Class: ELL C Teacher: Bethany Vaughn Date: 09/16/16

Lesson: Gender in the US

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| Skill Objective #1 (Students will be able to…)  Fill in the missing word in a cloze exercise while listening to a story read orally. |
| Frameworks:  L2.4a Understand specific vocabulary in controlled settings. |
| Content Objective #1 (Students will know that…)  US culture places an emphasis on physical appearance that can be unequally stressed depending on a person’s sex. |
| Frameworks:  Identify culturally determined behavior patterns (Intercultural knowledge and skills) |
| Activities  1a. Give students a cloze exercise handout of the reading that has words deleted throughout the text. Have students listen to the reading and identify the missing word. Students should write in each word as they hear it read out loud.  b. Give students a complete reading, and ask students to check their work to see if they were able to identify all of the missing words correctly. Students should read the passage once more for understanding of the content.  c. Ask students to tell a partner what they believe are the two most important ideas found within the reading. |
| Materials   1. Reading from Breaking News English <http://www.breakingnewsenglish.com/1605/160523-cosmetics-4.html> 2. Cloze exercise copied from the same website. |
| Assessment #1  Student’s have correctly recorded the words from the recorded reading. Student’s are able to identify the idea that women are judged more for their appearance than men in the US. |
| Skill Objective #2 (Students will be able to…) Differentiate between fact and option within a reading. |
| Frameworks:  R1.4a Read and understand simplified or adapted multi-paragraph text on a familiar topic. |
| Content Objective #2 (Students will know that…)  Facts often include numbers and specific information while opinions can include non-action verbs such as believe, think, and feel. |
| Frameworks:  W2.4d Use intermediate grammatical structures.  S.3.4b Take an active role in a conversation. |
| Activities  1a. Ask students to highlight facts found and underline any opinions found within the reading. Discuss facts vs. opinions and highlight the different verbs and how they are used within the text to identify facts and opinions.  b. Ask students, in partner groups, to discuss the following questions. Students are given 2 minutes to speak and 2 minutes to ask a partner questions before switching between speaking and listening.  1) Have you ever noticed this trend in your own life or observed it in the US?  2) Do you think people should get paid more if they are more attractive? Why or why not?  3) How can this trend change over time?  c. Partner groups share some of what was discussed in their group. Web items on the board as a pre-writing activity. |
| Materials -- Same as listed above |
| Assessment #2  Students correctly identify facts and opinions within the article. Student’s speaking outlines an understanding of how appearance can affect difference sexes in the US. |
| Wrap Up Reflection  Students complete a journal entry. Students write a summary of the things discussed with their partner. |