Class: ELL-A Teacher: Lis Stark

Theme/Lesson: Simple Present Negative and frequency Date: May 4, 2015

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Our goal is to have fluency with simple present tense. (Speaking like a native English speaker) | 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. There are words that can help us tell how often we do certain things and these words go between the subject and the verb.  3. Students can evaluate what they know about the simple present when they take a short assessment using the simple present positive and negative. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Create positive statements with given verbs. Turn the positive statements into negative statements. This is all speaking.  2. Use adverbs of frequency to talk about how often they perform some actions. |
| 3. Read a work schedule and use the simple present verb tense to write answers to some questions about the schedule. |

**ACTIVITIES: MATERIALS:**

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| 1. Students identify the one error in sentences in order to learn from their own writing mistakes.  2. Students formulate and say positive statements, using a given, random verb. Students listen to the statement and say it as a negative statement, using the third person.  3. Students use their knowledge of the simple present to identify the correct verb spelling in 25 sentences. (formal assessment)  4. Students learn adverbs of frequency and then employ them to talk about a list of activities and the frequency with which they do these activities. | Returned, corrected sentences about Fawaz’ routines  Green index cards with verbs  My simple preset assessment (25 sentences in which the student must identify the correct spelling of the verb)  My sheet about adverbs of frequency and sentences to complete about the frequency of some of their actions/habits.  My “Family Diner” work schedule and question sheet. |

**ASSESSMENT(S):**

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| **Performance**  **I’m giving a formal assessment to gain some objective info. about how well the students are using the simple present tense** |  |

**WRAP-UP & REFLECTION:**

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