Class: ELL 3 Teacher: MJ Jouttenus

Lesson: Crimes Date: 12/17/13

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| Skill Objective #1 (Students will be able to…)distinguish between simple past tense and past continuous tenses and use them in correctly  |
| Content Objective #1 (Students will know that…)describe what happened in the past in their lives, their experiences |
| Frameworks:L2.4b, S2.4c |
| Activitiesa. Ask the students what they remember about present continuous tense, write a few examples on the board, ask how would change to past tense, show how, write 9:00 am, 12:30 pm, 5:00 pm, 10:00 pm on the board, as the students what they were doing at those times yesterdayb. Turn to EIA p. 196 and review the grammar charts on past continuous, have the students complete the sentences in the first activity and check answers with a partner, correct as a class. Work in groups of 3 to ask and answer questions about last weekend and fill in the chart. Review the use of “while” and work with a partner to complete the exercises on p. 197, follow up as a class.c. Discuss the difference between simple past and past continuous. Play pantomime game using situations in which one action is interrupted by another so the students can use both; i.e., “You were driving when your cell phone rang.” Turn to p. 198 and review the sentences, work in pairs to complete the sentences. As a class, talk about the scene on p. 199, work with a new partner to complete the sentences. |
| MaterialsEnglish in Action 3 |
| Assessment #1Check the sentences on p. 199 |
| Wrap Up ReflectionAsk about the crime scene they just wrote about on p. 199, ask if they have ever witnessed a crime to segue into the next objective |
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| Skill Objective #2 (Students will be able to…)read a story about a crime and answer comprehension and vocabulary questions correctly |
| Content Objective #2 (Students will know that…)understand what happened, describe crime scenes |
| Frameworks:R1.4b, R2.4d, R2.4f |
| Activitiesa. From the previous discussion on personal experiences with crime, tell the students to imagine the scenario on p. 98 of Even More True Stories Intermediate (they return to their car after shopping at night, and a man with a gun jumps up from the backseat and orders you to drive, what would you do?) Show the picture to provide contextb. Do shared reading of the story “An Unexpected Adventure,” then have students work in pairs to read it again, looking for when the story uses simple past and when it uses past continuous, discuss examples they find as a class and discuss how the different uses impact the meaning of the storyc. Ask about new vocabulary words that are unfamiliar to the students, work with a partner to complete the comprehension and vocabulary exercises, follow up as a class |
| MaterialsCopies of “An Unexpected Adventure” |
| Assessment #2Ask the students to choose three new words and write a sentence using each |
| Wrap Up ReflectionDiscuss what the students thought about the story--do they think Mr. Lestarquit was brave or foolish? What would they have done in his place? |

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| Skill Objective #3 (Students will be able to…)brainstorm ideas for writing about dangerous situations and crimes students have experienced or heard about, and write about one such experience using past and past continuous |
| Content Objective #3 (Students will know that…)write about a crime scenario |
| Frameworks:W1.4c W2.4b, W2.4d |
| Activitiesa. Have the students form groups of 3 to discuss the scenarios on p. 103, ask students if they have ever been in or heard about a similar situation, brainstorm as a class what to do in dangerous situations, crimesb. Have students choose one situation they were in or heard about to write about, remind them to use simple past and past continuous and write examples on the board, have them help each other if they get stuck |
| MaterialsCopies of “An Unexpected Adventure” |
| Assessment #3Written stories they turn in |
| Wrap Up ReflectionReview what we covered today--simple past vs. past continuous, how that is used to read and write about crimes |