Class: \_\_\_\_\_\_ELL C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_Lori Segall \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson\_\_\_\_\_\_\_Practice Vocabulary\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_November 14, 2016\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Skill Objective #1 (Students will be able to…)  Use the correct vocabulary word in sentences |
| Frameworks:  L2.4a, R2.4d, W2.4b |
| Content Objective #1 (Students will know that…)  Reading and noting new words and practicing them is the best way to learn vocabulary |
| Frameworks: |
| Activities  1a. How many vocab sheets have I given you? (7) How many practice sheets (4) and crossword puzzles (3)? Make sure everyone has all in their binders. Make copies for anyone who is missing them. I will give you a vocab quiz on Friday – spelling and meaning  Why is it important to spell?    2. How do you know if you really understand a word? Take out your vocab cards. Work with a partner - Sort into nouns, verbs, adjectives. Leslie and I check.  3. Write on the board 1. Pronounce the word. Where is the stress? 2. What does it mean? 3. How do you spell it?  4. Put the cards away. What are some words you remember? Leslie and I write on the board.  5. Vocab competition, first nouns, then verbs then adj. They divide into 2 teams. Each team sends on team member to the board facing their team. I write a word on the board and their team needs to describe or give examples of the word without using the word. First to guess it gets a point for their team.  6. Homework – Pick 5 words and write sentences to hand in. |
| Materials  Vocabulary sheets, with associated exercises and crossword puzzles |
| Assessment #1  Quiz I dictate 8 words that they spell on separate lines. Then they use then in cloze sentences. |
| Wrap Up Reflection  What is a good way to learn new words? |
| Skill Objective #2 (Students will be able to…)  Write a correct sentence using the superlative |
| Frameworks:  S2.4c, W2.4d |
| Content Objective #2 (Students will know that…)  Comparatives should only be used to compare 2 things |
| Frameworks: |
| Activities  1a. We use comparatives, more \_\_\_\_\_ than to compare 2 things. How do we talk about comparing when we have many things?  Remember when we lined up by height? How do we talk about Luciano? The tallest. If we talk about age. Who is the baby of the class? Maritza or Valdo? How can we describe her (him) in comparison to the other students?  b. EiA page 102. Have Ss read one line each from the box at the top of page.  c. Do ex A and B to practice the rule.  d. Listen and repeat pronunciation.  e. Do Ex. D cloze sentences.  f. Conversation with cocktail strips so they can practice the form. |
| Materials: EiA book and workbook, cocktail party conversation slips with superlative questions |
| Assessment #2  Homework assignment EiA workbook page 40 |
| Wrap Up Reflection  Exit ticket – make the superlative form of these adjectives |