Class: ELL-A Teacher: Lis Stark

Theme/Lesson: Prepare for subject pronouns/to be quiz Date: Oct. 1, 2014

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. A quiz is a way to measure learning progress.  2. A quiz is something they SHOULD prepare for. | 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 |
| 3. A “magic e” makes vowels long |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Correctly fill out the October 2014 calendar template, based on all the calendar info. we studied last month.  2. Correct their grammar homework and ask questions about mistakes. |
| 3. Work with a partner on a speaking/listening exercise that will help them practice the grammar.  4. Talk about 3 famous people using grammar skills.  5. Correctly read the long vowel sounds in *Sam and Pat* long vowel story, |

**ACTIVITIES: MATERIALS:**

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| 1. Students complete their blank calendars with all info. about October 2014 (month, year, season, days)  2. Students check the accuracy of their grammar homework (*Grammar in Action* pp. 7-8) against my master copy on the overhead projector. They ask questions when they don’t understand. They learn from their mistakes.  3. Student partners try a speaking/listening activity with multiple steps on pp. 6 and 181 in *Grammar in Action*.  4. Student partners read personal information about three famous people and answer yes/no questions.  5. Students read a list of “magic e” words and then read the *Sam and Pat* long vowel story “Sam’s Family…routine?” (can’t recall exact title) | My blank calendar template, 1 per student  *Grammar in Action* pp. 6, 7, 8, 10, 11  My paper about three famous people (Hillary Clinton; Henry Louis Gates, Jr.; and Arthur T. Demoulas)  *Sam and Pat* long vowel story, “Sam’s Family…routine?” (can’t recall exact title) |

**ASSESSMENT(S):**

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| **Performance**  Informal: Can student partners listen and complete p. 6 in Grammar in Action, which requires using pages 6 and 181?  Formal: Can students achieve at least 80% accuracy rate on grammar concepts covered in Unit 1 of *Grammar in Action*-  Subject pronouns; affirmative and negative statements; contractions with verb be |

**WRAP-UP & REFLECTION:**

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| Question for me: Since I slowed down the pace of teaching Unit 1 grammar concepts, will students retain these grammar points through the cycle?  Will we be able to incorporate more famous people into our lessons, so we have more diversity in our conversations this cycle?  Who, in the media and in world events, holds meaning for these students? |