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

Theme/Lesson:\_ Negative Present Continuous Statements Date: TBD; December 2013\_\_\_\_\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

|  |  |
| --- | --- |
| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Present Continuous Tense is used for action that is happening right now or in the near future. | **L/S:**  L1.4b Listen and understand short connected statements/ask and respond to questions on familiar topics when spoken at moderate rate  S2.4c Use intermediate grammatical structures  **W:**  W2.2b Use vocabulary related primarily to everyday needs, descriptions, and daily activities  W2.2c Write a complete simple sentence  W2.2d Use basic grammatical structures  W3.3a Practice putting ideas in writing, however minimally |
| 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. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Use contractions correctly in negative PC sentences at least five times. |
| 1. Work with a group to form at least ten correct PC tense sentences to answer “Why?”, check their work, and correct any mistakes. Turn at least five of these to negatives. |

**ACTIVITIES: MATERIALS:**

|  |  |
| --- | --- |
| 1. A student tells a negative PC statement about a classmate, “Dione is not wearing a red sweater,” and throws the ball to that person. Dione replies, “I am not wearing a red sweater; I am wearing a green shirt.” I will review by asking, “Is Dione wearing a red sweater?” etc. 2. Review the formation of contractions, present continuous tense, and negative PC for each pronoun. Do pages 100, 102-3. (Choosing neg or aff PC statements about oneself, listening to cd and pronouncing contraction “I’m”, listening and answering about a picture, practicing negatives. 3. I will read a scenario to the class in four teams. For example, “Sofie loves to dance, but is not going to the club with her friends tonight.” Teams will be given a time limit (about 5 min) and will write as many PC statements as they can to explain “Why?” for each scenario. Teams will send a rep up front (with no pen to correct, add to or change list!) to read each statement. A team gets a point for each statement that is both correct and unique—no other team wrote it. Then, I will give the class the reason why and we will take turns by team turning all other reasons to negative statements. 4. If time, I will give FALSE statements about the class and they will answer, “No, Willians is not chewing gum. He is drinking water.” | * *English in Action 2* |

**ASSESSMENT(S):**

|  |  |
| --- | --- |
| **Performance**  I will check book work as we complete it and observe sentences on each team’s paper and when read orally. |  |

**WRAP-UP & REFLECTION:**

|  |
| --- |
| Any questions about PC negatives? What are you NOT doing after class? Homework may be to write a scenario and then, 5-7 negative reasons why. (It is cold out. I am not eating ice cream. We are not going swimming.) |