activities |
| Frameworks: W2.2c |
| Activities  1a. Turn to page 147. Look at prepositions of time box.  When we talk about time, we use ‘***at***’. (write on board) What time does this class start? Call on someone to make a sentence. What time does it end? Call on someone.  When we talk about days we use ‘***on***’. What days do we have class? Call on someone.  When we talk about a period of time, we use ‘***in***’. What time of day do you have English class? Call on someone.  What about something you do for a long time, like work or go to class? ‘***from – to’*.** How long is your English class? Call on someone.  b. Ss do exercise A. Go over as a group. Any questions?  c. Ss work in pairs to ask each other the questions in exercise B.  d. Hand out schedule grids for students to fill out. On the back, there are specific questions. They have to make complete sentence answers. Do the first one together. They do the rest for homework. |
| Materials  schedule grids, summary ticket |
| Assessment #2  Circulate and listen during exercise B pair work, summary ticket with 4 sentences needing correct preposition of time from word bank, homework assignment |
| Wrap Up Reflection  summary ticket with 4 sentences needing correct preposition of time from word bank |