Class: ELL A Teacher: Lis Stark

Theme/Lesson: Questions/Answers in Present Simple and

Immigrants’ Rights and Responsibilities Date: Dec. 2, 2013

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. describing words (adjectives) can be positive, neutral or negative.  2. the present simple rules for using the verb do to answer negatively.  3. phonics – listening to the sounds in words can help them spell closed syllable words with magic e  4. they now possess enough English proficiency to answer myriad questions.  5. | 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  W 1.2d  Intercultural: Recognize that many people in the US do want to help immigrants  Develop and use social strategies for language learning |
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| **Skill Objective(s)** (Students will be able to…) |
| 1. describe their long weekend using positive, neutral, or negative describing words.  2. use the present simple rules to answer questions that start with Do and Does.  3. spell 8 long vowel words with magic e correctly by listening to me dictate them  4. answer myriad assorted questions correctly, using all they’ve learned in class to this point in time |
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**ACTIVITIES: MATERIALS:**

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| 1. Greetings: Students ask each other, “How was your long weekend?” Students answer with pos., neutral, or neg. describing words such as fun, relaxing, fantastic, busy, interesting, difficult, terrible.  2. We correct the homework paper, using the simple present form of do in the positive and the negative.  3. phonics – Students repeat the words from the phonetic word grids 8 and 9 and then identify the pictures with these words. Students listen to me dictate 8 words and by listening to the sounds, they correctly spell the 8 words on dictation paper.  4. Students form a circle and I ask a long list of patterned questions for them to practice listening and comprehension skills as well as applying their English proficiency and vocabulary according to their own abilities.  5. We read vocabulary words and a description of MIRA in preparation for the MIRA presentation on Wed.  6. We start Unit 9 in Taking Off and learn vocabulary about places in a community and how to give simple directions.  7. Students have homework - Taking Off Workbook p. 98A p. 99A | The simple present form of Do worksheet I made.  Phonics Grids 8 and 9 from Sam and Pat 2  A long list of patterned questions I maintain to help students practice their listening comprehension and fluency skills  A vocabulary list and simple article about MIRA’s mission.  Taking Off textbook p. 138-139 ex. A, D; p. 140 ex. A, C |

**ASSESSMENT(S):**

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| **Performance**  How fluently can students respond to questions about their weekends?  What questions do they have about their homework using the verb do in present simple positive and negative.  How accurately they spell 8 long vowel words from dictation.  How fluently and accurately they answer drill questions, applying what they’ve been studying in class all cycle. |  |

**WRAP-UP & REFLECTION:**

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| After the MIRA presentation, on Friday, students will answer a True False paper of questions that can guide a discussion about the event on Wed., Dec. 4. |