Class:\_\_\_\_ELL 2b\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Arlyce Menzies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme/Lesson:\_ Present Simple vs. Present Continuous Date: TBD; January 2014\_\_\_\_\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Present Simple Tense is used to state facts, describe feelings, tell location, describe people, and for routine action (also with adverbs of frequency). Present Continuous Tense is used for action that is happening right now or in the near future.
 | **L/S:** S1.4a Request and provide information with elaboration beyond the minimum (e.g. *I want to learn English so I can…; I’m sneezing because I’m allergic to…*)S2.4c Use intermediate grammatical structures**W:**W2.2b Use vocabulary related primarily to everyday needs, descriptions, and daily activitiesW2.2c Write a complete simple sentenceW2.2d Use basic grammatical structuresW3.3a Practice putting ideas in writing, however minimally**R:**R1.4d Use text features to predict general idea of a text (e.g. visuals, title, headings)R1.4a Read and understand simplified or adapted multi-paragraph text on a familiar topicR2.4c Use phrasing when reading aloud to increase fluency (e.g. the girl/walked/into the room./) |
| 1. Present Continuous Tense is formed with the helping verb “to be” and the main verb plus “ing”, and when the statement is negative, the word “not” is between the helping verb and the main verb. “To be” and “not” can be contracted, as usual.
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| **Skill Objective(s)** (Students will be able to…) |
| 1. Distinguish between questions that call for Present Simple and ones that call for Present Continuous and answer correctly at least once aloud.

 1.a. Read and determine why both tenses are used in the story.  |
| 1. Produce at least six correct Present Simple and Present Continuous sentences in writing.
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**ACTIVITIES: MATERIALS:**

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| 1. I will pass out Present Simple and Present Continuous typed questions. Students place PS questions on one table and PC questions on another. They come up individually and randomly select a question, read it, and answer it. Then, s/he asks a classmate the question and s/he answers and comes up next.
2. Review the formation of present simple and present continuous tenses by practicing the chant to the right with student-selected verbs. (About 5 verbs)
3. Students make predictions, PS, and PC statements about the picture accompanying the story “Hawaiian Vacation”. Echo read, then choral read (in 2’s and 3’s) the story. Point out PS and PC sentences. Why are they in respective tenses? I will pass out the 9 pictures of the story’s events to pairs. Students write in their own words about the picture. Class circulates, shares pictures, and lines up in order of event pictures. Class retells story by reading PS and PC sentence(s) about pictures. Discuss opinions, reactions to the story, and ideas.
4. In groups of three or four, students get a folder with a picture and scrap paper in it. I will tell them what kind of sentence to write. They write, check, then pass to the next group. We will read sentences aloud as we go or all at once at the end. They will write: Present Simple affirmative, PS neg, PS question for next group, PS answer, Present Continuous aff, PC neg, PC question, PC answer. This will create an explanation of each picture and give students a chance to check each other’s writing and correct.
 | * *All New Easy True Stories*
* Chant from eslhq.com:

Have students chant and clap the following words in a 1-2 rhythm:*Present Tense TO BE (3 CLAPS!)**I am (CLAP)you are (CLAP)he is (CLAP), she is (CLAP), it is (CLAP),we are (CLAP), they are (CLAP)Present Tense TO BE (3 CLAPS!*Or for present continuous tense:*Present Continuous Tense TO GO (3 CLAPS)!**I am going (CLAP),you are going (CLAP),he is going (CLAP), she is going (CLAP), it is going (CLAP),we are going (CLAP), they are going (CLAP),Present Continuous Tense TO GO (3 CLAPS)!*This can be adapted to practice other tenses, too. |

**ASSESSMENT(S):**

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| **Performance** I will listen to and make notes of sentences about story. I will observe sentences on each team’s paper and when read orally. |  |

**WRAP-UP & REFLECTION:**

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| As exit tickets, ask each other and answer Present Simple and Present Continuous sentences. Homework may be to write about a picture or fill-in-the-blank paragraphs including both tenses. |