Class:\_\_ELL - A Teacher: \_\_Lis Stark

Theme/Lesson:\_\_Fluency and Grammar Review Date:\_\_January 3, 2014

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Our goal in ELL –A is speaking fluency, the ability to speak accurately and smoothly in English. | L1.2a L2.2a L2.2b L2.2c L2.2f L3.2a L3.2b  SS1.2a S1.2b S2.2a S2.2c 3.2b S3.2d  R1.2c R2.2a R2.2f Develop recall abilities  W 1.2d, W3.2a |
| 2. Careful listening and reading comprehension are also our goals in ELL-A. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Converse simple greetings with two other students after a simple scaffolding exercise in the classroom. |
| 2. Recall answers to comprehensions questions about the story, “Buying Stamps.” Reread the story with a partner and then answer orally yes/no questions in complete sentences.  3. Listen and read/recall with a partner information about what’s at SCALE, answering “Is there…? Are there…?” questions. |

**ACTIVITIES: MATERIALS:**

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| 1.Greetings: Review what fluency means and determine which of my greetings sounds more fluent. Brainstorm simple greetings and appropriate replies to these greetings. Students talk to two partners in the hallway, aiming for fluency in their greetings.  2.Phonics: Students put letter tiles in alphabetical order and identify the consonants that make the sounds I make. /g/ /h/ /w/ /r/ /v/ /b/  Students identify these letters by name: c, z, d, t, f, v, g, j, k, q, p, b.  With key words written on the board, students identify short and long sounds of the 5 vowels. Key words: apple, cake; elbow, teeth; ick, time; o like at a Dr.’s office, home; ugh, June  Students lead a sort by long and short vowel sounds  3. Students retell the story, “Buying Stamps,” using story sequence pictures as prompts. We review what comprehension means. I ask students comprehension questions from the story. They answer orally.  4. Students listen and look while on my mini-tour of SCALE. Partners with a question paper revisit the tour and check off answers on a question paper, “Is there…?/Are there…?  5. Students aim for comprehension when reading their homework passage from the workbook and answer relevant questions. | “Phonics Pure and Simple” letter tiles in envelopes.  Corrected and returned story, “Buying Stamps,” from Gianola’s Introductory-level storybook, “That’s Life.”  My “Is there…? /Are there…?” scavenger hunt questions sheet.  “Taking Off” workbook pages 39, 40, 41, 46. |

**ASSESSMENT(S):**

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| **Performance**  Informal – Ask students to evaluate their fluency when they practiced greetings with two partners.  Informal – How quickly can individual students assemble the alphabet and identify the letters and their sounds?  Not formal – How accurately can individual students answer recall/comprehension questions orally about the story, “Buying Stamps.”  Formal – How accurately do student partners answer questions about SCALE – “Is there…?/Are there…?” |  |

**WRAP-UP & REFLECTION:**

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| On Monday, Jan. 6, 2014, I will give individual students a phonics assessment paper that includes: 1) write the missing letters of the alphabet 2) Circle all the vowels you see to identify capital and lowercase vowels 3) sort long and short vowel words. |