Class: ELL-A Teacher: Lis Stark

Theme/Lesson: Family Relations; Describing people; Asking questions Date: April 1, 2015

**LESSON OBJECTIVE(S):**

|  |  |
| --- | --- |
| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Their 100% attendance at the State House shows they care about school.  2. They can use family vocab. words to talk about relations between family members and that families in the US are all different.  3. They have some words to describe people. | 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 |
| 4. US culture is against asking adults their ages; ask kids.  5. They can help students learn how to answer simple yes/no and how old questions. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Identify family relations words that are gender specific (e.g. father, daughter, aunt) and which are gender neutral (cousin, sibling, partner)  2. match opposite adjectives (helpful/unhelpful; important/unimportant; female/male; young/old; short/tall; thin/heavy or fat;curly/straight)  3. Give examples of less traditional family relations, referring to a handout with myriad family relations words on it |
| 4.Use the family tree visual on p. 30 of textbook to answer basic yes/no comprehension questions about relations. Use relations words to describe relations between two individuals on the family tree p. 31.  5. Use simple adjectives and describing words to talk about a person in a picture and share the words with the class.  6. participate in a multi-step process of asking a question and listening attentively to the response, correcting mistakes.  7. Identify the days we DO have class in April 2015. |

**ACTIVITIES: MATERIALS:**

|  |  |
| --- | --- |
| 1. Match opposite adjectives  2. Complete B-Goal Affidavit  3. Identify gender specific and gender neutral family words, sort them as a group  4. Answer simple Yes/No and Who questions from the visual info. (Family Tree)  5. Exercise while listening to the directions of one student.  6. Describe a picture of an unknown person, using basic describing vocabulary.  7. Participate in a multi-step process group speaking activity, asking and answering questions.  8. Identifying which days we DO have school in April. | My B-Goal/State House Visit Affidavit  Index cards with family relations words on them  My “Family Relations” words page  *English in Action* Textbook pp. 30 - 34  *English in Action* workbook pp. 14, 15  6 large pictures of unknown people  My question and answer slips of paper  My April 2015 calendar |

**ASSESSMENT(S):**

|  |  |
| --- | --- |
| **Performance**  How well do I remember to ask students to raise their hand to answer? How well do students raise their hands when they want to give an answer? Who doesn’t volunteer?  How well can the students follow multi-step directions to ask and listen to answers in a group speaking activity? |  |

**WRAP-UP & REFLECTION:**

|  |
| --- |
| Do students have enough of a grasp on family relations that I can now skip to discussing the simple present tense as taught in unit 11 of the textbook? We’ll circle back to family relations on Monday when students bring in their family photos. |