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

Lesson\_\_\_\_\_\_\_Going to be Healthy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_October 9, 2016\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Skill Objective #1 (Students will be able to…)  use ‘be going to’ correctly in a group talk activity |
| Frameworks:  L1.4b, L2.4b, L2.4e, |
| Content Objective #1 (Students will know that…)  How to ask health related questions |
| Frameworks: |
| Activities  1a. (warm up) Everyone wants to be healthy. Is good health only a question of luck? Do we need to do things to help ourselves stay healthy? What are some things we can do?  Turn and talk  Group brainstorm on the board:  b. Open EiA books to page 82. We are going to start a unit on health. Read the words in the yellow box silently. Are there any new words or expressions you don’t understand?  What is happening in these pictures? Can you use the words in the box to describe the pix?  Talk to your partner about what is happening. Leslie and I circulate to listen.  c. Top of page 83. Write on the board ‘***be going to + verb’*** We use this to talk about something in the future that we already planned. Make sentences using words in the box, e.g. ‘I am not going to make an appointment.’ When we talk, it often sounds like ***gonna + verb***, but don’t write that! Call on students to make other sentences.  Ex. A read silently and underline the verbs. Check. Ask: Is the DDS going to take out Gloria’s tooth?  d. Ex. B complete with ‘be going to’ form and check with a partner.  Ex. D Model a couple, do the rest with partner.  e. What about making questions? Write on the board: She is going to see the doctor.  Top of page 85, call on Ss to read questions and short answers.  Do Ex. A Check with partner  f. Pass out ‘Are you going to…’ handout. Everyone gets up and asks questions to everyone. When they find a person who says ‘Yes, I am’, or ‘Yes, he is,’ they write their name on the line.  g. homework for next class: Workbook page 33-34, ex C, E and F |
| Materials  English in Action, ‘Are you going to…’ handout copy of workbook page 33-34, ex C, E and F |
| Assessment #1  Listen to questions and answers during group talk activity, homework assignment for next class |
| Wrap Up Reflection  Exit ticket: How do I ask my neighbor if her parents are going to come for Thanksgiving? |
| Skill Objective #2 (Students will be able to…)  Use vocabulary words for medical specialists |
| Frameworks:  R.2.4a, R2.4d |
| Content Objective #2 (Students will know that…)  Medical specialists are necessary when you have many health problems |
| Frameworks: |
| Activities  1a. (warm up) Has anyone been to a hospital in the Boston area? What was that experience like for you? Turn and talk.  Do you think it’s better to have big hospitals or lots of small clinics in the neighborhoods?  b. Pass out medical specialist vocabulary sheet. I read each one, they repeat. I call on a student to read the definition.  c. How many of these words are new for you? Write each one on a vocab card. Practice in pairs.  d. pass out crossword puzzle. They try it on their own.  e. Divide class into 2 teams (down the middle of the class). Each team sends one person to the board facing the rest of their team. I write one of the medical specialist words on the board and each team needs to give clues to their teammate without saying the word. The one to guess the word first gets a point for their team. |
| Materials: vocabulary sheet, index cards, crossword puzzle |
| Assessment #2  Watch how students describe the medical specialists, quiz at end of unit |
| Wrap Up Reflection  Exit ticket – write the names of medical specialists you learned today |