Class: ELL-A Teacher Teacher: Lis Stark

Theme/Lesson: End of Cycle Review Date: Mon., Jan. 5, 2014

**LESSON OBJECTIVE(S):**

|  |  |
| --- | --- |
| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. If they listen carefully to someone’s writing, they can respond to it with some kind of complement. | L1.2a L1.2c L2.2c L3.2c  R2.1e R2.2 b R2.2c R2.2f R3.2c  S2.2b S2.2c S3.2b S3.2d  W2.2f |
| 2. They can use what they’ve learned about personal information and the simple present enough to tell a story about an imaginary “special person.”  3. We can talk about what is present in an environment by using there is for a singular thing or person and there are for plural things or people. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. ..practice listening to other students’ written work and try to provide some sort of positive feedback (a new skill)  2. …provide positive and negative answers to drill questions that start with verb be (“Yes/No” questions); questions that start with do/does; and questions that start with where, when, what and the verb do. |
| 3. Take risks with their English skills to tell a personal information story about a picture of an (imaginary) special person. |

**ACTIVITIES: MATERIALS:**

|  |  |
| --- | --- |
| 1. After listening to my story about “My Favorite Food,” small student groups will listen to classmates read their homework story. Each will share one thing they liked about the story.  2. Student will select a photo and prepare a whole imaginary story about this “Special Person,” integrating all the vocabulary and grammar they’ve learned this cycle. They’ll present their stories to the class, and we will be listening for the Simple Present verb.  3. Students will do exercises on pp. 105-106 to practice using there is/there are to make statements about things and people in an environment.  4. Students will respond in turn to my drill questions, following the answer format for each particular kind of question.  5. Students will write sentences, based on a model, of what they can and can’t do. | The homework paper, “Stuffed Chicken” by Fidelia Cadenas from Beginning Stories from the Heart.  My list of drill questions  Laminated photographs of diverse and interesting people  Grammar in Action workbook p. 105 |

**ASSESSMENT(S):**

|  |
| --- |
| **Performance**  I’ll be listening in particular to students’ presentations of their fictitious “special person” to hear if they integrate the simple present into their narratives. |

**WRAP-UP & REFLECTION:**

|  |
| --- |
| Since it’s the end of the cycle, and we’ve just had an extensive break, I’m listening carefully to students’ fluency and level of risk taking at this point in their language learning. |